



Academic Year
2020-2021

7A

PORTAL TO ENGLISH

TEACHER'S BOOK

H. Q. Mitchell
Marileni Malkogianni

The logo for mm publications, consisting of a stylized red 'm' shape above the lowercase letters 'mm' and the word 'publications' in a smaller font below it.

mm
publications

GRADE **7**

SEMESTER 1



7A
PORTAL
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حضرة صاحب السمو الشيخ تميم بن حمد آل ثاني
أمير البلاد القطري

النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ قَسَمًا بِمَنْ نَشَرَ الضِّيَاءَ
قَطْرٌ سَتَبَقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِيَاءِ
سِيرُوا عَلَى نَهْجِ الأَلَى وَعَلَى ضِيَاءِ الأنْبِيَاءِ
قَطْرٌ بِقَلْبِي سِيرَةٌ عِزٌّ وَأَمْجَادُ الإِبَاءِ
قَطْرُ الرِّجَالِ الأُولِينَ حُمَاتُنَا يَوْمَ النِّدَاءِ
وَحَمَائِمُ يَوْمَ السَّلَامِ جَوَارِحُ يَوْمَ الفِدَاءِ

Contents of Teacher's Book

Introduction

Student's Book with Teacher's Notes

Contents of Student's Book

Hello	6
Module 1 About me	9
Module 2 Looking back	21
Culture Page 1	33
Poem (Modules 1 & 2)	34
Module 3 From place to place	35
Module 4 What happened?	47
Culture Page 2	59
Poem (Modules 3 & 4)	60
Speaking Activities	61
Grammar Reference	64
Irregular Verbs	72
Project Skills	73
Learning Tips	74
Wordlist	76
Student's Book Listening Transcripts	80
Workbook Key	84
Workbook Listening Transcripts	89
Think it through teacher's guide	91

OUTLINE OF THE COURSE

Objectives

This course has been designed with careful consideration of Ss' particular needs and interests at each stage of their development. The main concern of the writers has been to explicitly demonstrate how English is used in real-life situations, thus enabling learners to use it in meaningful contexts. Thus learners build their ability to communicate their ideas fluently, accurately and confidently in a wide range of social situations and environments. Furthermore, the New Curriculum Standards for the State of Qatar for preparatory schools are integrated into the course content.

Goals

The course follows the requirements of the Common European Framework of Reference for Languages (CEFR) and focuses on the systematic development of key competencies. It aims at achieving the following goals:

- **Communicative** – to help Ss establish relations, exchange information and express ideas, attitudes and feelings.
- **Socio-cultural** – to help Ss grasp an understanding of everyday life patterns of their age group. This covers topics such as home, leisure, etc. in the target language.
- **Systematic development of the Qatar National Curriculum Framework (QNCF) competencies** – to promote creative and critical thinking, communication, cooperation and participation, problem-solving and inquiry and research.
- **Learning how to learn** – to help Ss plan their work over a time span and set themselves realistic objectives.

Syllabus

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

Organisation and length of the course

Portal to English 7 brings Ss to A2 Mid level of the CEFR. The book is organised into eight topic-based modules. The modules are well organised within a steady framework. Each module consists of a cover page, five two-page lessons and a round-up section.

Each module features a broad topic, with the individual lessons focusing on related sub-topics. In this way, Ss are presented with different aspects of the same topic. The modular approach promotes progress in all dimensions and, by the end of the course, Ss will have been systematically exposed to the functions and structures outlined in the contents. Additionally, they

will have been given the opportunity to develop all four skills, having been given adequate practice throughout the book. The precise time needed to complete this course will vary according to factors such as school organisation, class size, learner ability and motivation.

Key features

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

- Motivating and contemporary topics with multi-cultural and cross-curricular information
- Lively animated dialogues and comic strips presenting functional language in real-life situations
- Systematic development of reading and listening skills and subskills
- Special emphasis on vocabulary building
- Progressive development of speaking skills through functional language
- A step-by-step approach to writing
- An integrated approach to the development of the four skills
- Activities designed to develop the QNCF competencies
- Personalisation activities
- Opportunities for promoting learner autonomy with project skills, learning tips, self-assessment (Now I can) sections, learning objectives on the cover pages, etc.
- The use of IT (Information Technology) (e.g. Internet use for projects, Student's CD-ROM, Interactive Whiteboard Material)

COURSE COMPONENTS

Student's Book

The Student's Book contains:

- a table of contents presenting the topics, vocabulary, structures, functions, pronunciation focus as well as the language skills practised in each module. The main Qatar National Curriculum Framework (QNCF) competencies are clearly signposted.
- a *Hello* section.
- eight modules, each divided into a cover page, five lessons and a Round-up page.
- a speaking activities section including pair-work activities.
- a grammar reference section with useful tables, examples and explanations of the structures dealt with in each module.
- a list of irregular verbs.
- a section with Project Skills helping Ss to acquire useful skills in organising, planning and presenting projects.
- a section with tips helping Ss to acquire good learning habits both inside and outside the classroom and covering areas such as vocabulary, grammar, reading, listening, speaking and writing.
- a wordlist containing the active vocabulary in alphabetical order per lesson.

MODULES 1-8 (an overview)

Before starting the book, Ss have the opportunity to consolidate and revise some basic structures and vocabulary through the *Hello* section.

Each module focuses on lexis, grammar, language functions and communicative skills. In the first four lessons, the target language (vocabulary, grammar, functions) is presented and practised extensively. In all five lessons, the four basic skills (reading, listening, speaking, writing) and micro-skills are developed in an integrated manner. In the first three lessons there is a special emphasis on reading, in the fourth lesson on listening, and in the fifth lesson there is a focus on speaking and writing. Lastly, the Round-up page at the end of each module thoroughly revises the functions, grammar and vocabulary that have been presented in the preceding lessons and offers a unique opportunity for self-evaluation.

THE STRUCTURE OF THE MODULES

COVER PAGE

The cover page is the first page of each module. Ss are introduced to the topic of the module through visual prompts and a discussion. In some cases, Ss are also presented with some new topic-related vocabulary. The purpose of this discussion is to activate Ss' background knowledge and create a sense of anticipation. There is also a set of learning objectives on the cover page. Ss read about what they will learn in the module, which increases motivation and helps them become autonomous learners.

2 LOOKING BACK

a 1989
A British computer scientist. He invented the World Wide Web in 1989.

b 1980
A Moroccan scientist. He helped invent lithium-ion batteries in 1980.

c 1961
A Russian astronaut. He was the first man to travel to space in 1961.

d 1928
An American pilot. She was the first woman to fly across the Atlantic Ocean in 1928.

e 1911
A Norwegian explorer. He was the first man to go to the South Pole in 1911.

f 1903
A Polish scientist. She was the first woman to win a Nobel Prize in 1903.

Discuss:

- Below are names of people who achieved something great in the 20th century. Have you heard of any of them? Match the names to the information and pictures a-f. Then listen and check your answers.

Yuri Gagarin

Marie Curie

Tim Berners-Lee

Rachid Yazami

Roald Amundsen

Amelia Earhart

Do you know any people who have achieved something great in the 21st century?

In this module you will learn...

- to talk about past events/experiences
- to talk and write about famous people in history and their achievements
- to express ability in the past
- to talk about technology you use
- to talk about events/experiences in the past and in the present
- to write and present facts about a planet
- to give and respond to good news
- to link your ideas with *and*, *but*, *so* and *because*
- to write an email to a friend

introduction to the topic of the module through visual prompts and brief discussion

objectives of module clearly presented

LESSONS a, b, c

In lessons a, b and c there is a special emphasis on reading.

Vocabulary

Before Ss deal with texts or grammar, they are presented with the key vocabulary in order to facilitate understanding and communication. Vocabulary is presented through visual cues, which make the presentation more appealing and the vocabulary more comprehensible to Ss. The lexical items presented are always related to the topic of the module and are semantically grouped. Particular attention has been paid to the selection of useful, high-frequency lexis appropriate for the Ss' level and age. It is also borne in mind that vocabulary is not just lexis but also phrases or chunks of language which function as single words do. This section is not just a list of lexical items which are presented to be memorised. Ss are often asked to do a task and/or hold a discussion which requires them to use their knowledge of the world, to think critically, and to make educated guesses. Ss are occasionally engaged in vocabulary building activities, which appear after the reading texts, and they are also asked to find antonyms/synonyms, guess what certain words in the text mean, etc.

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

Reading

Reading skills are extensively developed in lessons a-c through various types of texts promoting both top-down and bottom-up processing. Ss are encouraged to activate their background knowledge and develop expectations which will be confirmed or rejected while reading a text (top-down strategy). Ss are also given the opportunity to decode information based on the text through various types of activities (bottom-up strategy). Ss should always be asked to justify their answers when it comes to reading comprehension activities.

• Dialogues

The aims of the dialogues throughout the book are to present vocabulary, structures and functions in context and to expose Ss to natural spoken English through meaningful contexts. All the dialogues have been specially designed to familiarise Ss with spoken English in a variety of different real-life situations. These dialogues arouse Ss' interest through witty exchanges in up-to-date, modern English, the objective of which is to promote learning in a communicative way. The dialogues are accompanied by a wide range of comprehension activities, such as open-ended questions, multiple choice questions, True/False exercises, gap filling, exercises and activities requiring Ss to identify speakers, extract specific information, etc.

• Different types of texts

There is a variety of reading material: factual texts, comic strips, emails, websites, blogs, notes, quizzes, magazine articles, interviews, etc. The texts cover a broad range of motivating and contemporary topics and provide Ss with interesting, multi-cultural, cross-curricular information about the real world. The texts have been carefully selected not only for their language content, but also for their appeal and appropriateness to the level and age of Ss this course is intended for. The texts and tasks aim at the development of reading micro-skills with the emphasis on reading for gist and for specific information, as well as inferencing.

Ss are further helped to develop their reading skills with

the inclusion of useful advice given throughout the book in the form of **tips**.

Over to you

Over to you is a special feature of this series that enables Ss to deal with questions encouraging self expression and personal response. The aim of this section is to help Ss develop critical thinking skills and elaborate on the topic of each lesson.

Grammar

The aim is to present grammar gradually (building-block strategy). Examples of the structures presented usually appear in the preceding reading texts. The use of grammatical structures is illustrated in context through example sentences. Ss are actively involved in understanding grammatical structures through various language awareness activities. For example, they are required to make inferences about the functions and formation of grammatical structures and to complete tables and/or sentences. In this way, Ss develop strategies that help them identify language patterns, develop a greater awareness of language and become more independent learners. The section ends with a simple activity which allows Ss to use the structure they have learnt in context and enables teachers to check their Ss' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually. The grammar is presented in more detail in the Grammar Reference section at the back of the book and is further practised in the speaking and writing activities.

Pronunciation

It is important to sensitise Ss to the different sounds of the English language and to give them as much practice as possible. The aim is not for Ss to acquire a native-like pronunciation but to enable them to speak intelligible English. The pronunciation section deals with significant aspects of spoken English in an organised manner and is linked to the language of each module. It is in the form of a listen-and-repeat drill, presenting and providing controlled practice of individual sounds.

Listening

The topic of the listening task is always related to the topic of the lesson. A variety of spoken text types and task formats have been employed, through which important listening micro-skills are developed. The focus is on listening for gist and/or specific information. Therefore, it is always a good idea to have Ss read through the questions/gapped text, etc. first and make predictions about what they will hear as well as the possible answers to questions using the prompts given, such as pictures, tables, etc. It is always important to stress that Ss do not need to understand every word that they hear. After making sure that Ss have understood the instructions and the language included in the activities, play the recording two or more times if necessary. Elicit answers from Ss and ask them to justify their answers. Then, if necessary, play the recording again and clarify any points that have not been understood. Pre-listening questions serve the purpose of activating Ss' background knowledge of the topic, while post-listening questions give Ss the opportunity to expand on the topic of the listening activities and use the new vocabulary to talk about themselves. Ss further develop their listening skills in **lesson d**. Ss are also helped to develop their listening skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Speaking

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

During the activity, the teacher should go round the classroom, listen to the discussions taking place and make sure that Ss speak only in English. Whenever necessary, help and support should be provided. It is recommended that

teachers should not interrupt in order to correct Ss' errors. It is preferable for teachers to keep a record of common or basic mistakes and to comment on them at the end of the activity. Ss further develop their speaking skills in **lesson e**. Ss are also helped to develop their speaking skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Writing

Writing is perhaps one of the most difficult skills for Ss to master. For this reason, the course pays particular attention to the development of this skill through short writing tasks that have been integrated into the lesson. Writing is often linked to preceding speaking activities in order to help Ss acquire ideas before proceeding to the writing task. Prompts are always provided guiding Ss smoothly towards using the language productively. Ss are given the opportunity to use vocabulary, functions and the structures that have been presented in the lesson through short writing tasks. Ss are introduced to writing smoothly, starting with gapped activities, simple sentences and then moving on to longer texts. Ss further develop their writing skills in **lesson e**.

LESSON 2a

vocabulary presented through visual prompts

activities encouraging personal response

activities focusing on reading for gist (top-down strategy)

activities focusing on reading for detail (bottom-up strategy)

notes highlighting key language points

an inductive approach to presenting grammar

grammar clearly presented and practised

a variety of writing activities

pronunciation activity

activities encouraging the development of Ss' presentation skills

The image shows a lesson page for Lesson 2a, divided into three main sections: Vocabulary, Grammar, and Read. Each section includes various exercises and activities.

1. Vocabulary
 1) Look at the timeline with the different life events. Complete gaps 1-4 with the phrases a-d below. Then listen and check your answers.
 a. go to university b. learn to walk c. start a family d. finish school
 be born 1 start school 2 learn to drive 3 graduate from university 4 get married 5 retire and grow old

2. Read
 A 4) Read and choose the best title (a, b or c) for the blog.
 a. FUN WITH FRIENDS b. FOR THE FIRST TIME c. AN EXPERIENCE I WANT TO FORGET

3. Grammar
Fast Simple (Affirmative - Negative - Questions)
 A Read the dialogue. How do we form the affirmative of the Past Simple? Which verb do we use to form questions?
 A: My brother graduated from university last year.
 B: Really? What did he study?
 A: Well, he was really good at art, but he didn't study art. He studied maths.
 B: Oh, nice!
 Which verb do we use in the negative?
 B: Oh, nice!

4. Pronunciation
 A 4) Listen and repeat. What's the difference between a, b and c?
 a. walked b. stayed c. started
 B 4) Listen and tick (✓) the sound you hear.

5. Write & Present
 Make a timeline for yourself with different life events. Write them in the order they happened and include the year. Present your timeline to the class.

Introduction

LESSON 2b

various types of texts providing Ss with factual information

activities encouraging Ss to develop vocabulary building skills

pre-listening activities encouraging Ss to activate their background knowledge and generating expectations (top-down strategy)

2b

1. Read

A Would you like to explore a remote and dangerous place? Where is it? Why would you like to go there?

B Read and answer. What is Sir Edmund Hillary famous for?

Sir Edmund Hillary

Sir Edmund Hillary was a famous explorer and mountain climber. He was born in New Zealand in 1919. He tried mountain climbing for the first time on a school trip to Mt. Ruapehu and discovered he could easily do it. When he was 20 years old, he climbed to the top of Mt. Oliver. However, Hillary's dream was to climb Mt. Everest. In 1953, he joined a British expedition, and they carefully began the difficult and dangerous journey to the top of the 8,848-metre mountain in the Himalayas. After about seven weeks, on 29 May, Edmund Hillary and Tenzing Norgay, a mountain climber from Nepal, reached the top. They couldn't stay there for very long because the air was thin, but they became the first people to climb the highest mountain in the world. Hillary continued to climb mountains and explore the world. He went to both the North and the South Pole in his lifetime. Many people call Mt. Everest the third pole of the world, so we can say that he was the first person to travel to all three poles. Hillary was a brave explorer and a true hero.

C Read again and choose the correct answer a, b, c or d.

1. The first mountain Sir Edmund Hillary climbed was Mt.
a. Nepal b. Oliver
c. Everest d. Sealy

2. Tenzing Norgay was from
a. Nepal b. Norway
c. New Zealand d. Great Britain

3. Sir Edmund Hillary and Tenzing Norgay were the first men to reach
a. the North Pole b. the South Pole
c. the top of Mt. Everest d. both the North and the South Pole

4. Another name for Mt. Everest is of the world.
a. the top b. the pole
c. the mountain d. the third pole

D What does the writer mean when he says 'They couldn't stay there for very long because the air was thin...?'

a. There wasn't any air at all.
b. The air was very cold there.
c. There was a strange smell in the air.
d. There wasn't much oxygen in the air.

E Find words in the text to match the definitions below. Then check your answers in a dictionary.

a person who travels to places to explore them
a person who climbs
How read the **NOTE** and form nouns that refer to people. Make any necessary changes.

NOTE

We form many nouns that refer to people by adding the suffix **-er** or **-ian** (farm - farmer / verbs - teacher).

1. point
2. write
3. swim
4. win
5. train
6. photograph
7. travel
8. drive
9. build

West East
North South

Over to you

Discuss.

What can you say about Sir Edmund Hillary's character? How would you describe him?

2. Grammar

A Read the examples below. Which dialogue refers to present time? How does the verb change in the second dialogue? What do can and could express in dialogues 1 and 2? Match the dialogues with the phrases a and b.

1. A: Mark is four years old now. Can he write?
B: No, he can't. But he can read.
a. ability in the present
b. ability in the past

2. A: Could you ride a bike when you were five?
B: No, I couldn't. But I could paint.

B Circle the correct options.

1. A: Can / Could your dad ride a bike when he was young?
B: Yes, he can / could, but he can't / couldn't ride a bike now.
2. The climbers didn't reach the top of the mountain yesterday because they can't / couldn't continue. They were tired.
3. A: I need help with my Spanish. Can / Could you speak Spanish?
B: No, I can't / couldn't, but my brother can / could. Is he really?
B: Yeah, he can't / couldn't speak Spanish two years ago, but he studied in Spain for a year.

Adverbs of manner

C Read the examples below and complete the rules with the words in blue.

• Mike is a very careful climber. He climbs carefully.
• Khadi is a very good driver. He drives well.

..... and are adjectives and define nouns
..... and are adverbs and they describe how something happens

NOTE

ADJECTIVES	ADVERBS
good	well
fast	fast
early	early
late	late
hard	hard

D Complete the sentences. Use the adjectives in brackets to form adverbs.

1. Barbara always speaks to her parents (polite)
2. This activity isn't difficult. I can do it (easy)
3. Hassan takes nice pictures. He can use a camera (well)
4. We walked (slow) through the forest.

3. Listen

A How much do you know about Jacques-Yves Cousteau? Answer the questions below.

1. Where was Cousteau from?
a. France b. Poland

2. When was Cousteau born?
a. 1927 b. 1910

3. How old was he when he died?
a. 85 b. 87

4. What did he explore?
a. the North Pole b. the ocean

5. How many documentaries did he make?
a. about 80 b. over 120

6. What was the name of his ship?
a. Calypso b. Pandora

B Listen to a man talking about Jacques-Yves Cousteau and check your answers above with a partner.

Over to you

Discuss.

Would you like to become a famous explorer like Jacques-Yves Cousteau? Why / Why not?

4. Write

Find more information about Jacques-Yves Cousteau's life and character. Use the answers to the questions in the previous activity as well as information you find on the internet. Then write a paragraph about him.

Jacques-Yves Cousteau was an explorer from

listening activities enabling Ss to confirm or reject their predictions

short writing activity based on audio input

emphasis on vocabulary building

grammar presented and practised in context

LESSON 2c

animated comic strips presenting language in an engaging and motivating manner

systematic development of vocabulary skills

2c

1. Vocabulary

Match. Then listen and check your answers.

1. turn on/off
2. chat
3. send/receive
4. download

a. online
b. a computer, a laptop,
c. a mobile phone
d. emails, text messages
e. apps, videos

6. post
7. use
8. save/delete/print

e. a video call
f. the internet, an app
g. something on a website
h. a document, a picture

2. Read

A Look at the comic strip. What do you know about hiking? Then read it out in pairs.

B Read the comic strip quickly. Which sentence best summarises the main idea of the text? Choose a, b, c or d.

a. A map is always helpful.
b. You can't always depend on technology.
c. There weren't mobile phones in the past.
d. You can find everything you want on the internet.

Jenny What have you got in your backpack, Granny? It looks really heavy!

Granny Well, I liked going hiking with my father when I was a girl. We need lots of things, dear. We need a map, a compass.

Jenny No, we don't! I've only got my phone. It's got an app for everything!

Granny Well, I didn't have a mobile phone when I was your age...

Jenny Let's check the map. This trail goes north, I think. Here, take the compass.

Jenny Um, I don't even know how to use that! Forget it. I can check the GPS on my phone, Granny.

Granny I knew a lot about flowers when I was young. I wonder what kind of flower this is.

3. Grammar

A Read the example. Match each half of the sentence with what it expresses, a or b. Then say what the difference between these two tenses is.

Fred usually goes hiking on Saturday, but last week he went cycling.

1. Fred usually goes hiking on Saturday,
2. but last week he went cycling.

a. a habit that happens regularly
b. an action that happened in the past

B Read the example above again and match 1 and 2 with their function, a or b.

1. last week 2. usually

a. It is an adverb of frequency used with the Present Simple to express a habit.
b. It is a time expression used with the Past Simple to express the exact time of an action in the past.

C Circle the correct options.

1. My brother goes / went out with his friends every Saturday.
2. A: Did / Do you send an email to Sarah yesterday?
B: No, I didn't / don't / I am / was very busy

3. Fred visits / visited Qatar last year. He had / has a great time there.
4. I always watch / watched my favourite TV programme in the afternoon.
5. Mark usually went / goes to work by car every day, but yesterday he takes / took the train.

4. Listen

Listen to two short dialogues and answer the questions. Choose picture a or b. Then check your answers with a partner.

1. What did the boy buy? 2. What did the girl help the boy do?

5. Speak

Talk in pairs about your life 2-5 years ago and about your life now. Use the Past Simple and the Present Simple. You can use the ideas in the box.

I have a tablet/laptop/mobile phone like fruit/vegetables / ride my bike to school / play video/computer games.

I didn't have a tablet two years ago, but I have a tablet now. What about you?
I didn't like fruit three years ago, but I like fruit now.

various types of listening activities exposing Ss to spoken language

pair-work activities helping Ss to develop their communication and collaboration skills while practising the language presented

systematic development of reading skills through various types of activities

activities promoting critical thinking and personal response

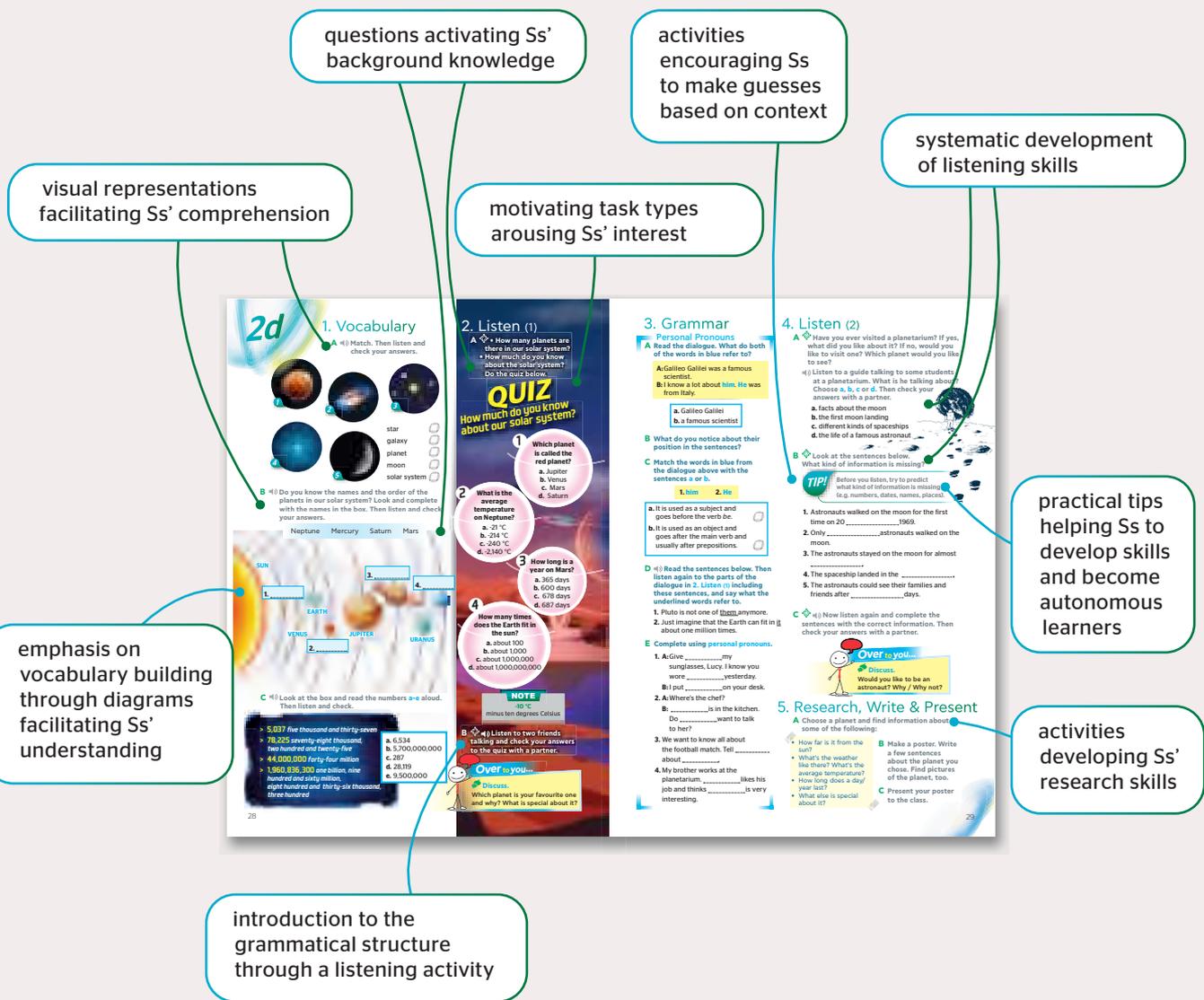
LESSON 2d

In this lesson, there is a special emphasis on listening.

Ss are exposed to a variety of spoken text types and task formats, enabling them to develop useful strategies. Occasionally, the first listening task and spoken text serve as linguistic input and contain instances of the new grammatical structure being presented in context. Ss are asked to listen and do an activity which does not require knowledge of the particular grammatical structure. This aims at training Ss to ignore unknown vocabulary and structures they hear, focus on global understanding and try to work out the answers to the activity. The grammatical structure is presented afterwards and Ss are asked to listen to the

spoken text again to identify it. The second listening task aims at developing different listening skills, such as predicting the content, listening for gist, identifying relationships, identifying where the conversation is taking place, listening for specific information, etc. Pre-listening questions serve the purpose of activating Ss' background knowledge of the topic, while post-listening questions give Ss the opportunity to expand on the topic of the listening activities and use the new vocabulary to talk about themselves.

In this lesson, Ss are given practice in both top-down and bottom-up processing. They develop their ability to interpret and comprehend what they hear, they build self-confidence and also develop their communicative competence using the language that has been presented.



visual representations facilitating Ss' comprehension

questions activating Ss' background knowledge

activities encouraging Ss to make guesses based on context

systematic development of listening skills

motivating task types arousing Ss' interest

practical tips helping Ss to develop skills and become autonomous learners

activities developing Ss' research skills

emphasis on vocabulary building through diagrams facilitating Ss' understanding

introduction to the grammatical structure through a listening activity

2d

1. Vocabulary

A Match. Then listen and check your answers.

1. star
2. galaxy
3. planet
4. moon
5. solar system

B Do you know the names and the order of the planets in our solar system? Look and complete with the names in the box. Then listen and check your answers.

SUN NEPTUNE MERCURY SATURN MARS
1. _____
2. _____
3. _____
4. _____
5. _____
EARTH VENUS JUPITER URANUS

C Look at the box and read the numbers a-e aloud. Then listen and check.

a. 5,037 five thousand and thirty-seven
b. 78,225 seventy-eight thousand, two hundred and twenty-five
c. 44,600,000 forty-four million
d. 1,960,836,300 one billion, nine hundred and sixty million, eight hundred and thirty-six thousand, three hundred

e. 6,534
f. 5,700,000,000
g. 287
h. 28,819
i. 5,500,000

2. Listen (1)

A How many planets are there in our solar system? How much do you know about the solar system? Do the quiz below.

QUIZ
How much do you know about our solar system?

1 Which planet is called the red planet?
a. Jupiter
b. Venus
c. Mars
d. Saturn

2 What is the average temperature on Neptune?
a. 21 °C
b. -214 °C
c. -240 °C
d. -2140 °C

3 How long is a year on Mars?
a. 365 days
b. 600 days
c. 678 days
d. 687 days

4 How many times does the Earth fit in the sun?
a. about 100
b. about 1,000
c. about 1,000,000
d. about 1,000,000,000

NOTE
-90 °C minus ten degrees Celsius

B Listen to two friends talking and check your answers to the quiz with a partner.

Over to you...
Discuss. Which planet is your favourite one and why? What is special about it?

3. Grammar

Personal Pronouns

A Read the dialogue. What do both of the words in blue refer to?
A: Galileo Galilei was a famous scientist.
B: I know a lot about him. He was from Italy.
a. Galileo Galilei
b. a famous scientist

B What do you notice about their position in the sentences?
C Match the words in blue from the dialogue above with the sentences a or b.
1. him 2. He

a. It is used as a subject and goes before the verb.
b. It is used as an object and goes after the main verb and usually after prepositions.

D Read the sentences below. Then listen again to the parts of the dialogue in 2. Listen in including these sentences, and say what the underlined words refer to.
1. Pluto is not one of them anymore.
2. Just imagine that the Earth can fit in it about one million times.

E Complete using personal pronouns.
1. A Give _____ my sunglasses, Lucy. I know you wore _____ yesterday.
B I put _____ on my desk.
2. A Where's the chef?
B: _____ is in the kitchen. Do _____ want to talk to her?
3. We want to know all about the football match. Tell _____ about _____.
4. My brother works at the planetarium. _____ likes his job and thinks _____ is very interesting.

4. Listen (2)

A Have you ever visited a planetarium? If yes, what did you like about it? If no, would you like to visit one? Which planet would you like to see?
B Listen to a guide talking to some students at a planetarium. What is he talking about? Choose a, b, c or d. Then check your answers with a partner.
a. facts about the moon
b. the first moon landing
c. different kinds of spacehips
d. the life of a famous astronaut

B Look at the sentences below. What kind of information is missing?
TIP Before you listen, try to predict what kind of information is missing (e.g. numbers, dates, names, places).

1. Astronauts walked on the moon for the first time on 20 _____, 1969.
2. Only _____ astronauts walked on the moon.
3. The astronauts stayed on the moon for almost _____.
4. The spacehips landed in the _____.
5. The astronauts could see their families and friends after _____ days.

C Listen again and complete the sentences with the correct information. Then check your answers with a partner.

Over to you...
Discuss. Would you like to be an astronaut? Why / Why not?

5. Research, Write & Present

A Choose a planet and find information about some of the following:
• How far is it from the sun?
• What's the weather like there? What's the average temperature?
• How long does a day / year last?
• What else is special about it?

B Make a poster. Write a few sentences about the planet you chose. Find pictures of the planet, too.
C Present your poster to the class.

Introduction

LESSON 2e

In this lesson, there is a focus on speaking and writing skills.

Speaking

In this lesson, different language functions are introduced through listening, reading and/or speaking activities, along with tables presenting these functions. Ss are exposed to the functions through sample dialogues and prompts, providing them with the material they need in order to produce the language themselves. They are provided with opportunities to practise the language in situations resembling real-world settings. Accuracy and fluency are promoted through controlled speaking activities and communicative pair-work activities respectively.

Writing

Writing is a particularly demanding skill as Ss are required to use the language productively and take many things into consideration, such as handwriting, spelling, punctuation, paragraphing, purpose, audience and syntax. The writing tasks are thematically linked to the topic of the module enabling Ss to use the language they have acquired and expand on the topic. Most importantly, Ss are provided with a model text, so they are exposed to a sample of what

they have to produce later. There are different activities focusing on content, style, text organisation, linking words/phrases, planning, etc. Ss are also provided with guidance concerning different types of writing and tips to help them deal with the writing tasks. In the Workbook, there are three pages corresponding to **lesson e** in the Student's Book, the focus of which is developing the writing skills. These pages include a brainstorming activity in the form of a writing plan as well as an outline for Ss to refer to and space for Ss to do the writing activity. Ss should be familiarised with a correction code like the one that follows, which will help them identify and correct their own mistakes.

WW: wrong word
S: spelling
P: punctuation
T: tense

A: article
WO: word order
^: something missing
Pr: preposition

Another way to deal with writing is as a cooperative activity. Writing in pairs or groups can be highly motivating for Ss and incorporates research, discussion and peer evaluation. Ss are further helped to develop their writing skills with the inclusion of useful advice given throughout the book in the form of **tips**.

activities encouraging an inductive approach to presenting language functions

systematic development of writing skills

sample text functioning as a model

sample dialogues functioning as a model

speaking activity helping Ss prepare for producing their own piece of writing

activities enabling Ss to use the phrases learnt in context

useful tips enabling Ss to develop skills and strategies

speaking activities practising useful language functions

useful guidance enabling Ss to develop their writing skills

2e

1. Read & Speak

A Complete the dialogue below between two friends with the phrases a-c.

a. Tell me about it.
b. Guess what!
c. Lucky you!

A: Hey, Steve. I _____
B: What?
A: I got a new video game!
B: Really? That's great!
A: Well, it's called Motors and it's a car racing game. It's full of action and I love it!
B: I _____ I want a new video game, too.

B Look at the sentences below from the dialogue and match them with the functions a and b.

1. I got a new video game!
2. Well, it's called Motors and it's a car racing game. It's full of action and I love it!
a. giving news
b. giving details

C Listen to the phrases in the tables and repeat them.

Giving good news	Responding to good news	Asking for details
Guess what!	Really?	Tell me about it.
Listen to this!	Congratulations!	So, when/where/who/what did you...?
Did I tell you about my new video game?	That's great/amazing!	How was it?
	That's fantastic news!	What kind of game is it?
	I'm really happy for you.	Were you excited/scared?
	Good for you!	
	Lucky you!	
	How wonderful/exciting!	
	What wonderful news!	
	I can't believe it!	

D Imagine a friend gave you the following news. What details would you like to know? Think of two questions and write them as in the example.

- I went to the new amusement park!
*So, when did you go there?
How was it?*
- Listen to this! I met a famous person!
- Guess what! I won a competition!
- Did I tell you about my new mobile phone?

2. Speak

A Talk in pairs.
Student A Imagine you have some good news to tell Student B. Choose one of the situations from activity D or think of your own. Answer Student B's questions giving details.

Student B Listen to Student A's good news and respond to it. Show interest and keep the conversation going by asking for details.

*I went to the new planetarium!
Really? Fantastic! When did you go?
I went yesterday with my cousin.
It was very interesting.
What did you do there?
Well, we watched a 3D film about...
How exciting!*

TIP! While speaking, use vocabulary and language you've learnt in the lesson.

3. Speak & Write

A Read the email and answer the questions below.

Dear Alison,
How are things? I hope you're well. Guess what! Last week, my family and I went to Dubai. I was very excited because it was my first time on a plane! It went really fast during take-off but I wasn't scared at all. I loved it! I had a window seat so I could see the amazing view. I took pictures of the clouds, the snowy mountains, the desert and even of a train. It looks like a toy! The flight lasted six hours and for five minutes, but I wasn't bored. The flight attendant brought us tasty snacks, and there were even little screens so we could watch films. I can't wait to fly again!
Write back soon.
Julia

B Think about an experience you had for the first time. Look at the questions in the speech bubble and make some notes. Use your notes to tell the class about your experience.

*What first-time experience did you have?
When did it happen?
Where did it happen?
Who was with you?
How did you feel?
What did you do?
How long did it last?
Do you want to do it again?*

TIP! After you finish writing, do not forget to check your spelling.

D Read the paragraph and find five spelling mistakes. Then correct them. Last Saturday, my family and I went to the new amusement park. My little brother was very excited because it was his first time at an amusement park. We went on almost all the rides, and we had a great time. We can't wait to go there again!

E Write an email to a friend telling him/her about an experience you had for the first time. Read the TIP below. Go to the Workbook page 33.

TIP! When writing a letter or an email to a friend, don't forget:
- to start with Dear/Hello/Hi + your friend's first name
- to open with a set phrase
How are you? I hope you're well./ How are things? I'm writing to tell you about...
- to close with a set word/phrase and your first name under this.
Yours, / Bye for now./
Speak to you soon./ Best wishes,
- Do not write very short sentences. Join your sentences with **and**, **but**, **so** or **because**.

1. Who is writing the email and who is she writing to?
2. What first-time experience did Julia have?
3. When did it happen?
4. Who was with her?

5. How did she feel?
6. How long did the experience last?
7. What did she do on the plane?
8. Does she want to fly again?

LINKING WORDS

and Harry took his bike and went to the park.
so It started raining so we decided to stay at home.
but We went to the cinema, but we didn't enjoy the film.
because I drank a milkshake and a glass of water because I was thirsty.

1. Sheila was bored at home _____ she went outside for a walk.
2. We visited the museum _____ we didn't go to the museum shop.
3. The children went on the roller coaster _____ then had fun in the bumper cars.
4. They went to the zoo _____ they wanted to see the baby tigers.
5. Fahad didn't have a book to read _____ he went to the library.
6. I rode my bike carefully _____ I didn't want to fall off.

Round-up

The Round-up section consists of activities revising the vocabulary, grammar and functions dealt with in the module. Ss are asked to work out their score and see how well they have done. There are also self-evaluation charts at the end of each Round-up page where Ss can check their progress. These charts give Ss the opportunity to take responsibility for their learning. They see what they can do with the language they have learnt and evaluate their own strengths and weaknesses.

2 Round-up

1. Vocabulary

A Match.

1. start a. to university
2. go b. the internet
3. get c. emails
4. use d. married
5. send e. school

Score: 0/20

B Circle the correct options.

1. Can you **decide** / bring me a glass of water?
2. It's getting dark outside.
3. Don't worry! I've got a **torch** / compass.
3. A. Do you need this document?
B. No. You can **download** / delete it.
4. Turn **off** / your mobile phones, please. You can't use them in the cinema.
5. The average **temperature** / degrees on Mars is -60 °C.
6. Need some **information** / suggestion about the first person to travel to space?

Score: 0/20

2. Grammar

C Complete with the **Past Simple** of the verbs in brackets.

1. A: Last summer, my family and I **(travel)** around Italy.
B: **(you)** **(have)** fun?
A: Yes, it **(be)** wonderful.
2. Mandy **(not study)**, so she **(not do well)** in the history test.
3. A: How long **(the flight)** **(last)**?
B: Two hours. I **(sleep)** the whole time.
4. Last night, I **(try)** to make a video call to my cousins in Australia, but I **(not can)**.

Score: 0/20

D Complete the sentences with **adverbs**. Use the adjectives in brackets to form adverbs.

1. Luke can speak French very **(good)** because his mother is from France.
2. Colin sits **(lazy)** watching TV all day.

Score: 0/20

3. Communication

G Complete the dialogue with the phrases in -.

A: Hey, Valerie! I **(went)** to the planetarium for the first time.
B: Really? **(I)** **(love)** it.
A: Well, the 3D film about space was fantastic! We had a great time!
B: **(I)** **(am)** really happy for you.
A: There's a new film about dinosaurs next week. Let's go together.
B: No, sorry. **(I)** **(hate)** dinosaurs.
A: Oh, I didn't know.

Score: 0/20
Total score: 0/60

Now I can...

- talk about past events/experiences
- talk and write about famous people in history and their achievements
- express ability in the past
- talk about technology I use
- talk about events/experiences in the past and in the present
- write and present facts about a planet
- give and respond to good news
- link my ideas with and, but, so and because
- write an email to a friend

vocabulary, grammar and communication revision activities

a self-evaluation section promoting learner autonomy

Culture Pages

The Culture pages consist of texts which are related to the topics of the modules and serve to familiarise Ss with certain aspects of the Qatari culture through the use of the English language. These pages are accompanied by activities in order to facilitate Ss' understanding. At the end of the Culture pages, there are ideas for **projects**. Project work promotes Ss' creativity, critical thinking skills, intercultural awareness and research skills, thus helping them acquire 21st century competencies. At the back of the book, Ss can also find a section providing tips on **project skills**. This step-by-step guide will help them successfully complete their projects. Note that the unknown vocabulary Ss encounter in the Culture pages is considered passive and Ss will not be tested on it.

1 Culture Page

Dhow Boats

A **4** Look at the picture. What do you know about dhow boats? Can you guess what people used them for in the past? Read and check your answers.

B **6** Look at the highlighted words in the text and find their definitions in a dictionary.

Dhow Boats

The sea between Arab countries and East Africa and India **has** like the perfect place for sailing. However, it can be dangerous because the water is not very deep in some places and the weather can change very **quickly**. Over two thousand years ago, people in these areas built dhow boats that could travel easily in these seas. They were not heavy and had long **thin** sails that could turn so they could sail in any kind of wind. People used dhow boats mainly for fishing. Later, larger dhows sailed across the sea to other countries. They often carried things like fish, fruit and wood. Today, modern dhows have **engines**, but you can still find **traditional** ones too. You can visit the Dhow Boatyard of Qatar in Doha and see how people make these boats there. You can also go to the Traditional Dhow Festival in Katara, Qatar where you can also learn more about these beautiful boats and see a number of traditional activities too. You might even see Fath al-Khor. This is one of the biggest traditional dhows, and, during the Festival, it leaves from Katara to sail to other countries in the Arabian Gulf, just like people did in the past.

C **6** Read again and write **T** for True or **F** for False.

- The water is deep in the seas between Arab countries and East Africa and India.
- The first dhow boats could sail easily because they weren't heavy and their sails could turn.
- Dhow boats were used only for fishing.
- You can visit a traditional festival in Qatar and learn more about dhow boats.
- People in the past couldn't sail to other countries in the Arabian Gulf.

PROJECT

Make a poster!

Think of a means of transport (e.g. car, plane, train, bus). Do some research into what it was like in the past in your country and what it is like now. Then make a 'Then and Now' poster with pictures and interesting facts.

Then (1930s)

Now

Planes were small and slow in the past. Now planes are big and fast.

Score: 0/20

texts giving cultural information about Ss' own culture

motivating project work

Poems

After every two modules, there is a poem. These poems are used for revision and consolidation since their verses include instances of vocabulary and structures that Ss have already been presented with in the previous modules.

POEM Crazy about space (Modules 1 & 2)

4 Read the poem and choose the correct words. Listen and check your answers. Then say.

What do I do on Saturday afternoons?
I don't stay at home to watch 1 **cartoons** / the news
I don't go to the park or to the aquarium
I like looking at the 2 **space** / sky at the planetarium.

I'm crazy about space
What an amazing place!
The Earth, the planets and the Sun
Which planet is your favourite one?

One day, I want to go on a trip
Fly far away in a 3 **plane** / spaceship
Fly to the planets and the stars
I want to be the first man on 4 **Mars** / Venus!
It's called the 5 **red** / blue planet. I'm sure you know.
Look at pictures of it and you'll see it's true.
Mars is the fourth planet from the 6 **Earth** / Sun
Learning facts about space is a lot of fun!

I'm crazy about space
What an amazing place!
The Earth, the planets and the Sun
Which planet is your favourite one?

Score: 0/20

poem creating a positive learning environment

Introduction

Workbook

The Workbook is in full colour and is closely linked to the Student's Book. It consists of fourteen pages per module comprising vocabulary, grammar, communication, listening, reading and writing development activities, and provides Ss with further practice of all the linguistic items dealt with in the Student's Book. Ss are thus able to reinforce and consolidate what they have learnt through various types of activities, which appear in order of difficulty.

Another important feature is the **Think it through** section found at the back of the Workbook. Critical thinking skills are extensively practised in this section upon completion of each module, giving Ss the opportunity to develop specific higher-order thinking skills.

extra vocabulary and grammar practice for each lesson

various types of reading texts

2b

A What are they looking at? Look at the pictures and complete the crossword. Use the word in the red boxes to complete the sentence below.

B Label the compass.

C Write the adverbs.

D Complete the sentences with some of the adjectives or adverbs in activity C.

D Use the prompts to write sentences with the **Past Simple** or the **Present Simple**, as in the example.

E Complete the dialogues with the phrases a-g.

F Write a few sentences about your life 2-5 years ago and about your life now. Use the **Past Simple** and the **Present Simple**. You can use some of the ideas in the **S**. Speak activity in the Student's book on page 22.

1 Read the text and write **T** for True or **F** for False.

The 'father' of the World Wide Web

1 Tim Berners-Lee was born in 1955, in London, England. His parents were computer scientists, and he learnt a lot about computers from them. From a young age, he liked learning about how things worked and, later, he decided to study physics at Oxford University. When he graduated, he got a job at CERN, a research centre in Switzerland. At that time, it wasn't easy for scientists in different places to send each other important information.

2 In 1989, with the help of Robert Calliau, Tim invented a system to help people send and see documents - the World Wide Web. With this system, it was easy for people to use the Internet from different places in the world to send, receive and find information using their computers.

3 Read the text again and answer the questions.

4 Listen to a teacher talking to his students about the Wright brothers. Write **T** for True or **F** for False. Then check your answers with a partner.

graded activities

communication activity practising key language functions in the lesson

listening activities to consolidate the language of the module and build Ss' self-confidence

Think it through

The **Think it through** section at the back of the Workbook is a significant feature of this series. It focuses on helping Ss develop higher-order thinking skills and helps them develop important critical thinking skills such as classifying, sequencing, comparing and contrasting, identifying the cause and effect relationship, making decisions, inferring, solving problems and evaluating. In the 21st century, teaching and learning have become more challenging and demanding than ever before. Attention needs to be given not only to linguistic items but also to skills which help Ss make sound decisions and exercise reasoned judgement. In this section, Ss are provided with careful guidance to facilitate the acquisition and development of higher-order thinking skills.

Ss are introduced to each skill through structured/ visual representations of situations / problems (text, pictures, drawings, tables, graphs), and are then presented with a more challenging situation, encouraging them to delve deeper. Finally, they are introduced to a similar situation which gives them the opportunity to apply the higher-order thinking skill they have acquired. Such scaffolding helps Ss develop these critical thinking skills without being discouraged by the cognitive load. A step-by-step guide to teaching this section is offered at the back of the Teacher's Book.

Ss are introduced to the skill

Higher-order thinking skills: *Sequencing*

Ss delve deeper into the skill

Ss apply the skill they have acquired

Think it through 2

A Put the pictures in the correct order. Write 1-3. Then, in pairs, take turns to say what happened in each picture.

B Read what Carl is saying about his life so far. Write the letters (a-h) on the timeline below to put the events in the correct order.

C Work in groups of three. Look at the pictures on the right showing more life events. Can you continue Carl's timeline? Put the events in order. What do you think happened after that? Discuss.

visual representations facilitate Ss' acquisition of the critical thinking skill

Teacher's Book

The Teacher's Book is a useful tool with a step-by-step guide to teaching each lesson. It incorporates clearly-staged teaching guidelines for each activity as well as listening transcripts for everything that is included in the Class Audio Material. In each lesson plan, the active vocabulary and the target structures and functions are clearly laid out. Each lesson plan includes a step-by-step guide on how to approach each activity. Additional comprehension questions along with motivating optional activities result in Ss' reinforcing and developing the language as a whole. Classroom strategies for differentiated instruction also feature in this series.

Differentiated instruction

Differentiated instruction is an approach that helps teachers ensure that they address the needs of every student. It is common knowledge that not all students learn at the same speed or have the same learning style. Therefore, in classrooms where students have different learning styles and needs, it is essential for teachers to adjust instruction to tailor the material to the needs of individual Ss.

This is a challenge for teachers because differentiated instruction does not only mean changing the way teachers teach. It also means changing the level and the kind of instruction in order to respond to learning diversity.

For this reason, the *Portal to English* series provides strategies and additional activities or adaptations of already-existing ones to ensure that all students will achieve the same goal but in a different way.

Strategies - Techniques for Differentiated instruction

To help teachers meet the needs of students with different ability levels and needs, the following strategies have been incorporated either in the Student's Book or in the Teacher's Book:

- A range of activities, depending on the level of students, to challenge **higher-performing Ss** (e.g. by modifying a reading / listening multiple choice activity to one with open-ended questions, by asking students to correct the false sentences, by asking them to come up with their own examples using the vocabulary or the grammatical structure presented, by encouraging students to do research on a topic before it is presented in class, in order to stimulate their interest, etc.).
- A range of activities, depending on the level of students, to help **lower-performing Ss** to consolidate the content taught (e.g. by eliminating one or two options in a reading / listening multiple choice activity, by providing them with prompts in order to help them to use what has been taught in context, by encouraging students to do research on a topic before it is presented in class, in order to build their confidence, as they will have already been exposed to what is going to be discussed, etc.).
- **Scaffolding instruction** - teachers support students in order to explore various topics through various ways (e.g. notes in the Teacher's Book provide a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the Ss' needs, use of graphic organisers, such as Venn Diagrams and mind maps, etc.).

- **Flexible grouping** - students are given the opportunity to work individually, in pairs, in small groups or in large groups, according to their needs and interests (mainly in the Speaking activities).
- **Ongoing or formative assessment** - it helps teachers to monitor students' progress, pinpoint their strengths and weaknesses, provide constructive feedback, and therefore adapt the teaching and learning process to meet students' needs. There are various forms of formative assessment, such as student self-assessment (*Now I can...* checklist).

Interleaved Teacher's Book

The Teacher's Book contains:

- an introduction including the module structure and a description of the QNCF Key Competencies, as well as some suggested ways on how teachers can integrate them in the classroom.
- a table of contents as it appears in the Student's Book.
- a table including the learning standards and the QNCF competencies that are linked with the activities in the Student's Book and Workbook for each module, as well as a description of these learning standards.
- teacher's notes interleaved with the pages of the Student's Book. Each lesson includes tables of the learning standards, functions, structures and vocabulary introduced and useful notes for teaching. These notes provide teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the Ss' needs. Answers to all exercises and the transcripts of the listening activities are also included.
- the learning standards for every activity in the Student's Book along with the symbols for the QNCF competencies.
- ideas for optional activities which help Ss get a better understanding of the vocabulary and grammatical structures or forms introduced and provide them with an opportunity for further practice.
- additional activities or adaptations of already-existing ones for mixed ability classes (higher-performing/ lower-performing Ss).
- background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- Language Plus boxes, which give more detailed information about the new linguistic items presented in each lesson.
- suggested answers to all activities where oral production is required.
- the pair-work activities, the Culture pages, the poems, the grammar reference section, the list of irregular verbs, the section with the learning tips and project skills and the wordlist as they appear in the Student's Book.
- the key to the Workbook exercises, the transcripts of the listening activities included in the Workbook, as well as a step-by-step guide to the **Think it through** section.

Introduction

Learning Standards, functions and structures presented along with a list of active vocabulary

step-by-step guide to teaching

The collage shows a timeline activity with icons for 'be born', 'start school', 'learn to drive', 'graduate from university', 'get married', and 'retire'. It also features a reading passage titled 'HENRY'S BLOG' about losing a tooth, and a worksheet with sections for 'LEARNING STANDARDS', 'FUNCTIONS', 'STRUCTURES', 'VOCABULARY', and 'Over to you' exercises.

further comprehension questions to enhance Ss' understanding of the text

strategies to support differentiated instruction

the Learning Standards covered in each activity, as well as the symbols corresponding to each QNCF competency

suggested answers to activities where oral production is required

optional activities to develop useful skills

Class Audio Material (Online)

This includes all the recorded material from the sections in the Student's Book where the symbol appears. It also includes the recorded material corresponding to the listening activities in the Workbook.

Student's CD-ROM

This includes the presentations, Culture pages and poems in the Student's Book, and is meant to give Ss extra practice at home.

Resources for Teachers (Online)

This contains:

• Tests

- 8 tests corresponding to the modules of the book
- a test for Modules 1-4
- a test for Modules 5-8
- keys and transcripts

• Audio

This section contains the recorded material for the tests.

• Supplementary material for extra practice

Interactive Whiteboard Material

The Interactive Whiteboard Material includes all the textual, visual and audio material in the Student's Book as well as in the Workbook. It also includes two games per module and a vocabulary list.

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that Ss fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate, through examples, what the task requires Ss to do by doing the first item together. This is especially recommended in all speaking activities.

- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging Ss to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.

- Regarding the grammar section, Ss will feel more confident if unknown words are explained before they do the grammar activities.

- When correcting Ss' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to Ss orally or in written form on the board.

- When explaining new lexical items, a variety of techniques can be employed, such as example sentences, mimicry, definitions, antonyms, synonyms, enumeration and/or translation.

- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.

- In cases where Ss are asked to do guesswork, no answers should be revealed before Ss proceed to the actual task and check their predictions.

ABBREVIATIONS USED IN TEACHER'S BOOK

adj. – adjective

adv. – adverb

prep. – preposition

n. – noun

v. – verb

pp. – page

pp. – pages

e.g. – for example

etc. – et cetera

sb – somebody

sth – something

Ss – students

SB – Student's Book

TB – Teacher's Book

Using a language-learning notebook

A language-learning notebook is a valuable and necessary tool in the classroom. The use of a language-learning notebook enables students to keep a record of their work in an organised manner and also helps them to track their progress. Moreover, it allows students to develop a sense of responsibility for their learning and serves as good learner training.

As students, especially young students, may not be familiar with how to use a notebook and may also lack the necessary discipline to use one effectively, it is paramount that teachers train students how to organise and use it. The notebook should be used regularly in the classroom, and teachers should give students instructions on how to use it.

Organising a language-learning notebook

- Help Ss to separate their notebook into logical sections, depending on the level of the Ss and the material. For example, possible sections could be: *Grammar activities, Vocabulary activities, Writing activities, etc.* Or alternatively, each module could be a section of the notebook.
- Decide how many pages to devote to each section and help Ss to count out and separate the sections.
- Suggest ways for Ss to label the different sections in their notebook. For example, the sections could be colour-coded and they could be separated using index tabs.
- Help Ss to take pride in their notebooks by encouraging them to make them visually appealing. For example, Ss may want to decorate them, or illustrate them.

QNCF Key Competencies

Competencies can be seen as the combination of different kinds of knowledge, skills and attitudes that enable students to cope with the complex challenges they will face in school, in the workplace, in their personal lives as well as in broader social contexts. Through the development of key competencies, learners will be capable of achieving the QNCF learning outcomes and, consequently, be better equipped to have successful careers and live meaningful lives. There are altogether seven key competencies identified in the QNCF, five of which are integral to learners in Grade 7. Below we focus on each of these five competencies, providing a brief description and explanation of each, as well as tips on how teachers can effectively integrate them in the classroom.

It is significant that in the *Portal to English* series, the key competencies have been taken into consideration in the design of the course, and thus are woven into the activities themselves. In other words, by carrying out an activity, students are acquiring and developing competencies. It must also be understood that aspects of several competencies may overlap. For example, problem-solving may also involve other competencies such as creative and critical thinking, inquiry and research, communication, as well as cooperation and participation, depending on the type of activity.

Although the activities students are involved in require them to activate the knowledge, skills and attitudes through which they develop specific competencies, the way teachers deal with the activities in class can help to maximise the benefit for students.



Creative and critical thinking

This refers to the ability to think for oneself, produce original ideas, and to make decisions. It involves on the one hand aspects of artistry, curiosity, imagination and innovation as well as personal expression and lateral thinking – the ability to think creatively or ‘outside the box’, and on the other hand evaluating, interpreting and synthesising information, applying creative thought to form an argument, reach a conclusion or solve a problem. There are a broad range of activities that can be used in the classroom to help students develop creative and critical thinking.

Ways to integrate creative and critical thinking into the classroom

- Give emotional support to students. Ensure that the classroom environment is warm, positive and sharing. Encourage all students to feel free to express their feelings and ask questions.
- Help students to make the proper use of information and to prioritise and recognise the facts that are most useful and important.
- Help students to realise that they can challenge assumptions and request evidence.
- Incorporate role-playing activities in the classroom. Playing a role requires students to use both analytical and creative skills.
- Use classic works of literature as an opportunity to have students predict the plot and discuss issues such as theme and character motivation.
- Ask students to express a feeling or an idea through a sketch, without using words.
- Encourage students to brainstorm when posed with a question and write responses on the board.



Communication

This refers to the ability to convey information and express oneself. It involves the effective use of listening and speaking skills as well as an openness to the thoughts and ideas of others.

Ways to integrate communication into the classroom

- Establish clear standards for acceptable norms of interaction among students. Stress the significance of listening to others, taking turns to speak, expressing agreement or disagreement appropriately, helping each other, etc. in order to accomplish a task. Point out the importance of respecting the opinions of others, even though we may not agree with them.
- Structure activities and provide guidance. Organise students suitably in pairs/groups depending on the activity. Pair work and group work significantly increase student speaking time in comparison to whole class activities. Allow students to take responsibility for carrying out the activity, but indicate the right direction and be ready to intervene to facilitate students when necessary.
- Encourage all students to contribute to discussions initiated in pre-reading/warm-up and post-reading activities. Help shy students to participate by addressing questions to them even though they may not raise their hand to participate. Accept all students’ responses/opinions as unique and valuable contributions.



Cooperation and participation

This refers to the ability and the desire to work on a cooperative basis with others, or to participate in a group or in a team in order to achieve a common goal. It involves listening to the ideas of others and responding constructively, expressing disagreement constructively and offering support and assistance. It reinforces polite behaviour and respect towards others.

Ways to integrate cooperation and participation into the classroom

- Provide students with tasks and/or projects that enable them to work in pairs or groups to prepare and present their work. Encourage active participation of all students and explain that all members of the group have valuable insights to contribute.
- Point out the significance of working collaboratively to achieve a common goal. Explain to students that they should be confident and express their opinions freely, but they also have a responsibility to be respectful of other points of view.
- Help students to understand that in case of disagreements/conflict they need to be open to new ideas and negotiate to reach an agreement, or maybe they can agree to disagree.
- Monitor students as they work in pairs/groups to make sure they are carrying out the activity satisfactorily and that they are speaking in English. Intervene when students appear to be stuck by prompting them in the right direction.



Inquiry and research

This refers to the ability to conduct research and inquiry into a range of issues. It involves interrogative questioning (what, where, when, who, why, how), the collection and analysis of data/information, synthesising this information and reporting findings.

Ways to integrate inquiry and research into the classroom

- Structure activities and provide guidance. Explain the stages involved in this type of activity - formulating relevant questions to keep focus, collecting information from reliable sources, analysing the information to understand it, synthesising information from different sources and then reporting findings in an organised manner.
- Suggest reliable sources of information learners can refer to.
- Incorporate an element of choice. When possible allow students to decide on a topic for research. Ask them if they would like to present their work to the rest of the class. Ask for students to volunteer to present their work.



Problem-solving

This refers to the ability to identify and solve problems. It involves identifying the cause of a problem, analysing facts and situations, comparing data, asking relevant questions, drawing conclusions and applying creative thinking to develop a solution. Aspects of problem-solving can apply to various activities in different ways, depending on the level of the students.

Ways to integrate problem-solving into the classroom

- Introduce a structured approach. Help students to identify the problem and what caused it. Help them to find out and understand what information pertaining to the problem is already given. Direct them to ask relevant questions (see interrogative questioning in inquiry and research above) to help them make reasonable assumptions, which will enable them to identify possible solutions. Finally, explain that they need to evaluate each possible solution to decide on the best one.

In general:

- Acknowledge that each student learns at a different pace. Be attentive to individual students' needs.
- Show empathy for students' negative feelings. Show them that their feelings count and that they may be able to influence what happens in the classroom, by being flexible whenever possible.
- Explain the value of 'boring' topics / 'difficult' activities, why they are important, and how students will benefit from them.
- Praise students' efforts and give positive and constructive feedback. Encourage students to learn from their mistakes and try again. Phrase feedback in a positive manner, and include suggestions on how students can improve their work in the future.
- Help students to become autonomous learners. One way of doing this would be, for example, to end the lesson by giving them further questions that expand on the topic of the lesson. These questions will be discussed in the next lesson. Explain that students need to think about the questions, if necessary, to find relevant information, and be prepared to discuss them in the next lesson.

Key Values

Key values are the set of principles, beliefs or ideals that emerge from and are based on culture, and consequently shape people's behaviour and attitudes (how people see themselves, how they interact with others and how they live their lives in general). Through values education, students are helped to acquire these values and to apply them intelligently in all aspects of their lives.

The QNCF identifies four key values that permeate Arabic and Qatari cultural heritage. Below we focus on each of these values, providing a brief description and explanation of each, as well as tips on how teachers can effectively impart these values to their students.

In the *Portal to English* series, values education has been taken into consideration in the design of the course and is reflected in the subject matter as well as in the design of the activities. Through exposure to concepts and ideas, as well as to specific ways of carrying out activities, students are guided to understand their place in the classroom and in school, in their family and in the wider community, and as citizens of the world. Simultaneously, they become conscious of their corresponding rights and responsibilities.

Teachers should be aware that they play a crucial role in instilling these values in students, and there are many different ways of doing this.

Islamic values and Arabic and Qatari cultural heritage

Opportunity for learning experiences should be provided in the context of Islamic values and appreciation of Qatari culture and traditions.

Ways to instill these values in the classroom

- Teach by example. Teachers are role models and through demonstrating their appreciation of Islamic values and their pride in Qatari culture to students, they are teaching an important lesson.
- Create opportunities for students to identify with the Qatari culture and heritage, as well as to take pride in the achievements of outstanding Qatari professionals, artists, athletes, etc.
- Encourage students to show an openness towards other cultures, and to compare aspects of different cultures.
- Actively promote a spirit of intercultural understanding by helping students to identify fundamental similarities among different people and cultures.

Respect and compassion

The fundamental Islamic values of respect and compassion should be fostered and actively practised in the classroom. Students must be helped to develop as individuals and as social beings by being exposed to learning contexts that cultivate these values and must be encouraged to think critically and employ moral/ethical reasoning in their everyday lives. These values lay the foundations for greater understanding among people and societies.

Ways to instill these values in the classroom

- Teach by example. By showing respect for students as well as compassion and solidarity with people who are in need, teachers create a positive environment and provide a role model for students to emulate.
- The sense of self-respect and self-esteem are integral to understanding the concept of respect for others. Teachers should cultivate this sense in students and raise their awareness of questions of diversity by displaying an appreciation of each individual student's talents and abilities.
- Set clear classroom rules of behaviour and discuss their significance with students.
- The value of respect can be encountered in various contexts. For instance, in addition to showing respect for each other in face-to-face interaction, students should be made aware of the importance of respectful online behaviour as well. Equally important is the crucial issue of respecting the environment. Teachers should look for these opportunities to expand on the concept of respect.

Positivity and endeavour

A positive attitude towards learning is essential to enable students to understand that success is achieved through hard work and perseverance. Students should feel confident that they can achieve their goals, but also that a certain commitment to the effort is required on their part.

Ways to instill these values in the classroom

- Ask students to visualise and express their long-term goals. Help them to understand what is required to achieve those goals. Help them to set more short-term targets that will enable them to accomplish their long-term goals.
- Challenge students. Have them engage in activities that may involve difficulties and/or the possibility of failure so as to stress the importance of persistence and not giving up in cases of adversity. Creating situations in which students are, to a reasonable extent, outside of their comfort zones will help to reinforce these values.
- External resources, such as news broadcasts, documentaries or films can be useful in creating opportunities for students to be exposed to examples of real people who show courage and remain positive in the face of difficult challenges, which the classroom environment cannot otherwise provide.

Personal rights, responsibility and integrity

Key values in Qatari society are those of citizenship and the corresponding rights and responsibilities, as well as the recognition of the unifying value of human dignity, or in other words, the recognition of the fact that all individuals deserve to be respected and honoured irrespective of their differences. As such, these values must be promoted in the classroom through raising students' awareness of and actively demonstrating the Islamic principles of integrity, honour and truthfulness which are salient features of ethical behaviour.

Ways to instill these values in the classroom

- Familiarise students with the concept that rights and responsibilities go hand in hand by demonstrating that as students they have rights in the classroom (e.g. to express their opinion, to participate, the right to safety and well-being, the right to information and privacy) as well as responsibilities (e.g. to follow classroom rules, to participate and contribute, to show an interest in the well-being of others, to use information wisely and respect the privacy of others, to accept responsibility for their actions).
- Look for opportunities to emphasise the different kinds of responsibilities students have (e.g. to their classmates/friends, families, communities, the environment).
- Introduce the concept of good digital behaviour, by explaining the advantages and disadvantages of having access to so many sources of information. Sensitise students to the proper use of information found on online sources and how to search for information online safely.

CONTENTS

Modules	Vocabulary	Grammar	Functions	Reading
Hello p. 6	<ul style="list-style-type: none"> Countries and nationalities Family Months Days Seasons Time Furniture and household objects Classroom objects Abilities 	<ul style="list-style-type: none"> The verb <i>be</i> The verb <i>have got</i> Possessive adjectives Possessive case Prepositions of place: <i>on, in, under</i> There is / There are Plural forms This/That/These/ Those The verb <i>can</i> Question words 	<ul style="list-style-type: none"> Introducing oneself Exchanging basic personal information Expressing possession Asking and answering about dates, months and seasons Telling the time Identifying objects Referring to the location of objects Specifying the number of objects Expressing ability 	
1 About me p. 9	<ul style="list-style-type: none"> School subjects School facilities Household chores Free-time activities TV programmes Physical appearance Personality adjectives 	<ul style="list-style-type: none"> Present Simple Prepositions of time Adverbs of frequency Present Progressive Present Simple vs Present Progressive Stative verbs 	<ul style="list-style-type: none"> Talking about habitual actions and routines Expressing frequency Talking about current activities and temporary situations Distinguishing between habitual actions and current activities Expressing like and dislike Describing people's appearance and personality 	<ul style="list-style-type: none"> A magazine article: <i>Caterfield Sports College</i> A personality quiz: <i>How active are you?</i> A comic strip
2 Looking back p. 21	<ul style="list-style-type: none"> Life events Words related to exploring Points of the compass Nouns ending in <i>-er</i> Collocations: <i>verb + noun</i> related to technology Words related to space Numbers over one hundred 	<ul style="list-style-type: none"> Past Simple Time expressions The verb <i>could</i> Adverbs of manner Past Simple vs Present Simple Object pronouns 	<ul style="list-style-type: none"> Talking about past events/experiences Expressing ability in the past Talking about events/experiences in the past and in the present Giving good news, responding to it and asking for details 	<ul style="list-style-type: none"> A boy's blog A biography: <i>Sir Edmund Hillary</i> A comic strip
Culture Page 1: Dhow Boats p. 33				
Poem (Modules 1 & 2): Crazy about space p. 34				
3 From place to place p. 35	<ul style="list-style-type: none"> Means of transport Adjectives describing places and things Geographical features Places in a town/city 	<ul style="list-style-type: none"> must - have to Comparative form as + adjective + as Superlative form Prepositions of place and movement 	<ul style="list-style-type: none"> Expressing obligation and lack of obligation Expressing prohibition Making comparisons Describing places Asking for and giving directions Asking about and identifying the location of buildings Asking for help or for a favour Asking for and giving information Expressing desire Making polite requests and offers Asking for permission Thanking and responding to thanks Asking for clarification/repetition Asking someone to speak up/slow down 	<ul style="list-style-type: none"> A comic strip: <i>What a day!</i> A magazine article: <i>From Paris to Paris</i> A factual text: <i>Peru</i>
4 What happened? p. 47	<ul style="list-style-type: none"> Accidents Body parts Adjectives describing emotions Adjectives ending in <i>-y</i> Phrases related to mishaps Words easily confused: <i>lose</i> and <i>miss</i> 	<ul style="list-style-type: none"> Past Progressive Past Simple - Past Progressive Time clauses (when, while, as) some - any - no Compounds of some, any, no, every 	<ul style="list-style-type: none"> Narrating past events Understanding sequence Expressing emotions Discussing bad news Expressing sympathy 	<ul style="list-style-type: none"> A dialogue about what people were doing when the fire alarm went off Two short articles: <i>Dolphins to the Rescue, Girl Saves Dolphins</i> An extract from a novel: <i>Robinson Crusoe</i>
Culture Page 2: A Great Explorer: Ibn Battuta p. 59				
Poem (Modules 3 & 4): What a day! p. 60				

Listening (Pronunciation*)	Speaking	Writing	QNCF competencies
	<ul style="list-style-type: none"> • Pair work: Asking for and giving basic personal information • Pair work: Discussing dates and seasons • Pair work: Discussing the location of things in a house • Class game: Classroom objects • Pair work: Talking about one's abilities 	<ul style="list-style-type: none"> • Sentences about the number of objects in a picture 	
<ul style="list-style-type: none"> • Two short conversations about household chores • A conversation between a reporter doing a survey and a teenager • Four extracts from different TV programmes <p><i>*/e/, /i:/</i></p>	<ul style="list-style-type: none"> • Pair work: Talking about one's school • Pair work: Talking about housework • Class discussion about household chores • Pair work (Game): Spot the differences • Pair work: Survey about TV programmes, and presentation of results • Class discussion about TV viewing habits • Pair work (Guessing game): Who is it? • Pair work: Talking about one's best friend 	<ul style="list-style-type: none"> • A paragraph about one's school • A description of a person <p>Developing skills:</p> <ul style="list-style-type: none"> • Word order • Correction code • Paragraphing 	   
<ul style="list-style-type: none"> • A man giving information about <i>Jacques-Yves Cousteau</i> • Two short conversations about electronic devices • A conversation between two friends about the solar system • A conversation between a guide and some students at a planetarium <p><i>*/t/, /d/, /ɪd/</i></p>	<ul style="list-style-type: none"> • Class discussion about life events in relation to one's culture • Presentation: Presenting a timeline for oneself • Class discussion about mobile phones • Pair work: Talking about one's life in the past • Presentation: Presenting information about a planet • Pair work: Giving good news and responding to it • Pair work: Talking about first-time experiences 	<ul style="list-style-type: none"> • A timeline for oneself • A short paragraph about Jacques-Yves Cousteau • Doing research and creating a picture poster about a planet, including information • An email to a friend about a first-time experience <p>Developing skills:</p> <ul style="list-style-type: none"> • Linking words (and, but, so, because) • Spelling rules • Set phrases for letters and emails 	   
<ul style="list-style-type: none"> • A conversation between two cousins about a new house • Two short conversations in the city • A conversation between two people in a car • Two short conversations in public places <p><i>*/θ/, /ð/</i></p>	<ul style="list-style-type: none"> • Group work (Guessing game): Talking about different means of transport and corresponding rules of behaviour • Group work: Comparing life in the city to life in the country • Pair work: Exchanging information about two countries • Presentation: Presenting information about a country • Pair work: Giving and understanding directions • Pair work (Role play): Asking for and giving information • Pair work: Talking about one's town/city 	<ul style="list-style-type: none"> • A list of rules for safe cycling • Doing research and creating a fact file and a picture poster about a country • A description of one's town/city <p>Developing skills:</p> <ul style="list-style-type: none"> • Avoiding repetition • Using a variety of adjectives 	  
<ul style="list-style-type: none"> • A telephone conversation between two friends about a day trip that went wrong • Two short conversations about mishaps • Three monologues (people talking about unpleasant experiences) <p><i>*/v/, /əv/</i></p>	<ul style="list-style-type: none"> • Pair work: Talking about an accident one had • Pair work (Role play): Simulating an interview • Class discussion about books and writers • Pair work (Role play): Giving bad news and responding to it expressing sympathy 	<ul style="list-style-type: none"> • A short paragraph about an accident based on visual prompts • The main part of a story based on visual and verbal prompts <p>Developing skills:</p> <ul style="list-style-type: none"> • Punctuation marks • Guidance for story writing 	    

QNCF Competencies



Communication



Creative and critical thinking



Cooperation and participation



Inquiry and research



Problem-solving

HELLO

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
STUDENT'S BOOK		
S1.1	Communication	What's your name?, B, p. 6
S1.1	Communication	Where are you from?, D, p. 7
S1.1	Communication	Time, B, p. 7
S1.1	Communication	What can you do?, p. 8

When students complete this module, they will be able to:

communicate or find out with a little support more
detailed personal information (S1.1)

Hello

What's your name?



A Read the dialogue.

- Mark** Hello. I'm Mark. What's your name?
Liam Hi, Mark. My name's Liam. Nice to meet you.
Mark Nice to meet you, too. I'm 14 years old. How old are you?
Liam I'm 14 years old, too. Are we in the same class?
Mark Yes, we are.

B Talk in pairs.

*What's your name?
 I'm...
 My name's... Nice to meet you.
 Nice to meet you, too!
 How old are you?
 I'm... years old. What about you?*

Where are you from?

A Match the **countries** with the **nationalities**. Then listen and check your answers.

COUNTRIES	NATIONALITIES
Argentina	Irish
Australia	Argentinian
Brazil	Canadian
Canada	Italian
Chile	Australian
China	Greek
France	Chilean
Greece	Indonesian
Hungary	British
Indonesia	New Zealander
Ireland	Chinese
Italy	French
Japan	Spanish
Korea	Korean
Mexico	Mexican
New Zealand	South African
Oman	American
Peru	Brazilian
Poland	Polish
Qatar	Japanese
South Africa	Omani
Spain	Turkish
Turkey	Peruvian
UK	Qatari
USA	Hungarian

B Complete with the correct form of the verb **be**.

1. **A:** Mark from Italy?
B: No, he He from Spain.
2. **A:** Noora and Aisha 11 years old, right?
B: No, they They 13.
3. **A:** Where you from?
B: I from Qatar.

Family



A Look at the picture and the words below. Complete the table on the next page with the words in the box. Then listen and check your answers.

	husband ↔ wife	
	brother ↔ sister	
	father/dad ↔ son	
	mother/mum ↔ daughter	

Over to you...

Discuss.

Which seven of the above countries are English-speaking countries?

What's your name?

LEARNING STANDARDS

SB: S1.1

FUNCTIONS

Greeting and introducing oneself

Asking for and giving personal information

STRUCTURES

What...?

How old...?

A

- Introduce yourself to the class. Say: Hello/Hi, I'm/My name's...
- Draw Ss' attention to the picture and ask Ss to tell you where they think the two boys are (*at school*).
- Have Ss read the dialogue. Tell them to underline any unknown words at the same time.
- Choose several Ss to read out the dialogue.

B S1.1

- Draw Ss' attention to the speech bubble.
- In case there are new Ss in class, have them introduce themselves to you first and then in class.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss do the activity in pairs and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue.

Where are you from?

FUNCTIONS

Asking for and giving personal information
(*nationality*)

STRUCTURES

The verb *be*

Where ... from?

A

- Stick the world map on the board.
- Ask Ss: *Where are you from?*
- Elicit the names of the country/countries.
- Write the corresponding nationality/nationalities on the board.
- Draw Ss' attention to the headings of the two columns and elicit the difference between *country* and *nationality*. Elicit the answer that the *nationality* describes a person from a specific country, e.g. *France (country) French (nationality)*.
- Ask Ss to read through the list of countries and nationalities and check their understanding.
- Point to the countries that Ss don't know on the map and say their names out loud.
- Have Ss do the activity.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY

Argentina - Argentinian	Korea - Korean
Australia - Australian	Mexico - Mexican
Brazil - Brazilian	New Zealand - New Zealander
Canada - Canadian	Oman - Omani
Chile - Chilean	Peru - Peruvian
China - Chinese	Poland - Polish
France - French	Qatar - Qatari
Greece - Greek	South Africa - South African
Hungary - Hungarian	Spain - Spanish
Indonesia - Indonesian	Turkey - Turkish
Ireland - Irish	UK - British
Italy - Italian	USA - American
Japan - Japanese	

Over to you

- Draw Ss' attention to the question.
- Have Ss work in pairs or groups.
- Elicit answers.
- Check the answers with the class.

KEY

Australia	Canada	Ireland	New Zealand
South Africa	UK	USA	

OPTIONAL ACTIVITY

- Divide Ss into two teams and put up two world maps on the board.
- Ask them to find the English-speaking countries on the maps.
- The fastest team wins.

B

- Refer Ss to the Grammar Reference.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Is, isn't, 's 2. are, aren't, 're 3. are, 'm

Family

LEARNING STANDARDS

SB: S1.1

FUNCTIONS

Talking about one's family members

STRUCTURES

have got

Possessive adjectives

Possessive case

Who...?

VOCABULARY

aunt cousin daughter female husband
male son uncle wife

A

- Draw Ss' attention to the family in the picture and then to the pictures of each family member and explain to them how the family members are related.
- Draw Ss' attention to the box on the next page and the headings in each column. Explain the meaning of the words *male (boys/men)* and *female (girls/women)* to Ss.
- Ask Ss to read through the box with the words denoting family relations.
- Have Ss do the activity.
- Play the recording and have Ss listen and check their answers.

KEY

male	female
father	<i>mother</i>
<i>brother</i>	sister
husband	<i>wife</i>
<i>son</i>	daughter
<i>grandfather</i>	grandmother
uncle	<i>aunt</i>
<i>cousin</i>	cousin

B

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

KEY

1. wife 2. Linda 3. father 4. Linda's 5. son

C

- Write on the board:
A: Whose pen is this?
B: It's Omar's.
A: Who's that?
B: My cousin, Ahmed.
- Ask Ss to tell you the difference between these two question words.
- Elicit the answer that we use *Whose...?* to ask about possession, while we use *Who's* to ask about people.
- Write on the board: *I have got a car, I have got two brothers and I have got brown hair and green eyes.* Ask Ss to tell you what they notice about the use of the verb *have got*.
- Elicit the answer that we use the verb *have got* to express possession, to talk about family and relationships and to describe people, animals and things.
- Refer Ss to the Grammar Reference.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Who's, Her, has got, His 3. My, have got
 2. have got, Their 4. Whose, hasn't got

D S1.1

- Ask Ss to read through the speech bubble and check their understanding.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.

- Choose several pairs to act out the dialogue.

OPTIONAL ACTIVITY

- Have Ss think of four sentences about themselves (*age, nationality, family*). Explain to them that one of them should be a lie.
- Ask Ss to read out their sentences and have their classmates guess which statement is the lie.

Time

LEARNING STANDARDS

SB: S1.1

FUNCTIONS

Identifying the days of the week, the months and the seasons of the year

Asking and answering about dates and seasons

Telling the time

STRUCTURES

When...?

A

- Draw Ss' attention to the three boxes with the months, the days and the seasons.
- Ask Ss to read through the box with the missing months, days and seasons.
- Have Ss do the activity.
- Play the recording and have Ss listen and check their answers.
- Check the answers with the class.

KEY

Months: February, March, June, August, September, November

Days: Sunday, Tuesday, Thursday, Saturday

Seasons: spring, autumn, winter

B S1.1

- Ask Ss to read through the speech bubble and make sure they understand everything.
- Draw Ss' attention to the NOTE and explain it. Point out that we write *20* or *20th May* but we say *the twentieth of May*. We also use *in + months* and *on + dates*.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue.

C

- Draw a clock on the board with the numbers 1-12. Draw the small hand of the clock on the board pointing to a number and the big hand of the clock pointing to twelve.
- Ask a student: *What's the time?*
- Elicit his/her answer.
- Give Ss practice in telling the time by changing the hands of the clock on the board and revise the following: *half past..., a quarter to/past..., five/ten/twenty, etc. to/past...*
- Remind Ss that there are two ways of telling the time in English: Either the minutes precede the hour (e.g. *It's a quarter past eight*) or they come after the hour (e.g. *It's eight-fifteen*). In the second case, we don't need *past/to*.
- Ask Ss to read through the sentences a-f.
- Have Ss do the activity.
- Play the recording and have Ss listen and check their answers.

Time

husband grandmother cousin
father daughter sister uncle

male	female
	mother
brother	
	wife
son	
grandfather	
	aunt
cousin	

B Complete the sentences.

- Molly is Steve's
- is Molly and Steve's daughter.
- Steve is the children's
- Andy is brother.
- Andy is Steve and Molly's

C Circle the correct options.

- A: Who's / Whose** that?
B: That's Salem's sister. **His / Her** name is Hessa. Salem **has got / have got** a brother, too. **His / Her** name is Nasser.
- Harry and Tim are brothers. They **have got / has got** brown hair. **Our / Their** eyes are green.
- My / His** husband and I live in the UK. We **have got / has got** a house in London.
- A: Who's / Whose** laptop is this? Is it Laura's?
B: No. Laura **haven't got / hasn't got** a laptop.

D Talk in pairs.

Have you got any brothers/sisters/cousins?

Yes, I've got... / No, I haven't.

What's your brother's/sister's/cousin's name?

His/Her name is...

A Complete the missing days, months and seasons. Then listen and check your answers.

February Sunday August Thursday
Saturday autumn June November
winter Tuesday March September spring

MONTHS	DAYS	SEASONS
January	Monday	summer
April	Wednesday	
May	Friday	
July		
October		
December		

B Talk in pairs.

What day is it today?

It's Monday.

What's the date today?

It's 24 April.

What's your favourite day of the week?

It's Saturday.

What's your favourite season?

Summer.

NOTE

We write:

21 May

We say:

the twenty-first of May

Remember:

in + months, seasons

on + dates, days

C What's the time? Match. Then listen and check your answers.



- It's a quarter past five.
- It's half past eleven.
- It's ten past six.
- It's twenty to eight.
- It's a quarter to two.
- It's 7 a.m. / It's seven o'clock.

At home

A Talk in pairs. Look at the picture, find the things in the box and say where they are. Use the prepositions of place **on**, **in** or **under**.

DVDs laptop books
rug TV sunglasses



B Look at the picture above and write sentences as in the examples. Use the words in the box.

rug lamp goldfish box shelf watch
painting baby mobile phone

How many are there?

There is one rug.
There are two lamps.

In the classroom

Play a game. Take turns to point to different objects in your classroom and ask and answer questions.

What's this/that?
It's a notebook.
What are these/those?
They're pencils.

What can you do?

What can you do? Tick (✓). Then talk in pairs. Ask and answer about what you **can** or **can't** do.

- use / dictionary
- write / email in English
- read English books
- speak French
- understand / English
- spell / your name

Can you speak French?
No, I can't.
What about you?
Yes, I can.

- Check the answers with the class.

KEY

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

OPTIONAL ACTIVITY

- Write the following dialogue on the board:

A: Excuse me, what time is it?
B: It's...
A: Thank you.
B: You're welcome.
- Have Ss work in pairs and act out the dialogue.
- SB tells the time and SA draws a clock face on his/her notebook pointing to the correct numbers.
- SB checks SA's answer.
- Then tell them to swap roles.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss do the activity in pairs and go round the class helping them when necessary.
- You can choose several pairs to act out the dialogue in class and draw the clock faces on the board.

At home**FUNCTIONS**

Identifying the location of objects
 Revising basic vocabulary

STRUCTURES

Where...?
 Prepositions of place *on, in, under*

VOCABULARY

baby box floor (of a room) goldfish
 sunglasses watch (n.)
Living room furniture and other items
 armchair coffee table lamp painting
 rug shelf sofa

A

- Ask Ss to look at the picture of the room and make sure they understand what the words correspond to.
- Draw Ss' attention to the speech bubble and make sure they understand it.
- Explain to Ss that they should use the prepositions of place *on, in* and *under* to identify the location of the objects mentioned in the box in relation to the objects depicted in the picture. Make sure they know how the three prepositions of place are used.
- Refer Ss to the Grammar Reference.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose several pairs to act out the dialogues.

KEY

Where are the DVDs? They're on the shelf.
 Where is the laptop? It's on the sofa.
 Where are the books? They're under the coffee table.
 Where is the rug? It's on the floor.
 Where is the TV? It's in the box.
 Where are the sunglasses? They're under the armchair.

B

- Ask Ss to read through the words in the box and make sure they understand everything.

- Draw their attention to the box with the question using *How many?* and check their understanding.
- Remind Ss that we use *How many...?* to ask about the number of something.
- Refer Ss to the Grammar Reference.
- Have Ss do the activity.
- Check the answers with the class.

KEY

There is one rug.	There are four watches.
There are two lamps.	There is one painting.
There are three goldfish.	There are two babies.
There are two boxes.	There are five mobile phones.
There are two shelves.	

In the classroom**FUNCTIONS**

Identifying objects

STRUCTURES

this/that these/those

VOCABULARY

notebook

- Point to an object that is near you and ask a student: *What's this?* and elicit the answer: *It's a/an + object.*
- Point to an object that is not near you and ask a student: *What's that?* and elicit the answer: *It's a/an + object.*
- Remind Ss that *these* and *those* are the plural forms of *this* and *that* respectively.
- Refer Ss to the Grammar Reference.
- Draw Ss' attention to the speech bubble. Explain to Ss that they have to work in pairs and take turns to point to different objects in the classroom and ask questions.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss do the activity in pairs and go round the class helping them when necessary.
- Choose several Ss to act out their dialogues in class.

What can you do?**LEARNING STANDARDS**

SB: S1.1

FUNCTIONS

Expressing ability / lack of ability in the present

STRUCTURES

can/can't

VOCABULARY

dictionary spell understand use

S1.1

- Draw Ss' attention to the speech bubble and make sure they understand everything.
- Ask Ss to read through the list of prompts and make sure they haven't got any unknown words.
- Remind Ss that we use *can* to express ability and *can't* to express a lack of ability to do something.
- Refer Ss to the Grammar Reference.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose several Ss to act out the dialogue.

1 LEARNING STANDARDS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
STUDENT'S BOOK		
R1.1	Communication	1a, 2. Read A, p. 10
R2.1	Creative and critical thinking	1a, 2. Read B, p. 10
R2.2	Communication	1a, 2. Read C, p. 10
R4.1	Problem-solving	1a, 2. Read D (& TIP!), p. 11
R4.2	Problem-solving	
R4.1	Problem-solving	1a, 2. Read E (& TIP!), p. 11
R4.2	Problem-solving	
S1.1	Communication	1a, 5. Speak & Write A, p. 11
W1.1	Communication	1a, 5. Speak & Write B, p. 11
R2.1	Creative and critical thinking	1b, 2. Read A, p. 12
S1.2	Creative and critical thinking	1b, 2. Read B, p. 13
L2.1	Cooperation and participation	1b, 4. Listen, p. 13
S1.1	Communication	1b, 5. Speak, p. 13
S1.1	Communication	1b, 5. Speak - Over to you..., p. 13
R1.1	Communication	1c, 1. Read B, p. 14
R2.1	Creative and critical thinking	1c, 1. Read C, p. 15
S1.1	Communication	1d, 1. Vocabulary - Over to you..., p. 16
L2.1	Cooperation and participation	1d, 2. Listen (1), p. 16
S1.1	Communication	1d, 3. Speak & Present A, p. 17
S1.1	Communication	1d, 3. Speak & Present B, p. 17
L1.1	Cooperation and participation	1d, 4. Listen (2) A, p. 17
L2.1	Cooperation and participation	1d, 4. Listen (2) B, p. 17
S1.1	Communication	1d, 4. Listen (2) - Over to you..., p. 17
S1.2	Creative and critical thinking	1e, 2. Speak B, p. 18
S2.2	Communication	
R2.1	Creative and critical thinking	1e, 3. Speak & Write A, pp. 18-19
S1.1	Communication	1e, 3. Speak & Write B, p. 19
S2.2	Communication	
W3.2	Creative and critical thinking	1e, 3. Speak & Write D, p. 19
W1.3	Communication	1e, 3. Speak & Write, E, p. 19
W2.2	Creative and critical thinking	
W2.3	Creative and critical thinking	
W3.2	Creative and critical thinking	1e, (3. Speak & Write) TIP!, p. 19
WORKBOOK		
L2.1	Cooperation and participation	1c, Activity E, p. 15
R2.1	Creative and critical thinking	1d, Activity D, p. 17
R2.1	Creative and critical thinking	Round-up 1, Activity G, p. 23
R2.1	Creative and critical thinking	Round-up 1, Activity H, p. 23
L2.1	Cooperation and participation	Round-up 1, Activity I, p. 23
L2.1	Cooperation and participation	Round-up 1, Activity J, p. 23

When students complete this module, they will be able to:

1a

- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- understand and respond with a lot of support to the opinions of the writer in simple longer texts (R2.2)
- guess with a little support the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use independently key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2)
- communicate or find out with a little support more detailed personal information (S1.1)
- communicate with a little support more detailed personal information about themselves or others in a simple paragraph (W1.1)

1b

- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify with a little support the detail in longer simple texts (L2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- explain independently basic opinions (S1.2)

1c

- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify with a little support the detail in longer simple texts (L2.1) WB

1d

- communicate or find out with a little support more detailed personal information (S1.1)
- follow and identify with a little support the detail in longer simple texts (L2.1)
- follow and identify with a little support the main ideas in longer simple texts (L1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1) WB

1e

- explain independently basic opinions (S1.2)
- describe with support the character of a real or fictional person (S2.2)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- describe with support the character of a real or fictional person (W1.3)
- spell with some support most familiar high frequency words accurately in guided writing (W2.2)
- use with support capital letters, full stops, question marks, commas in lists and speech marks appropriately in guided writing at discourse level (W2.3)
- plan, and draft a short, simple text of two paragraphs or more with support and modify the draft in response to feedback (W3.2)

Round-up 1

- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1) WB
- follow and identify with a little support the detail in longer simple texts (L2.1) WB

1 ABOUT ME

- Draw Ss' attention to the title of the module and the main picture on the page. Ask Ss to tell you what they can see. Elicit answers (*a schedule on a mobile phone*).
- Write the word *schedule* on the board and explain what it means (*a list of activities related to your daily routine showing the time and date when they are done*).
- Ask Ss to tell you if they have ever used a schedule on their phones and if so, what they used it for. You can also ask them to tell you if they find it helpful in organising their day. Elicit answers and initiate a short discussion.
- Draw Ss' attention to the first question in the *Discuss* section and help Ss deduce the meaning of any unknown words by relating them to the corresponding pictures.
- Ask Ss to look at the emoticons in order to understand the activities that are not written in the schedule and elicit answers. Write their answers on the board to help **lower-performing Ss** (e.g. *read a book, have lunch, watch TV, go to bed*).
- Draw Ss' attention to the second question in the *Discuss* section and elicit answers.

KEY

Look at a boy's schedule. What does he usually do on Saturdays?

He goes to football practice / he reads a book / he has lunch / he does jigsaw puzzles / he goes out with his friends / he watches his favourite TV programme / he goes to bed.

What do you usually do on Saturdays?

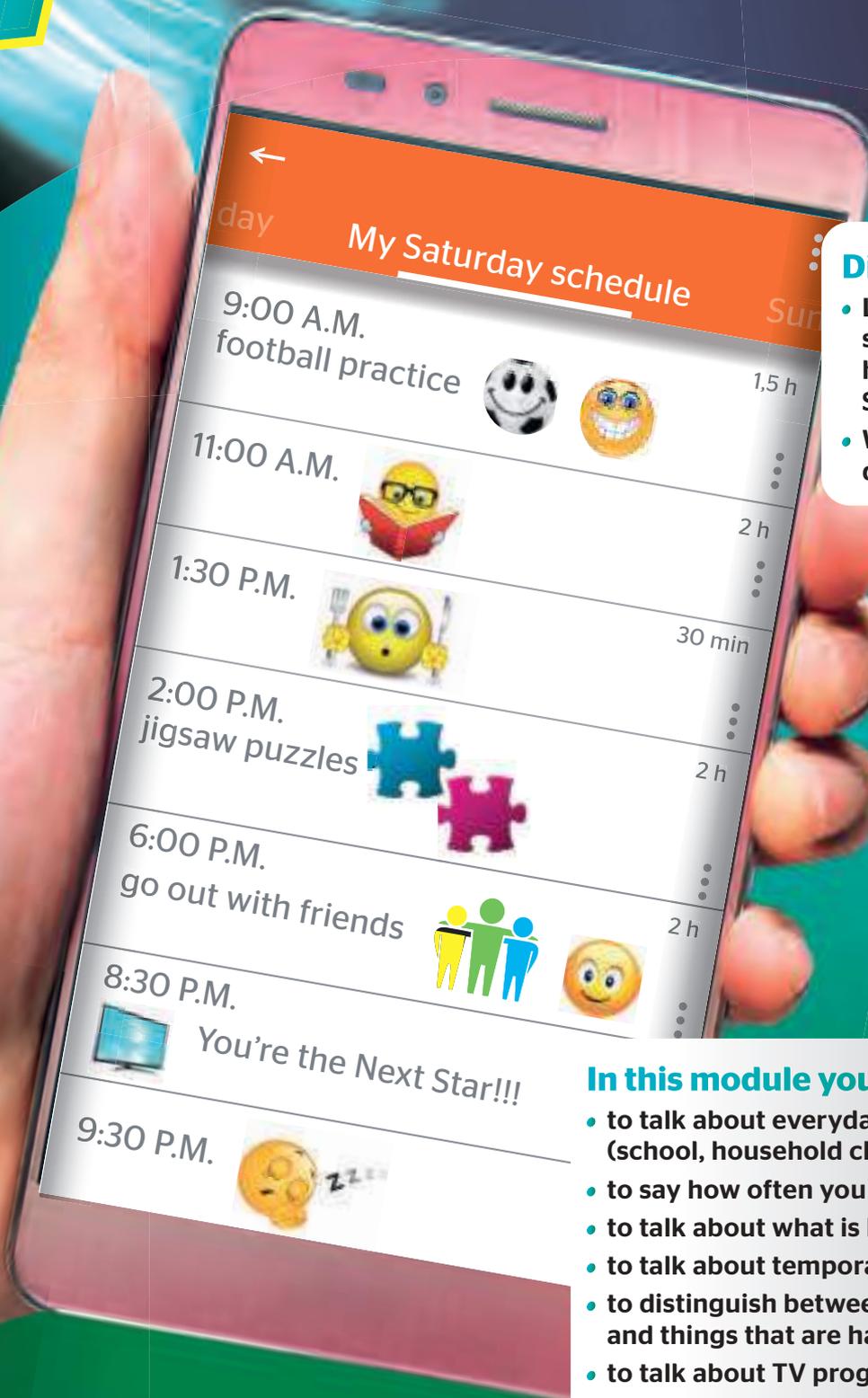
open answer

- Ask Ss to tell you what they think the module is about.
- Read out the objectives listed in the *In this module you will learn...* section. Explain any unknown words.

OPTIONAL ACTIVITY

- Have Ss make their own schedule like the one on the *Cover page* and present it to their classmates. Encourage them to tell you the time they do each activity, too (e.g. *At nine o'clock I go shopping with my mum. / At twelve o'clock I usually... etc.*).

1 ABOUT ME



Discuss:

- Look at a boy's schedule. What does he usually do on Saturdays?
- What do you usually do on Saturdays?

In this module you will learn...

- to talk about everyday life and routines (school, household chores, free time, etc.)
- to say how often you do things
- to talk about what is happening now
- to talk about temporary situations
- to distinguish between habitual actions and things that are happening now
- to talk about TV programmes
- to talk about what you like and don't like doing
- to describe people (appearance and personality)
- to write about your best friend

1a

1. Vocabulary

A Match the pictures with the subjects. Then listen and check your answers.



history

biology

geography

IT

(Information Technology)



maths



physics



chemistry



PE



(Physical Education)



B Look at the school facilities below. Where do you do each of the subjects above?



2. Read

A Look at the pictures and read the title of the website and the introduction. How is Caterfield Sports College different from other schools? Read and check your answers.

Caterfield Sports College

HOME

CONTACT US

Search

Students at Caterfield Sports College study the same subjects as other students, like maths, physics, history, etc., but they do a lot more sport.

Caterfield is a great school. At the beginning of the year, we choose three sports, and we have lots of extra training in these sports. We train with some of the best coaches in the country!



Oliver Saunders, 15

People hear 'sports college' and think it's easy, but that's not true. We start at 8.45 and finish at 3.45, but there are extra sports classes after that, so I don't get home till about 6 p.m. It's hard, but it's great fun!



Jack Barnes, 13

I can't wait to go to school every day. I want to become a professional tennis player, so Caterfield is perfect for me!



Bob Taylor, 12

I love swimming, and the facilities at Caterfield are excellent! My favourite place is the Olympic-size swimming pool. At the end of the school year, we have competitions with other schools. It's fantastic!



Mike Gibson, 14

B Read again and choose the correct answer **a, b, c** or **d**.

1. He gets home at around 6 p.m.

- a. Jack b. Oliver
c. Mike d. Bob

2. He wants to become a tennis player.

- a. Mike b. Jack
c. Bob d. Oliver

3. He says that his coaches are some of the best.

- a. Jack b. Bob
c. Oliver d. Mike

4. He likes swimming competitions.

- a. Oliver b. Mike
c. Jack d. Bob

C What does Jack mean when he says 'People hear 'sports college' and think it's easy'?

- a. People think it's easy to do sports at college.
b. People think students go to a sports college because it's easy.
c. People think a sports college is easy because students do only sports.
d. People think that subjects, like history, maths, etc. are easier at a sports college.

Over to you...

Discuss.

- Are there any schools or colleges like Caterfield Sports College in your country?
- Would you like to go to a school or college like that?



LEARNING STANDARDS

SB: R1.1, R2.1, R2.2, R4.1, R4.2, S1.1, W1.1

FUNCTIONS

Talking about school and school life
 Talking about one's daily routine
 Talking about habitual actions and routines

STRUCTURES

Present Simple
 Prepositions of time

VOCABULARY

about after at the beginning of at the end of
 become before begin choose coach
 competition different difficult easy excellent
 extra fantastic finish gym hard like (prep.)
 other perfect professional science lab start
 the same... as think till/until train (v.) training
 true

School subjects

biology chemistry geography history
 IT (Information Technology) maths
 PE (Physical Education) physics

Phrases

I can't wait It's great fun!

1. Vocabulary

A

- Ask Ss to read through the school subjects presented. Provide any necessary explanations.
- Ask Ss to come up with more school subjects they know of and write their answers on the board (*art, English, science*).
- Have Ss match the pictures with the school subjects.
- Play the recording and have Ss check their answers.

KEY	history 2	maths 1
	biology 4	physics 6
	geography 3	chemistry 5
	IT (Information Technology) 8	PE (Physical Education) 7

- Draw Ss' attention to the word *chemistry* and write it on the board. Explain to them that 'ch' can be pronounced in different ways and that in the word *chemistry* it's pronounced as /k/.
- Play the recording again and pause so that Ss can repeat what they hear.
- Explain any unknown words and ask Ss about their (least) favourite school subject, which subjects they think are easy and which ones they think are difficult.
- Elicit answers and initiate a short discussion.

B

- Ask Ss to look at the pictures and read through the respective captions.
- Ask them where they can find the places shown in the pictures (*at a school*).
- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Draw Ss' attention to the word *lab* and explain to them that it's the abbreviation for the word *laboratory*.
- Have Ss do the activity.
- Check the answers with the class.

KEY	classroom: maths, history, geography science lab: biology, chemistry, physics computer room: IT (Information Technology) gym: PE (Physical Education)
-----	--

- Ask Ss if they have a computer room, a science lab or a gym at their school. You can also ask them if they think the lessons are more interesting in these places than in the classroom.

- Elicit answers and initiate a short discussion.

2. Read

A R1.1

- Have Ss look at the pictures and the title of the website. Ask them to tell you what they think the website is about (*daily life at a sports college*).
- Make sure that Ss understand that *Caterfield* is the name of the college.
- Ask Ss to tell you what kind of sports the pictures depict (*basketball, tennis, swimming*).
- Draw Ss' attention to the introduction of the website and ask them the question in the rubric. Explain to them that an introduction helps them acquire a general idea about a text.
- Elicit answers, but do not correct Ss at this stage.
- Have Ss read the text and check their answers.
- Check Ss' answers.

KEY suggested answer

Caterfield Sports College is different from other schools because as well as doing subjects such as maths and physics, students do a lot more sport.

- Have Ss read the text again and tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

What does Oliver think of Caterfield Sports College? He thinks it's great.
Who do they train with? with the best coaches in the country
Does Jack think that a sports college is easy? No, he thinks it's hard.
What time do classes finish? at 3.45 p.m.
Does Jack get home at 5 p.m.? No, he doesn't.
What does Bob want to become? a professional tennis player
What's Mike's favourite sport? swimming
What does Mike think of the facilities at Caterfield? He thinks they are excellent.
Why do you think these students have chosen Caterfield? Because they like sports and they want to become professional athletes.

B R2.1

- Have Ss do the activity.
- Alternatively, to challenge **higher-performing Ss** you may change the activity from multiple choice to open-ended questions (e.g. *Who gets home at around 6 p.m.?*). Write questions 1-4 on the board (without the options) and ask Ss to cover Activity B in their books, read the text and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

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

- Explain any unknown words in the text.
- Ask Ss some further questions:
Would you like to go to a school like Caterfield?
Do you think Caterfield Sports College is easier or harder for students?
Is there a similar school in your country?

C R2.2

- Have Ss read the question in the rubric.
- Explain to Ss that they have to read the options given carefully and choose which one best expresses the writer's opinion.
- Have Ss do the activity.
- Check the answers with the class.

KEY c

D R4.1, R4.2

- Draw Ss' attention to the activity and write the following on the board: *Nice idea! / Good idea!*
- Underline the adjectives *Nice* and *Good* and ask Ss to tell you if they have a similar or a different meaning.
- Elicit the answer that they have a similar meaning and explain that 'nice' and 'good' are synonyms (*synonyms are words with a similar meaning*). Explain to Ss that we use the symbol = for synonyms.
- Draw Ss' attention to the names in the brackets and explain to them that they have to look at the specific paragraphs to find each synonym. Make sure that Ss know the meaning of the words.
- Draw Ss' attention to the TIP and explain it.
- Have Ss do the activity.
- Check the answers with the class.

KEY 1. hard 2. fantastic

E R4.1, R4.2

- Draw Ss' attention to the activity and write the word 'opposites' on the board. Ask Ss to guess the meaning of this word (*opposites are words with opposite meanings*). Explain to Ss that we use the symbol ≠ for opposites.
- Help Ss understand better by writing the word *hot* on the board and ask them to think of its opposite (*cold*).
- Have Ss do the activity.
- Check the answers with the class.

KEY 1. same 2. at the beginning 3. easy 4. finish

Over to you

- Ask Ss the questions in the box and initiate a short discussion.

KEY *suggested answers*

Are there any schools or colleges like Caterfield Sports College in your country?

Yes, there are. There is Aspire Academy and an Art College. / No, there aren't.

Would you like to go to a school or college like that?

Yes, I'd like to. I really like sports and I practise almost every day. / No, I wouldn't like to go to a school or college like that.

3. Grammar

A

Present Simple

- Ask Ss to read through the examples in the box.
- Draw Ss' attention to the words in blue in the examples.
- Ask Ss the question in the rubric.
- Elicit the answer that the affirmative form of the third person singular (*he, she, it*) is formed by adding *-s* or *-es* to the base form of the verb. Most verbs (e.g. *cook*) take *-s* → *cooks*. However, verbs ending in *-ch* (e.g. *watch*) and *-o* (e.g. *go*) take *-es* → *watches*, *goes* and verbs ending in a consonant followed by *-y* (e.g. *study*) drop the *-y* and take *-ies* → *studies*.
- Ask Ss to read through the examples again and tell you when the Present Simple is used (to refer to a habitual action). If necessary, demonstrate this with further examples, e.g. *I play volleyball on Saturdays*.
- Ask Ss to read the text again, find examples of the Present Simple and underline them.
- Check Ss' answers.
- Refer Ss to the Grammar Reference.

B

Prepositions of time

- Ask Ss to read through the examples in the box.
- Draw Ss' attention to the words in green in the examples.
- Ask Ss to read through the boxes with the missing prepositions of time and complete the blanks.
- Check the answers with the class.

- Explain to Ss when and how each preposition is used.
- Refer Ss to the Grammar Reference.

KEY first box: on second box: at third box: in

C

- Ask Ss to read through the examples in the box.
- Draw Ss' attention to the words in blue in the examples.
- Ask Ss the question in the rubric.
- Elicit the answer that we form the negative in the Present Simple by adding *don't* and *doesn't* followed by the base form of the main verb.
- Point out to Ss that *don't* and *doesn't* are the short forms of *do not* and *does not* respectively. We mainly use the short forms when we talk or when we want to sound informal.
- Refer Ss to the Grammar Reference.

D

- Ask Ss to read through the examples in the box.
- Draw Ss' attention to the words in blue in the examples.
- Ask Ss the question in the rubric.
- Elicit the answer that we use the auxiliary verb **Do/Does** before the subject and the base form of the main verb.
- Draw Ss' attention to the short answers following the questions.
- Ask Ss to tell you how we form short answers in the Present Simple.
- Elicit the answer that we use *Yes, subject + do/does* or *No, subject + don't/doesn't* without the base form.
- Refer Ss to the Grammar Reference.

E

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

KEY 1. do ... train, train, at
2. On, doesn't finish, until, in
3. comes, at, on, doesn't go, before

4. Pronunciation

A

- Play the recording and tell Ss to listen and identify the difference in pronunciation between the highlighted sounds in *tennis* and *easy*.
- Have Ss repeat what they hear.
- Elicit the answer: *tennis* has an /e/ sound while *easy* has an /i:/ sound.
- If necessary, play the recording again.

B

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

KEY /e/: chemistry, extra, excellent, end, professional
/i:/: three, these, people

5. Speak & Write

A S1.1

- Ask Ss to read through the list of questions and make sure they haven't got any unknown words.
- Allow Ss to note down their answers before talking with their partner. This will help **lower-performing Ss**.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss do the activity in pairs and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue in class.

B W1.1

- Allow Ss some time to write their paragraphs and go round the class providing support when necessary.
- Choose several Ss to read out their paragraphs.

D Find **synonyms** of the adjectives below in the text. Then check your answers in a dictionary.

1. difficult = (Jack)
2. great = (Mike)

TIP!

When you learn new words, use a dictionary to find synonyms and/or opposites of these words, too.

E Find **opposites** of the words/phrases below in the text. Then check your answers in a dictionary.

1. different ≠ (introduction)
2. at the end ≠ (Oliver)
3. difficult ≠ (Jack)
4. start ≠ (Jack)

3. Grammar

Present Simple

A Read the examples. Look at the verbs in blue. What do you notice about the third person singular (he / she / it)?

I **train** for one hour **at** six o'clock **in** the morning every day.
My friends **train** for two hours **on** Saturday morning.
My brother **trains** for three hours **on** Saturday afternoon.

Prepositions of time

B Look at the words in green in the examples above and complete the blanks below with prepositions of time.

Monday / Saturdays, etc.
weekdays
 Friday evening, etc.

six o'clock / half past three
the weekend
 night / midnight

the morning / afternoon /
evening

NOTE

till/until 9 p.m. / noon / Sunday, etc.

before/after lunch / school / 11 p.m., etc.

C Read the examples. Look at the words in blue. How do we form the negative in the Present Simple?

I **don't get** home till about 6 p.m.
Mike **doesn't arrive** home before 6.30 p.m. every day.

D Read the examples. Look at the words in blue. How do we form questions and short answers in the Present Simple?

Do classes **start** at 9.00 a.m.? Yes, **they do**. / No, **they don't**.
Does Oliver **like** Caterfield Sports College?
Yes, **he does**. / No, **he doesn't**.

E Complete with the Present Simple of the verbs in brackets and circle the correct preposition in blue.

1. **A:** When you (train) with the basketball team?
B: Every Monday and Wednesday, but we also (train) **in / at** weekends when there isn't a game.
2. **At / On** weekdays, Hamad (not finish) school **until / on** 3 p.m. **at / in** the afternoon.
3. My dad (come) home **at / on** 11.30 p.m. **in / on** Mondays, so he (not go) to bed **after / before** midnight.

4. Pronunciation

A Listen and repeat. What's the difference between **a** and **b**?

- a. **tennis** b. **easy**

B Listen and tick (✓) the sound you hear.

	tennis /e/	easy /i:/
chemistry	<input type="radio"/>	<input type="radio"/>
extra	<input type="radio"/>	<input type="radio"/>
three	<input type="radio"/>	<input type="radio"/>
excellent	<input type="radio"/>	<input type="radio"/>
end	<input type="radio"/>	<input type="radio"/>
these	<input type="radio"/>	<input type="radio"/>
professional	<input type="radio"/>	<input type="radio"/>
people	<input type="radio"/>	<input type="radio"/>

5. Speak & Write

A Talk in pairs about your school. Use the ideas below.

- What's the name of your school?
- How many students are there?
- What facilities are there at your school?
- What time do classes start and finish?
- What subjects do you do?
- What are your favourite subjects?
- Do you like your school? Why? / Why not?

B Use the ideas above to write a paragraph about your school.

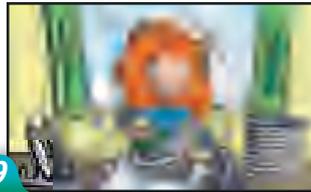
1b

1. Vocabulary

Match the pictures with the household chores. Then listen and check your answers.



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



QUIZ

HOW active are you?



2. Read

A Are you active or lazy? Do the quiz and find out!

1. How often do you tidy your room?

- a. once a week
- b. twice a month
- c. never

2. What's your favourite place to hang out?

- a. at the gym
- b. at the park
- c. on the sofa in my living room

3. What do you do when you want to get to the second floor of a building?

- a. I always take the stairs.
- b. I take the stairs when I'm not tired.
- c. I always take the lift.

4. Your parents need help with the housework. Which chore do you choose to do?

- a. wash the car - It's good exercise!
- b. do the washing-up - It's not very tiring!
- c. take out the rubbish - I'll finish in two minutes!

5. A friend invites you to his/her house. It's a fifteen-minute walk from your house. What do you do?

- a. I walk, skateboard or ride my bike to my friend's house.
- b. I take the bus to my friend's house.
- c. I ask my friend to come over to my house.

6. Do you exercise?

- a. Yes, very often.
- b. Sometimes, but not very often.
- c. Exercise? What's that?



LEARNING STANDARDS**SB:** R2.1, L2.1, S1.1, S1.2**FUNCTIONS**

Talking about household chores

Talking about how often one does chores / other activities

STRUCTURES

Adverbs of frequency

How often...?

once/twice/three times a...

VOCABULARY

active ask at all be careful both building
 busy come over exercise (n.) feel
 floor (of a building) hang out help (n.) housework
 invite lazy need relax remember take the lift
 take the stairs tired tiring

Chores

clean the windows cook do the washing

do the washing-up Hoover iron clothes

take out the rubbish tidy my room wash the car

Phrases

How often...? Once / Twice / Three times a... Which...?

1. Vocabulary

- Ask Ss to look at the pictures 1-9.
- Ask Ss if they know the English names of any of the chores shown in the pictures. Elicit answers and write them on the board.
- Ask Ss to read through the list of chores.
- Ask them to underline key words in the phrases (e.g. *windows, clothes, room and car*). This will help **lower-performing Ss** do the activity.
- Have Ss do the activity. Help them deduce the meaning of any unknown words by relating them to the corresponding pictures.
- Play the recording and have Ss check their answers.

KEY

do the washing **4** do the washing-up **9**
 clean the windows **2** cook **3** Hoover **8**
 iron clothes **1** take out the rubbish **6**
 tidy my room **5** wash the car **7**

OPTIONAL ACTIVITY

- Have Ss make a schedule similar to the one on the *Cover page*. Tell them to give at least 5 different times of day and to write what they do at each time. They should include as many chores as possible.
 e.g. 8.00 Wake up
 9.00 tidy my room

2. Read**A R2.1**

- Ask Ss to look at the layout of the text and decide what it is (*a quiz*) and where it might be found (*in a magazine*).
- Ask Ss if they do quizzes and if so, what they are usually about, if they believe in the results they get, etc.
- Elicit answers.
- Draw Ss' attention to the title of the quiz and ask them what the quiz is about (*if you are active or not*).

- Tell Ss to read through each question carefully and then choose the answer which best describes their attitude or feelings. Encourage Ss to guess the meaning of any unknown words they may have.
- Point out to Ss that there are no correct or incorrect answers. The point of the quiz is for Ss to form a clearer picture of their habits and their personality.
- Have Ss do the quiz. Go round the class helping them when necessary.
- You can have **higher-performing Ss** work with **lower-performing Ss** and take turns to ask and answer the questions.
- Have Ss calculate their score.
- Ask Ss to read what their score says about them.
- Explain any unknown words in the text.

B S1.2

- Ask Ss if they agree or disagree with the results of the quiz and initiate a short discussion.
- Help Ss to elaborate more on the topic of the quiz by asking the following questions:
Do you think that teenagers nowadays are active or lazy? Why?
What can teenagers do to become more active?
- Elicit answers.

3. Grammar**A****Adverbs of frequency**

- Ask Ss to read through the examples and draw their attention to the words in blue.
- Explain to Ss that the words in blue are called *adverbs of frequency* because they show the frequency at which an action happens.
- Help Ss deduce the meaning of each adverb of frequency by relating them to the respective columns in the graph.
- Ask Ss to complete the blanks with *always, often* and *never*.
- Check the answers with the class.
- Ask Ss to look at the examples again and tell you what they notice about the position of adverbs of frequency.
- Elicit the answer that adverbs of frequency usually come before the *main verb* but they come after the verb *be*. Tell Ss that we can use some adverbs such as *sometimes* at the beginning or at the end of a sentence to emphasise the meaning.
- Explain to Ss that *never* is already negative, so we can't use it with the negative form of the verb. Write an example on the board.
- Refer Ss to the quiz and the paragraphs with the score and ask them to underline all the sentences containing adverbs of frequency (*I always take the stairs / I always take the lift / Yes, very often / Sometimes, but not very often / You sometimes do physical activities*).

KEY

always
 usually
often
 sometimes
never

B

How often...?

- Have Ss read through the first question and answer and draw their attention to the table.
- Point out to Ss that we use *How often...?* to ask about how frequently an action happens.
- Explain to Ss that the answer *Once a week* refers to only one day of the week and that is why only one day is ticked (*Saturday*).
- Explain to Ss that they have to read the questions and answers and complete the tables as in the example.
- Have Ss do the activity.
- Check the answers with the class.

KEY

2. Two days of the week should be ticked.
3. Three days of the week should be ticked.

- Point out to Ss that we say *once / twice a month/day/year*, but we say *three times a month/day/year*, etc. to answer a question beginning with *How often...?*
- Refer Ss to the quiz and ask them to underline any questions beginning with *How often...?* and the use of *once/twice/three times a + period of time* (*How often do you tidy your room? / Once a week / Twice a month*)
- Refer Ss to the Grammar Reference.

C

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

KEY

1. Ken sometimes takes out the rubbish. / Sometimes Ken takes out the rubbish. / Ken takes out the rubbish sometimes.
2. How often do you wash your car?
3. I am never tired in the mornings.
4. Sultan usually plays football after school.

4. Listen L2.1 

- Ask Ss to read through the questions 1-2 and the corresponding options. Make sure they haven't got any unknown words.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Ask Ss to note down key words that helped them answer the questions. This will challenge **higher-performing Ss**.
- Alternatively, to challenge **higher-performing Ss** you may change the activity from multiple choice to open-ended questions. Write questions 1-2 on the board (without the options) and ask Ss to cover the activity in their books, listen and answer the questions. To help **lower-performing Ss**, you may eliminate one incorrect option.
- Check the answers with the class.

KEY

1. c
2. b

5. Speak S1.1 

- Ask Ss to read through the speech bubble and check their understanding.
- Draw Ss' attention to the TIP and explain it.
- Demonstrate the activity with the help of a S.

- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue in class.

KEY*suggested answer*

- A:** How often do you take out the rubbish?
B: Twice a week. What about you?
A: Once a week. My mum usually takes out the rubbish, but I tidy my room three times a week. What about you?
B: I always tidy my room at the weekend. How often do you wash the car?
A: I never wash the car. My dad always washes it and I sometimes help him. What about you?
B: I wash the car with my brother once a week.

Over to you S1.1 

- Ask Ss the question in the box and initiate a short discussion. If necessary, write some key phrases/expressions on the board related to the vocabulary of the lesson to help **lower-performing Ss**.

KEY*suggested answers***Which chores do you not like?**

I don't like cleaning the windows because it's boring. / I think doing the washing-up is difficult and tiring.

Who does the most chores in your home?

My mum does the most chores, but I always try to help around the house.

How important is it to help out around the house?

It is very important to help around the house and do some household chores when you have free time. I usually help my parents at the weekend. It's good exercise, too.

OPTIONAL ACTIVITY

- Write the following on the board:
Jack's favourite sport is football and he plays it with his friends in the park every day.
a. He never plays football.
b. He usually plays football.
c. He always plays football.
- Have Ss choose the correct answer (c).
- Have **higher-performing Ss** work with **lower-performing Ss** and form their own sentences and three options containing adverbs of frequency.
- Ask them to give their sentences to another pair and have them choose the correct answer.

3. Grammar

Adverbs of frequency

A Read the examples. Use the words in blue to complete the blanks in the table below. What do you notice about the position of the adverbs of frequency?

I **always** take the stairs.
Do you **often** take out the rubbish?
Dad is **never** busy in the evenings.

B Read the questions and answers and complete the tables as in the example.

1. How often do you wash your car?
Once a week.

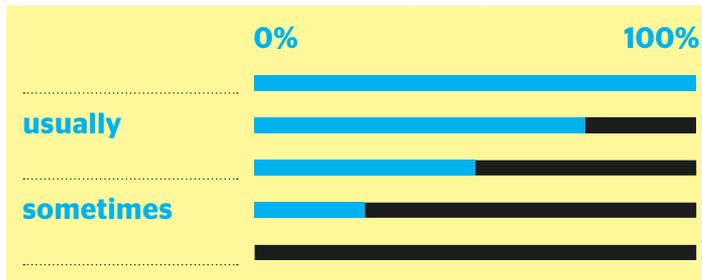
SUN	MON	TUE	WED	THU	FRI	SAT
						✓

2. How often do you tidy your room?
Twice a week.

SUN	MON	TUE	WED	THU	FRI	SAT

3. How often do you cook?
Three times a week.

SUN	MON	TUE	WED	THU	FRI	SAT



C Put the words in the correct order to make sentences.

- rubbish / the / sometimes / takes out / Ken /
.....
- do / often / you / car / how / wash / your / ?
.....
- mornings / am / never / I / the / tired / in / .
.....
- football / usually / Sultan / school / plays / after / .
.....

4. Listen

Listen to two short dialogues and answer the questions. Choose **a**, **b** or **c**. Then check your answers with a partner.

- What do the girls agree about?
a. not to do any household chores
b. to do their own household chores
c. to help each other with their household chores
- How often does Brian tidy his bedroom?
a. once a week b. twice a week c. three times a week

5. Speak

Talk in pairs about how often you and other members of your family do housework.

*How often do you iron your clothes?
Once a week. What about you?
I never iron my clothes. My mum irons...*

TIP! Don't be afraid to make mistakes when you speak.

Over to you...

- Discuss.**
- Which chores do you not like?
 - Who does the most chores in your home?
 - How important is it to help out around the house?

Count and check your score

a = 3 b = 2 c = 1

15-18: You are very active. You love physical activities, and you just can't sit around and do nothing. Stay active! It's very good for you!

11-14: You are not exactly an active or a lazy person. You sometimes do physical activities, but other times you just want to relax. Remember: an active lifestyle is good for your health. So, walk, ride your bike and help out around the house more!

6-10: You aren't active at all. Be careful! Sitting down all day isn't good for you. Walk or do a sport three times a week. This way, you can be healthy and feel good, too!

B Do you agree with the results? Why? / Why not?



1. Read

- A**
- Do you like watching basketball? Who is your favourite basketball player?
 - Look at the comic strip and read it out in groups. What mistake do Lance and Ian make?

B  Read again and choose the best title (a, b or c) for the comic strip.

- a** THE BASKETBALL GAME
b CAN I HAVE YOUR AUTOGRAPH?
c STEVE'S SPORTS SHOP

Jeff Hey, Ian. Where are you? I'm waiting for you at the skatepark.

Ian Lance and I are hanging out at the shopping centre.

Jeff But you never hang out at the shopping centre on Saturdays. We always go rollerblading.

Ian But Tony Jordan is signing autographs here today.

Jeff Really? Tony Jordan? The famous basketball player? I want his autograph too! I'm coming!



2 Let's find Steve's Sports Shop.



Ian, do you see that tall man? I think it's Tony Jordan!

Hey, you're right!



Ian Hello! How are you?

Man Uhm, hi guys. Not bad. I'm just shopping...

Ian Cool! Can you sign my basketball?

Man Uh, sure.

Lance And my cap, please. Thanks, you're the best!

Jeff Hi, guys. Look! I got Tony's autograph!

Ian We got it, too.

Lance No, we didn't. Tony is over there. Look!

Ian Right. So, who's the other guy?



LEARNING STANDARDS

SB: R1.1, R2.1

WB: L2.1

FUNCTIONS

Talking about sports and free-time activities

Talking about current activities and about temporary situations

Distinguishing between habitual actions and current activities

STRUCTURES

Present Progressive

Present Simple vs Present Progressive

Stative verbs

VOCABULARY

autograph boring cap draw drive famous
from... to... get ready guys hate know late
meet shop (v.) sign (v.) wait for

Free-time activities

do arts and crafts do jigsaw puzzles do karate

go bowling go cycling go rollerblading

go shopping go skateboarding

go to the amusement park go to the cinema

play table tennis play video games watch DVDs

watch videos on the Internet

Phrases

Let's...

1. Read

A

- Draw Ss' attention to the questions in the first bullet and initiate a short discussion with them.
- Draw Ss' attention to the pictures of the comic strip and ask them to read it out in groups in order to find the answer to the question in the rubric. (*Ian, Lance and Jeff are at the shopping centre because a famous basketball player, Tony Jordan, is signing autographs. Lance and Ian got an autograph but not from Tony Jordan. Jeff gets Tony Jordan's autograph.*)
- Elicit answers but do not correct Ss at this stage.

B R1.1

- Draw Ss' attention to the three possible titles for the comic strip.
- Ask Ss to read the comic strip again and choose the best title for the comic strip.
- Check the answers with the class.

KEY

b. Can I have your autograph?

- Ask Ss to tell you what the word autograph means (to have a famous person's name written on something, usually a piece of paper) and if they have ever got an autograph from a famous person. If they haven't, ask them who they would like to get an autograph from and why.
- Have Ss read the comic strip again and tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Where are Lance and Ian? at the shopping centre
Where is Jeff? at the skatepark
Who is wearing a red baseball cap? Lance
What do Jeff and Ian always do on Saturdays?
They go rollerblading.

Who is signing autographs at the shopping centre? Tony Jordan, a famous basketball player

Do Lance and Ian get an autograph? Yes, they do.

How do they feel? They are happy and excited.

Where do they meet Jeff? at Steve's Sports Shop

Why aren't Ian and Lance happy in picture 5?

Because the autograph they have is not Tony Jordan's.

C R2.1

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

KEY

1. skatepark
2. autograph
3. Steve's Sports Shop, five, eight
4. cap, basketball
5. Jeff

- Explain any unknown words in the text.
- Choose several Ss to act out the roles in the comic strip.

Over to you

- Ask Ss the question in the box and elicit answers.

KEY

suggested answer

Ian and Lance run towards the famous basketball player, Tony Jordan. They wait in line to get Jordan's autograph. Finally, he signs Ian's basketball and Lance's cap and they are excited.

OPTIONAL ACTIVITY

- Have Ss write the ending of the comic strip that they came up with in 'Over to you' in the form of a dialogue.
- Have **higher-performing Ss** work with **lower-performing Ss** to act out their dialogue in class.

2. Vocabulary

- Draw Ss' attention to the box with the verbs and explain that they have to use them with the appropriate nouns/phrases.
- Ask Ss to tell you the meaning of the verbs in the box and draw their attention to the verbs *play*, *do* and *go*. Write these verbs on the board and explain to Ss that the verb *play* is mostly used to talk about ball sports and activities in which two people/teams compete, the verb *do* is used for individual activities/sports that don't use a ball and the verb *go* is used for activities and sports that end in *-ing*.
- To help **lower-performing Ss** do the activity, write the following on the board and ask Ss to choose the correct verb to go with the nouns: *skiing*, *football*.
- You can ask Ss the following questions to help them: *Is skiing a ball sport? (No, it isn't.) / Is it a sport ending in -ing? (Yes, it is.)*. The correct answer is *go skiing*. / *Is football a ball sport? (Yes, it is.)*. The correct answer is *play football*.
- Ask Ss to follow the same procedure to do the activity.
- Have Ss do the activity.
- Check the answers with the class.

KEY go skateboarding
play table tennis
do arts and crafts
go bowling
play video games
do karate
go shopping
watch DVDs
do jigsaw puzzles
go cycling
watch videos on the Internet
go to the cinema
go to the amusement park

- Ask Ss the question in the rubric. Elicit answers and initiate a short discussion.

KEY

suggested answer

In my free time I usually go skateboarding with my friends and watch funny videos on the Internet.

3. Grammar

A

Present Progressive

- Ask Ss to read through the examples in the boxes.
- Draw Ss' attention to the first two examples and ask them what they notice about the formation of the Present Progressive affirmative form. (*We form it with the present tense of the auxiliary verb **be** (am, is, are) and the main verb with the ending **-ing**.*)
- Draw Ss' attention to the other examples and ask them what they notice about the formation of the Present Progressive negative form. (*We form it by adding **not** to the present tense of the auxiliary verb **be** (am not, aren't, isn't) and the main verb with the ending **-ing**.*)
- Point out to Ss that we usually use the short forms when we talk or when we want to sound informal.
- Draw Ss' attention to the last two examples and ask them what they notice about the formation of the Present Progressive question form. (*We form it by putting the present tense of the auxiliary verb **be** (am, is, are) before the subject, followed by the main verb with the ending **-ing**.*)
- Ask Ss to tell you how we form short answers in the Present Progressive.
- Elicit the answer that we use *Yes, subject + **am/are/is** or **No, subject + 'm not/aren't/isn't*** without the main verb and the ending **-ing**.
- Refer Ss to the dialogue in the reading activity and ask them to underline all the examples of the Present Progressive. (e.g. *I'm waiting for you at the skatepark / Lance and I are hanging out / Tony Jordan is signing autographs / I'm coming / I'm just shopping.*)
- Refer Ss to the Grammar Reference.

B

Present Simple vs Present Progressive

- Choose a student and ask him/her the following question about something you know he/she does, e.g. *Jane, do you play table tennis in your free time? (Yes, I do).* Then ask him/her, e.g. *Are you playing table tennis now? (No, I'm not).*
- Ask Ss a few more similar questions and report their answers to the class, e.g. *Jake plays video games at the weekends, but he isn't playing video games now.*
- Ask Ss to tell you when they think the Present Simple and the Present Progressive are used.

- Elicit the answer that we use the Present Simple for everyday activities or routines and habitual actions, whereas we use the Present Progressive for actions happening now/at the moment of speaking and for temporary states.
- Refer Ss to the examples and the phrases in the matching activity.
- Ask Ss to read through the examples 1-3 and the uses a-c.
- Have Ss do the matching and check the answers with the class.

KEY a. 2 b. 3 c. 1

- Draw two columns on the board with the headings *Present Simple* and *Present Progressive*. Write the following time expressions/adverbs and have Ss write them in the correct column: *now, every day, usually, at the moment, today, often.*
- Explain to Ss that *stative verbs* are not usually used in the Present Progressive although they may refer to temporary actions/situations or actions happening at the time of speaking. If necessary, demonstrate it with further examples (e.g. *I'm hungry, I want something to eat. / Sorry, I don't understand.*)
- Refer Ss to the Grammar Reference.

C

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

KEY

1. draws, likes, 's drawing
2. is Dad doing, 's washing, washes
3. isn't watching, thinks, 's getting
4. go, 're studying, want

- Ask Ss to provide extra examples of the uses of the Present Progressive and some additional examples to show the differences in use between the Present Simple and the Present Progressive. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. *I / usually / play football / after school / but / today / I / study for a test.*)

4. Speak

- Ask Ss to go to the *Speaking Activities* section on page 61.
- Draw Ss' attention to the two pictures and the speech bubble.
- Point out to Ss that when we describe a picture we use the Present Progressive.
- Allow Ss to make notes of the differences they find. This will help **lower-performing Ss**.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss do the activity in pairs and go round the class helping them when necessary.
- Have Ss report their answers to the class.

KEY

In picture A, Lance is wearing a red baseball cap. In picture B, he isn't wearing a red baseball cap. He's wearing sunglasses.

In picture A, Ian is talking on his mobile phone. In picture B, he isn't talking on his mobile phone.

In picture A, Bart is rollerblading. In picture B, he isn't rollerblading. He's skateboarding.

In picture A, Tina is eating a chocolate bar. In picture B, she's drinking a milkshake.

In picture A, Kelly is buying a book. In picture B, she isn't buying a book. She's buying a T-shirt.

C  Read again and complete the sentences with a word or short phrase.

1. On Saturdays, the boys usually hang out at the
2. Ian and Lance want to get an
3. Tony Jordan is signing autographs at to
4. The man signs Lance's and Ian's
5. gets Tony Jordan's autograph.



Over to you...

Discuss.

- What do you think happens next?

2. Vocabulary

 Complete with the verbs in the box. Then listen and check your answers. Do you do any of the following in your free time?

play go
go to do watch

TIP!

Learn whole phrases (e.g. verb + noun), not just individual words.

- skateboarding
- table tennis
- arts and crafts
- bowling
- video games
- karate
- shopping
- DVDs
- jigsaw puzzles
- cycling
- videos on the Internet
- the cinema
- the amusement park

3. Grammar

Present Progressive

A Read the examples. What do you notice about the formation of the Present Progressive?

I'm waiting for you at the skatepark.
Lance and I **are hanging out** at the shopping centre.

Tony **isn't shopping** at the moment.
Lance and Ian **aren't talking** to Tony Jordan now.

Is Tony **signing** autographs? **Are** the boys **playing** basketball now?
Yes, **he is**. / No, **he isn't**. Yes, **they are**. / No, **they aren't**.

B Read the examples and match them with the phrases a-c.

PRESENT SIMPLE

1. I always play basketball on Saturdays.

PRESENT PROGRESSIVE

2. I'm watching a video on the Internet now.
3. My brother is studying till late this week because he has exams.

a. an activity happening at the moment of speaking

b. a temporary state

c. a habitual action



NOTE

STATIC VERBS (see, like, love, hate, want, think, need, understand, know, etc.) are usually **not** used in the Present Progressive.

I want to buy these trainers. I love them!

C Complete with the Present Simple or the Present Progressive of the words in brackets.

1. In her free time, Reema often (draw) pictures of animals. She (like) art. This week, Reema (draw) flowers because it's spring!
2. **A:** What (Dad / do) outside?
B: He (wash) the car. He (wash) the car every Saturday.
3. Tina (not watch) videos on the Internet with her sister at the moment. She (think) videos are boring. She (get) ready to go to the park with her cousin.
4. My brother and I usually (go) cycling after school, but today we (study) because we have a test tomorrow. We (want) to do well in the test.

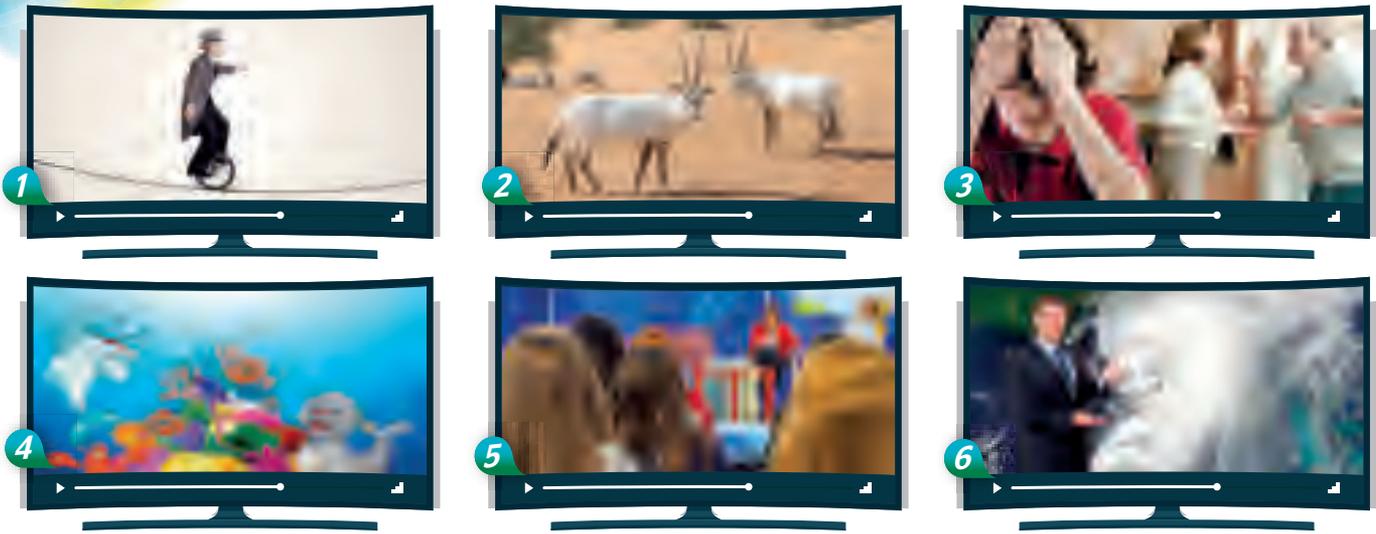
4. Speak

SPOT THE DIFFERENCES

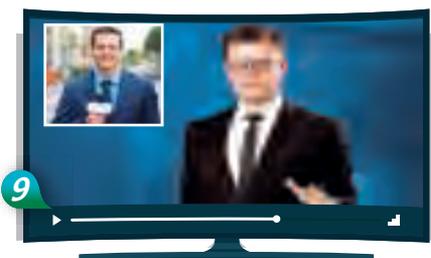
Go to the Speaking Activities section on page 61.

1. Vocabulary

▶▶ Match the pictures with the types of TV programmes. Then listen and check your answers.



- soap opera
- game show
- talent show
- weather forecast
- the news
- wildlife documentary
- cartoon
- sitcom
- talk show



Over to you...

Discuss.

- Which TV programmes are popular in your country at the moment?
- Do you watch them?

2. Listen (1)

▶▶ Listen to a teenager answering questions for a survey. Complete the survey with his answers. Then check your answers with a partner.

SURVEY: TV programmes

Age: _____

Do you enjoy watching TV?
Yes No

How often?
Once a week
Two - three times a week
Every day

Number of TV programmes:
1 2 3 4 5 over 5

	Likes	Dislikes
soap operas	<input type="radio"/>	<input type="radio"/>
game shows	<input type="radio"/>	<input type="radio"/>
talent shows	<input type="radio"/>	<input type="radio"/>
the weather forecast	<input type="radio"/>	<input type="radio"/>
the news	<input type="radio"/>	<input type="radio"/>
wildlife documentaries	<input type="radio"/>	<input type="radio"/>
cartoons	<input type="radio"/>	<input type="radio"/>
sitcoms	<input type="radio"/>	<input type="radio"/>
talk shows	<input type="radio"/>	<input type="radio"/>

LEARNING STANDARDS

SB: S1.1, L1.1, L2.1

WB: R2.1

FUNCTIONS

Talking about TV shows
Expressing likes and dislikes

STRUCTURES

like, love, enjoy, dislike, hate, can't stand + verb + -ing

VOCABULARY

age can't stand channel dislike enjoy
over (= more than) popular series spend (time)
win

TV programmes

cartoon game show sitcom soap opera
talent show talk show the news
weather forecast wildlife documentary

Phrases

What channel/day/time is it on?
What kind of TV programmes...? What's on?

1. Vocabulary

- Draw Ss' attention to the TV screens 1-9 and ask them to tell you what they show (*different types of TV programmes*).
- Ask Ss to tell you which of the programmes included in the list they are already familiar with. Tell Ss to match the pictures with these TV programmes first and then try to find the ones they don't know of.
- Have Ss do the activity.
- Play the recording and have Ss listen and check their answers.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures or give them examples of famous TV programmes (e.g. *game show: Who wants to be a millionaire?, etc.*).

KEY

soap opera 3	the news 9
game show 8	wildlife documentary 2
talent show 1	cartoon 4
weather forecast 6	sitcom 7
	talk show 5

Background information

- A **soap opera** is a television series about the lives and problems of a particular group of characters. The series continues over a long period and is broadcast (several times) every week.
- A **situation comedy**, sitcom for short, is a regular television show which shows the same characters appearing in different funny situations.
- A **game show** is a television show where people score points by answering questions or doing things.
- A **talent show** is a television show where contestants do acrobatics and other activities to showcase a unique form of talent, often for some sort of reward.

Language Plus

When we want to ask about what kind of TV programmes, films or plays we can watch on a particular day or at a particular time we use the question *What's on?*

OPTIONAL ACTIVITY

- Divide the class into four groups and write a kind of TV programme on the board.
- Have Ss come up with as many as possible well-known TV programmes of that kind.
- Challenge Ss by having them work within the time limit of thirty seconds. The group with the longest list is the winner.
- Repeat the activity for other kinds of TV programmes.

Over to you S1.1

- Ask Ss the questions in the box and initiate a short discussion. If necessary, write some key phrases/expressions on the board related to the vocabulary of the lesson to help **lower-performing Ss**.

KEY

suggested answers

Which TV programmes are popular in your country at the moment?

open answer

Do you watch them?

I always watch them because I find them interesting and learn a lot of things. / I never watch them because I think they're boring.

2. Listen (1) L2.1

- Ask Ss to look at the survey and read through the sentences.
- Play the recording once and have Ss answer the first three questions. Then play the recording again and have them answer the rest of the questions.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

SURVEY: TV programmes

Age: 14

Do you enjoy watching TV?

Yes No

How often?

Once a week

Two - three times a week

Every day

Number of TV programmes:

1 2 3 4 5 over 5

	Likes	Dislikes
soap operas	<input type="checkbox"/>	<input checked="" type="checkbox"/>
game shows	<input checked="" type="checkbox"/>	<input type="checkbox"/>
talent shows	<input type="checkbox"/>	<input type="checkbox"/>
the weather forecast	<input type="checkbox"/>	<input type="checkbox"/>
the news	<input type="checkbox"/>	<input type="checkbox"/>
wildlife documentaries	<input type="checkbox"/>	<input type="checkbox"/>
cartoons	<input type="checkbox"/>	<input type="checkbox"/>
sitcoms	<input checked="" type="checkbox"/>	<input type="checkbox"/>
talk shows	<input type="checkbox"/>	<input type="checkbox"/>

3. Speak & Present

A S1.1

- Ask Ss to look at the table and read through the speech bubble. Make sure they understand everything.
- Draw Ss' attention to the NOTE before they start doing the activity and explain to them that in order to express their likes/dislikes about TV programmes, they have to use verbs such as *like/love/hate/etc.*
- Draw 4 columns on the board and draw a happy face, two happy faces, a sad face and two sad faces as headings to each column.
- Have Ss write the verbs in the box in the corresponding column (😊 *like / enjoy*, 😊😊 *love*, 😞 *dislike*, 😞😞 *hate, can't stand*).
- Ask Ss to tell you what they notice about these verbs (*they are followed by an -ing form or a noun*).
- Ask Ss to make their own sentences practising the structure (*-ing or noun*).
- Choose a student and ask him/her questions in order to demonstrate how information for the survey can be acquired. Allow Ss to add more questions. This will challenge **higher-performing Ss**.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue.

KEY

suggested answer

- A:** What kind of TV programmes do you like watching?
B: I enjoy watching sitcoms because they're funny.
A: What kind of TV programmes do you hate watching?
B: I hate watching talk shows. I find them boring.
A: What's your favourite TV programme?
B: *Jack and Jim*.
A: What channel is it on?
B: It's on Channel 5.
A: What time is it on?
B: It's on at 8.
A: What day is it on?
B: It's on every Wednesday and Saturday.

B S1.1

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

4. Listen (2)

A L1.1

- Explain to Ss that they are going to listen to four extracts from different TV programmes. Explain to Ss that an extract is a small part from a TV programme or a book.
- Ask Ss what kind of information or key words/phrases they expect to hear in order to identify each kind of TV programme (*wildlife documentary: facts about animals / the news: a description of something that happened / weather forecast: sunny, rainy, cloudy, etc. / game show: the correct answer is..., the next question is..., etc.*).
- Play the recording and pause after each extract for Ss to note down their answer.
- Play the recording again and have Ss compare their answers in pairs.

- Check the answers with the class.

KEY

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

B L2.1

- Ask Ss to read through the questions 1-3 and the answers.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

1. b 2. a 3. b

Over to you S1.1

- Ask Ss the questions in the box. Elicit answers and initiate a short discussion. If necessary, write some key phrases/expressions on the board related to the vocabulary of the lesson to help **lower-performing Ss**.

KEY

suggested answers

How much time do you spend watching TV every day?

I usually watch TV for about 3 hours every day.

Do you think it's a lot? What do your parents think?

I don't think it's a lot, but my parents always tell me not to spend so much time watching TV.

Do you watch programmes or series online?

I often watch series online, especially at the weekends when I have more free time.

3. Speak & Present

SURVEY

A Talk in pairs about TV programmes. Ask each other questions and complete the table.

TV PROGRAMMES:	
like 😊	
dislike 😞	
FAVOURITE TV PROGRAMME:	
NAME	
CHANNEL	
TIME	
DAY	



NOTE

like / love / enjoy / dislike / hate / can't stand + ing or noun
I love watching sitcoms in the afternoon.
Kevin hates sitcoms.

What kind of TV programmes do you like/enjoy/love (watching)?

I enjoy watching wildlife documentaries and sitcoms.

What kind of TV programmes do you dislike/hate watching?

I hate watching game shows.

What's your favourite TV programme?

Funny Friends.

What channel is it on?

It's on CBN.

What time is it on?

It's on at 7.30.

What day is it on?

It's on every Tuesday and Thursday.

B Report your partner's answers to the class.

Betty enjoys watching...

4. Listen (2)

A Listen to four extracts from different TV programmes and identify the type of programme. Write 1-4. Then check your answers with a partner.

What's on?

- a. wildlife documentary
- b. the news
- c. weather forecast
- d. game show

B Listen to the continuation of the game show and answer the questions. Choose a or b. Then check your answers with a partner.

1. How many points does each correct answer get?
 - a. 4
 - b. 10
2. What kind of TV programme does Jake's mum enjoy watching?
 - a. soap operas
 - b. sitcoms
3. Who is winning?
 - a. Mary
 - b. Jake



Over to you...

Discuss.

- How much time do you spend watching TV every day?
- Do you think it's a lot? What do your parents think?
- Do you watch programmes or series online?

1. Vocabulary

A Look at the pictures and complete the description with the words in the box. Then listen and check your answers.

long chubby dark tall slim fair



This is Ned. He's 1 _____ and slim, and he's got wavy 2 _____ hair.

Ned's got two sisters, Stacey and Amy. Stacey is also tall and 3 _____.

She's a good-looking girl. She's got long, curly, 4 _____ hair.

Amy is a year old. She's a bit 5 _____ . Her hair is medium-length.



It isn't 6 _____ or short.



B Label the pictures with the words in the box. Then listen and check your answers.

tidy friendly rude shy



Ha ha ha. Your T-shirt's very funny!



1. polite

2.

3. messy

4.



5.

6. outgoing

7.

8. unfriendly

2. Speak

A Listen to the phrases in the tables and repeat them.

Asking about one's appearance	Describing one's appearance
What does he/she look like?	He's tall and slim. He's very good-looking. She's got green eyes and medium-length, straight, dark hair.
Asking about one's personality	Describing one's personality
What is he/she like?	He's very outgoing. She's a bit shy, but she's a nice girl.
Asking about one's likes	Talking about one's likes
What does he/she like doing?	He likes sports programmes very much / a lot. He loves/enjoys watching sports programmes. She's a big fan of game shows. She's crazy about game shows. She's really into game shows.

B GUESSING GAME

Go to the Speaking Activities section on page 61.

3. Speak & Write

A A teenage website invites its readers to write about their friends. Read Wendy's post and complete the profile about her best friend.

Who's your BFF?

My best friend's name is Emily. Emily's my next-door neighbour and we go to the same school. She's fourteen, like me. Emily is good-looking. She's short and slim, and she's got long, straight, dark hair and dark brown eyes.

Emily is very funny, and we enjoy hanging out. So, after school, we usually study together. Emily is very clever, and she often helps me with my maths homework. In our free time, we watch our favourite series, or we go to the park, but our favourite activity is making jewellery. We spend hours making jewellery. These days, we're making friendship bracelets.

Wendy, 14 posted at 10.28

LEARNING STANDARDS

SB: S1.1, S1.2, S2.2, R2.1, W1.3, W2.2, W2.3, W3.2

FUNCTIONS

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

VOCABULARY

a bit be (really) into sth be a fan of sth
be crazy about sth bracelet friendship
make jewellery neighbour

Appearance

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

Personality

clever friendly funny messy outgoing polite
rude shy tidy unfriendly

Phrases / Expressions

What does he/she look like? What is he/she like?

1. Vocabulary

A

- Ask Ss to look at the pictures and the words in the box.
- Have Ss work in pairs and try to deduce the meaning of the words in the box. Ask them to tell you if the words *tall* and *short* are *synonyms* or *opposites* (*opposites*).
- Have Ss find more pairs of opposites in the box (*dark≠fair*, *chubby≠slim*). This will challenge **higher-performing Ss**.
- Have Ss do the activity and check the answers with the class.

KEY

- | | |
|---------|-----------|
| 1. tall | 4. dark |
| 2. fair | 5. chubby |
| 3. slim | 6. long |

B

- Ask Ss to look at the pictures. Draw their attention to pictures 1, 3, 6 and 8 and help them deduce the meaning of the words by relating them to the content of the corresponding picture.
- Explain to Ss that the words in pictures 1, 3, 5 and 7 are the opposites of the words in pictures 2, 4, 6 and 8.
- Have Ss read the adjectives in the box and ask them to tell you what the words *friendly* and *tidy* mean. Tell them to think of the word *friend* and the phrase *tidy my room* to help **lower-performing Ss**.
- Have Ss do the activity. Encourage them to start with the pictures they are sure about (4, 7).
- Check the answers with the class.

KEY

2. rude 4. tidy 5. shy 7. friendly

2. Speak

A

- Draw Ss' attention to the tables.
- Play the recording and ask Ss to follow in their books and repeat the phrases for asking about one's appearance/personality/likes and the possible ways to describe one's appearance/personality and likes.
- Explain any unknown words and draw Ss' attention to the questions *What does he/she look like* and *What is he/she like?* and explain their difference (*they refer*

to one's physical appearance and one's personality respectively).

- Help Ss understand better by writing the following on the board: *She's slim. / She's polite. / He's tall. / He's friendly.* and the questions *What does he/she look like?* and *What is he/she like?*
- Have Ss work in pairs and take turns in choosing the correct question for each sentence (*What does he/she look like? She's slim. / He's tall., What is he/she like? She's polite / He's friendly.*).

B S1.2  S2.2 

- Ask Ss to go to the *Speaking Activities* section on page 61.
- Draw Ss' attention to the cards and ask them what kind of information they contain (*name, personality traits, likes and physical appearance judging by the photo on the card*).
- Ask Ss to read through the speech bubble.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose several pairs to play the guessing game in class.

KEY

suggested answer

- A:** Is it a boy or a girl?
B: A girl.
A: What does she look like?
B: She's short and slim, and she's got wavy fair hair.
A: What's she like?
B: She's polite and tidy.
A: What does she like doing in her free time?
B: She likes reading books.
A: Is it Suzie?
B: Yes, it is.

3. Speak & Write

A R2.1 

- Ask Ss to look at the layout of the text and tell you what it is (*a post on a website*).
- Ask Ss to look at the pictures and the title of the text and write the abbreviation *BFF* on the board. Ask Ss if they know what it refers to (*Best Friends Forever*). Tell them that we also use the word *bestie* to refer to our best friend.
- Ask them to tell you what they think the text is about (*about two best friends*). Ask them if they know what the bracelets in the pictures are called (*friendship bracelets*).

Background information

Friendship Bracelets

Friendship bracelets first appeared in the 1970s in the US. They are handmade and often made of embroidery thread or even beads. This bracelet is a way to honour your friends and its colours often have different meanings and are not chosen at random; they reflect our best friend's personality. Some common colour meanings are: **pink** refers to a kind person, **red** to an honest one, **orange** to an energetic, **yellow** to a cheerful person, **green** to a responsible one, **blue** to a loyal friend and **black** to someone who is confident.

- Ask Ss to read through the text and make sure they haven't got any unknown words.
- Ask Ss some comprehension questions:

Who is writing this post on the website? Wendy
Why is she writing it? to give information about her best friend
Does Emily live far from Wendy's house? No, she doesn't.
Do they go to the same school? Yes, they do.
How old is Wendy? fourteen
Do they like spending time together? Yes, they do.
Who is good at maths? Emily
What is their favourite activity? making jewellery

- Ask Ss to look at the profile card and allow them some time to complete the missing information.
- Explain to Ss that the adjective *current* means something that is happening now.
- Check the answers with the class.

NAME Emily

AGE 14

APPEARANCE:
Height: tall Build: chubby
short slim

Hair long, straight, dark

Eyes dark brown

PERSONALITY
funny, clever

ACTIVITIES WE DO TOGETHER
hang out, study, do our maths homework, watch
our favourite series, go to the park, make jewellery

CURRENT ACTIVITIES
making friendship bracelets

B S1.1 , S2.2

- Draw Ss' attention to the profile card in activity A and ask them to copy it in their notebooks.
- Ask them to read through the speech bubble and complete the profile card with information about their best friend's appearance, personality, interests, etc.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue.

C

- Draw Ss' attention to the box and explain the patterns of word order in English.
- Write the initials **S V O** on the board. Explain to Ss that this is an easy way to remember the pattern *subject + verb + object*. Write the following on the board and ask Ss to put the words in the correct order and identify the subject, the verb and the object by writing the initials above the words:

bracelets Jane is making now
S V O
Jane is making bracelets now.

- Ask Ss to come up with their own sentences demonstrating the three instances presented.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Majed has got curly hair.
2. My best friend is outgoing.
3. Huda likes taking pictures.
4. Sally reads comics at the weekend.
5. Ian is a shy boy.

D W3.2

- Draw Ss' attention to the correction code and explain it.
- Ask Ss to read through the paragraph and draw their attention to the underlined mistakes which have been marked according to the given correction code. Make sure all Ss understand what kind of mistakes the codes are referring to.
- Have Ss do the activity.
- Check the answers with the class.

KEY

My best friend's name **is** Fred. He is **fourteen** years old and we **go to** the same school. Fred is **a** good-looking boy. He's tall and slim and he's got **short, dark** hair and **dark brown** eyes. Fred is funny and clever too. In our free time, we **usually go to** the park and we sometimes play **basketball** or **go** skateboarding. We also **watch** TV programmes together twice **a** week. We enjoy watching wildlife documentaries **and** game shows.

E W1.3 , W2.2 , W2.3 , W3.2

- Draw Ss' attention to the TIP and explain it.
- Explain to Ss that they should always follow these steps when dealing with a writing task.
- Ask Ss to read through the prompts and point out that they have to write two paragraphs.
- Explain to them that they have to use the information in activity B.
- Ask Ss to go to the Workbook page 18 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook page 19 and complete the writing plan before they start writing the task.
- Draw Ss' attention to the page provided in the Workbook for the writing task.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their paragraphs and go round the class providing support when necessary.
- Choose several Ss to read out their paragraphs.

NAME

AGE

APPEARANCE:

Height: tall Build: chubby
 short slim

Hair

Eyes

PERSONALITY

ACTIVITIES WE DO TOGETHER

CURRENT ACTIVITIES

B Copy and complete the profile with information about your best friend. Talk in pairs and then describe your best friend to the class.

Who's your best friend?

...

How old is he/she?

...

What does he/she look like?

...

What is he/she like? Is he/she funny, friendly, etc.?

...

What do you like doing together?

...

Is he/she doing anything special these days?

...

My best friend is... He/She is...

C Read and make sentences by putting the words in the correct order.

WORD ORDER

- **subject + verb + object**
We play tennis.
- **adjective + noun**
She's a beautiful girl.
She's got beautiful eyes.
- **verb be + adjective**
Tina is beautiful.

1. hair / has / Majed / curly / got

.....

.....

2. friend / my / outgoing / is / best

.....

.....

3. pictures / Huda / taking / likes

.....

.....

4. reads / comics / at the weekend / Sally

.....

.....

5. a / Ian / shy / is / boy

.....

.....

D The following paragraph has some mistakes, which are marked using the correction code below. Read the paragraph and correct the mistakes. There are two mistakes in each category.

CORRECTION CODE		
WW: wrong word	T: tense	Sp: spelling
WO: word order	P: punctuation	^: something missing
Pr: preposition	A: article	

My best friend's name [^] Fred. He is ^{Sp} forteen years old and we ^T are ^{Pr} going in the same school. Fred is ^A the good-looking boy. He's ^P tall and slim and he's got ^{WO} dark, short hair and ^{WO} brown dark eyes. Fred is funny and clever too. In our free time, ^P we ^T are usually ^{Pr} going at the park and we sometimes play ^{Sp} basketbal or ^{WW} do ^{WW} skateboarding. We also ^{WW} see TV programmes together twice ^A the week. We enjoy watching wildlife documentaries [^] game shows.

E Write two paragraphs about your best friend. Use the information in activity B and read the plan below. **Go to the Workbook page 19.**

PARAGRAPH 1

- Say who your best friend is and how old he/she is.
- Write about his/her appearance (hair, eyes, etc.).

PARAGRAPH 2

- Write about his/her personality.
- Write about what you do together.
- Write what he/she is doing these days.

TIP!

Before you begin writing, make notes of the information you want to include. Write your first draft. Exchange drafts with a partner and make a few suggestions. Ask your teacher for help if you need it. Then, keep your partner's/teacher's suggestions in mind and write your final draft. When you finish, check your writing.

1 Round-up

1. Vocabulary

A Cross out the odd word.
Then add one more.

1. fair - curly - shy - straight -
.....
2. chemistry - history - coach - physics -
.....
3. sitcom - channel - talk show - the news -
.....

Score: / 6

B Match.

- | | | |
|-------------|-----------------------|--------------------------|
| 1. wash | <input type="radio"/> | a. jewellery |
| 2. take out | <input type="radio"/> | b. to the amusement park |
| 3. do | <input type="radio"/> | c. the washing-up |
| 4. make | <input type="radio"/> | d. documentaries |
| 5. watch | <input type="radio"/> | e. the car |
| 6. go | <input type="radio"/> | f. the rubbish |

Score: / 6

C Circle the correct options.

1. My mum likes soap operas, but I can't **stand / spend** them.
2. Amanda is very **lazy / rude**. She never tidies her room.
3. I don't like doing **exercise / chores**, but I Hoover once a week.
4. My uncle lives on the seventh floor, so I always take the **stairs / lift**. I never walk.

Score: / 4

2. Grammar

D Complete with the **Present Simple** of the verbs in brackets.

1. Hassan (go) cycling in the park every day. It's his favourite hobby.
2. **A:** How often your sister (watch) DVDs?
B: Only once or twice a week.
3. **A:** you (meet) your friends after school?
B: Yes, they often (come) over to my house in the afternoon.
4. My brother usually (stay) at home at the weekend. He (not like) going out.

Score: / 6

E Complete with the **Present Progressive** of the verbs in the box.

iron do not study sign wait

1. **A:** What you here?
B: We for Brian.
2. Hey, there's a famous tennis player at the sports shop, and he autographs.

3. **A:** Where's Gina?

B: She's in her room. She her clothes.

4. Latifa and Maryam can help you. They at the moment.

Score: / 5

F Circle the correct options.

1. **A:** Does Scott play / Is Scott playing video games?
B: No. He's at the park with his friends. They're **playing / play** basketball. They **love / are loving** basketball.
2. Dad often **works / is working** till late, but he **doesn't work / isn't working** today, so we can all go to a restaurant for dinner.

Score: / 5

G Put the words in order to make sentences.

1. cartoons / watching / Sue / enjoys / .
.....
2. bowling / once / Luke / usually / a / goes / month / .
.....
3. housework / often / do / you / do / ?
.....

Score: / 3

3. Communication

H Match.

- | | | |
|--|-----------------------|---|
| 1. What is Mum doing? | <input type="radio"/> | a. She's very polite and outgoing. |
| 2. What does the biology teacher look like? | <input type="radio"/> | b. She loves watching game shows. |
| 3. How often do you clean the windows? | <input type="radio"/> | c. She's cooking. |
| 4. What is your best friend like? | <input type="radio"/> | d. He's slim and has got short dark hair. |
| 5. What does Boshra like doing in her free time? | <input type="radio"/> | e. Once a week. |

Score: / 5

Total score: / 40

Now I can...

- talk about everyday life and routines (school, household chores, free time, etc.)
- say how often I do things
- talk about what is happening now
- talk about temporary situations
- distinguish between habitual actions and things that are happening now
- talk about TV programmes
- talk about what I like and don't like doing
- describe people (appearance and personality)
- write about my best friend

LEARNING STANDARDS

WB: R2.1, L2.1

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

1. Vocabulary

A

KEY

- | | |
|----------------------------------|----------------------------|
| | <i>suggested answers</i> |
| 1. cross out: shy | <i>add: e.g. dark</i> |
| 2. cross out: coach | <i>add: e.g. maths</i> |
| 3. cross out: channel | <i>add: e.g. game show</i> |

B

KEY

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

C

KEY

- | | |
|----------|-----------|
| 1. stand | 3. chores |
| 2. lazy | 4. lift |

2. Grammar

D

KEY

- | | |
|-------------------|------------------------|
| 1. goes | 3. Do ... meet, come |
| 2. does ... watch | 4. stays, doesn't like |

E

KEY

1. are ... doing, 're waiting
2. 's signing
3. 's ironing
4. aren't studying

F

KEY

1. Is Scott playing, 're playing, love
2. works, isn't working

G

KEY

1. Sue enjoys watching cartoons.
2. Luke usually goes bowling once a month.
3. Do you often do housework?

3. Communication

H

KEY

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

Now I can

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

2 LEARNING STANDARDS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
STUDENT'S BOOK		
R1.1	Communication	2a, 2. Read A, p. 22
R2.1	Creative and critical thinking	2a, 2. Read B, p. 22
S1.1	Communication	2a, 2. Read - Over to you..., p. 22
S1.1	Communication	2a, 5. Write & Present, p. 23
R1.1	Communication	2b, 1. Read B, p. 24
R2.1	Creative and critical thinking	2b, 1. Read C, p. 24
R2.1	Creative and critical thinking	2b, 1. Read D, p. 24
R4.1	Problem-solving	2b, 1. Read E, p. 24
R4.2	Problem-solving	
S2.2	Communication	2b, 1. Read - Over to you..., p. 24
L2.1	Cooperation and participation	2b, 3. Listen A & B, p. 25
S1.1	Communication	2b, 3. Listen - Over to you..., p. 25
W1.1	Communication	2b, 4. Write, p. 25
W1.3	Communication	
R1.1	Communication	2c, 2. Read B, p. 26
R2.1	Creative and critical thinking	2c, 2. Read C, p. 27
S1.2	Creative and critical thinking	2c, 2. Read - Over to you..., p. 27
L2.1	Cooperation and participation	2c, 4. Listen, p. 27
S1.1	Communication	2c, 5. Speak, p. 27
L2.1	Cooperation and participation	2d, 2. Listen (1) A & B, p. 28
S1.1	Communication	2d, 2. Listen (1) - Over to you..., p. 28
L1.1	Cooperation and participation	2d, 4. Listen (2) A, p. 29
L2.1	Cooperation and participation	2d, 4. Listen (2) B & C, p. 29
S1.1	Communication	2d, 4. Listen (2) - Over to you..., p. 29
S1.2	Creative and critical thinking	2e, 2. Speak, p. 30
R2.1	Creative and critical thinking	2e, 3. Speak & Write A, p. 31
S5.1	Communication	2e, 3. Speak & Write B, p. 31
W2.1	Creative and critical thinking	2e, 3. Speak & Write C, p. 31
W2.2	Creative and critical thinking	2e, 3. Speak & Write D (& TIP!), p. 31
W1.4	Communication	2e, 3. Speak & Write E, p. 31
W2.1	Creative and critical thinking	
W2.2	Creative and critical thinking	
W2.3	Creative and critical thinking	
R1.1	Communication	Culture Page 1, A, p. 33
R4.1	Problem-solving	Culture Page 1, B, p. 33
R4.2	Problem-solving	
R2.1	Creative and critical thinking	Culture Page 1, C, p. 33
W2.2	Creative and critical thinking	Culture Page 1, Project, p. 33
W2.3	Creative and critical thinking	

WORKBOOK

L2.1	Cooperation and participation	2b, Activity G, p. 27
R2.1	Creative and critical thinking	2d, Activity F, p. 31
R2.1	Creative and critical thinking	Round-up 2, Activity I, p. 37
R2.1	Creative and critical thinking	Round-up 2, Activity J, p. 37
L2.1	Cooperation and participation	Round-up 2, Activity K, p. 37
L2.1	Cooperation and participation	Round-up 2, Activity L, p. 37

When students complete this module, they will be able to:

2a

- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out with a little support more detailed personal information (S1.1)

2b

- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- guess with a little support the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use independently key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2)
- describe with support the character of a real or fictional person (S2.2)
- follow and identify with a little support the detail in longer simple texts (L2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- communicate with a little support more detailed personal information about themselves or others in a simple paragraph (W1.1)
- describe with support the character of a real or fictional person (W1.3)

2c

- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- explain independently basic opinions (S1.2)
- follow and identify with a little support the detail in longer simple texts (L2.1)
- communicate or find out with a little support more detailed personal information (S1.1)

2d

- follow and identify with a little support the detail in longer simple texts (L2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- follow and identify with a little support the main ideas in longer simple texts (L1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1) WB

2e

- explain independently basic opinions (S1.2)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- narrate with a little support basic stories, events and experiences (S5.1)
- narrate with a little support simple factual and imaginary events and experiences in two paragraphs or more (W1.4)
- connect independently sentences into a coherent paragraph using basic coordinating conjunctions and reference pronouns (W2.1)
- spell with some support most familiar high frequency words accurately in guided writing (W2.2)
- use with support capital letters, full stops, question marks, commas in lists and speech marks appropriately in guided writing at discourse level (W2.3)

Round-up 2

- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1) WB
- follow and identify with a little support the detail in longer simple texts (L2.1) WB

Culture Page 1

- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- guess with a little support the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use independently key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2)
- spell with some support most familiar high frequency words accurately in guided writing (W2.2)
- use with support capital letters, full stops, question marks, commas in lists and speech marks appropriately in guided writing at discourse level (W2.3)

2 LOOKING BACK

VOCABULARY

astronaut battery century explorer fly invent
ocean pilot scientist space travel

- Draw Ss' attention to the title of the module and the dates in the pictures. Ask them to guess what the title means. Elicit answers (*thinking about things that happened in the past*).
- Tell Ss that the pictures depict people who achieved something great in the 20th century. Ask them to look at the pictures carefully and try to figure out their achievements.
- Draw Ss' attention to the first question in the *Discuss* section and ask them to read the names.
- Ask Ss if they recognise any of these famous people and elicit answers.
- Help Ss with the pronunciation of the names and ask them to read the sentences next to each picture and match the names to the pictures a-f.
- Encourage Ss to pay attention to the nationality of the people to help them match the names with the pictures.
- Play the recording and have Ss check their answers.
- Check the answers with the class.
- Draw Ss' attention to the second question and elicit answers.

Background information

The Nobel Prize is a set of awards established in 1901 in honour of Alfred Nobel, a Swedish inventor. The Nobel Prize is awarded annually to those who contributed academically, culturally and scientifically to humanity. These awards are for Physics, for Chemistry, for Physiology or Medicine, for Literature and for Peace. The Prize in Economic Sciences, first awarded in 1969, is not considered a Nobel Prize, but it is presented at the Nobel Prize Award Ceremony.

KEY

Below are names of people who achieved something great in the 20th century. Have you heard of any of them? Match the names to the information and pictures a-f. Then listen and check your answers.

Yuri Gagarin **c** Marie Curie **f** Tim Berners-Lee **a**
Rachid Yazami **b** Roald Amundsen **e** Amelia Earhart **d**

Do you know any people who have achieved something great in the 21st century?

suggested answer

Steve Jobs, 1955-2011, was a businessman, an inventor and a pioneer of the personal computer revolution.

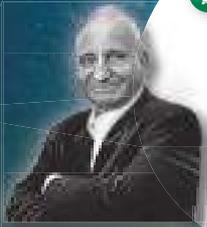
- Ask Ss to tell you what they think the module is about.
- Read out the objectives listed in the *In this module you will learn...* section.
- Explain any unknown words.

2 LOOKING BACK

a 1989
A British computer scientist. He invented the World Wide Web in 1989.



b 1980
A Moroccan scientist. He helped invent lithium-ion batteries in 1980.



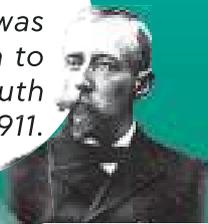
c 1961
A Russian astronaut. He was the first man to travel to space in 1961.



d 1928
An American pilot. She was the first woman to fly across the Atlantic Ocean in 1928.



e 1911
A Norwegian explorer. He was the first man to go to the South Pole in 1911.



Discuss:

- Below are names of people who achieved something great in the 20th century. Have you heard of any of them? Match the names to the information and pictures a-f. Then listen and check your answers.

- Yuri Gagarin
- Marie Curie
- Tim Berners-Lee
- Rachid Yazami
- Roald Amundsen
- Amelia Earhart

- Do you know any people who have achieved something great in the 21st century?

In this module you will learn...

- to talk about past events/experiences
- to talk and write about famous people in history and their achievements
- to express ability in the past
- to talk about technology you use
- to talk about events/experiences in the past and in the present
- to write and present facts about a planet
- to give and respond to good news
- to link your ideas with *and*, *but*, *so* and *because*
- to write an email to a friend

f 1903
A Polish scientist. She was the first woman to win a Nobel Prize in 1903.



Ra

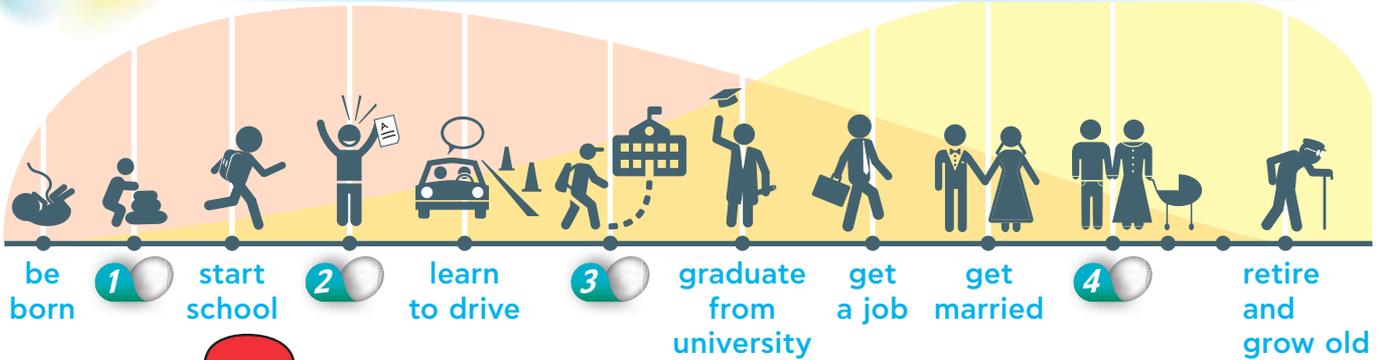
Po



1. Vocabulary

▶ Look at the timeline with the different life events. Complete gaps 1-4 with the phrases a-d below. Then listen and check your answers.

- a. go to university b. learn to walk c. start a family d. finish school



Over to you...

Discuss.

- At what age do people in your country usually do the following things?

start school learn to drive
get their first job retire

NOTE

We can say:

- at 18
- at the age of 25
- when they are 15

2. Read

A Read and choose the best title (a, b or c) for the blog.

- a. FUN WITH FRIENDS b. FOR THE FIRST TIME c. AN EXPERIENCE I WANT TO FORGET

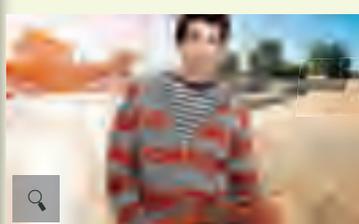
http://www.henrys-blog.com

HENRY'S BLOG



I was six years old when I lost my first tooth. It happened during lunchtime at school. I bit my chicken sandwich, but something was difficult to chew. 'What did Mum put in my sandwich? Nuts?' I thought. When I saw the tooth, I was excited because I was the last person in my class to lose a baby tooth. When I told my classmates, they thought it was funny and started laughing!

I got my first skateboard last year, at the age of thirteen. The skateboard was a present from my aunt and uncle. I was so happy when I saw it! You see, all my friends had skateboards, and I wanted one, too. The first time I tried it wasn't at the skatepark, of course, it was in our driveway. I fell a few times, so I decided to practise a lot before I went to the skatepark with my friends. I didn't want to fall in front of them. I'm very good at skateboarding now, and I can do lots of stunts.



B Read again and write T for True or F for False.

- Henry lost his first tooth at home.
- Henry bit on a nut and lost his tooth.
- When Henry lost his tooth, he told the other students.
- Henry got his first skateboard a year ago.
- Henry's parents gave him the skateboard.
- When Henry got the skateboard, he went to the skatepark with his friends.
- Henry knows how to do a lot of skateboarding stunts.



Over to you...

Discuss.

Can you think of any first-time experiences that you have had?

LEARNING STANDARDS**SB:** R1.1, R2.1, S1.1**FUNCTIONS**

Talking about past events

Reading and creating a timeline of life events

STRUCTURES

Past Simple

VOCABULARY

a few at the age of be born because decide
 during excited experience (n.) fall forget
 get a job get married give graduate grow (old)
 happen last (≠ first) laugh lose (= stop having)
 practise present (n.) put retire start a family
 try (= test) university

1. Vocabulary

- Draw Ss' attention to the timeline and ask them if they've ever heard of the word *timeline*. Explain to them that a *timeline* is a series of events in chronological order.
- Ask Ss if they think a timeline is useful and how. Elicit answers and initiate a short discussion.
- Ask Ss to look at the timeline carefully and tell you what kind of events are presented (*important life events*).
- Explain to Ss that 'be born' is most commonly used in the past tense to explain when somebody began his/her life.
- Have Ss practise it by telling you the year they were born in. Help them by writing the following on the board: *I was born in...*
- Help Ss deduce the meaning of unknown words/phrases by relating them to the corresponding pictures in the timeline.
- Have Ss read the phrases in the box. Ask them to look at the pictures and the phrases used for the events before and after the gaps. This will help **lower-performing Ss** do the activity.
- Play the recording and have Ss do the activity.
- Check the answers with the class.

KEY 1. b 2. d 3. a 4. c**Over to you**

- Ask Ss the question in the box and draw their attention to the NOTE.
- Explain the NOTE and ask Ss to use any of these ways to answer the question in the box.

KEY**At what age do people in your country usually do the following things?***suggested answer*

In my country, people usually start school at the age of 7 and they get their first job at the age of 20. Also, they learn to drive when they are 18 and they retire at 65.

2. Read**A R1.1**

- Draw Ss' attention to the layout and the title of the text and ask them what kind of text it is (*a blog*).
- Ask Ss to tell you what a blog is and elicit answers (*it's a frequently updated website or webpage in which*

a person or a group of people write their opinions, experiences, etc.)

- Have Ss look at the pictures in the blog and ask them to guess what Henry is writing about (*about his first tooth / about his first skateboard*).
- Ask Ss if they write or post on a blog and if so, what they usually write about. Elicit answers and initiate a short discussion.
- Draw Ss' attention to the phrases a-c and ask Ss to choose the best title for the text.
- Explain to them that there will be information about the three options in the text but they have to think of the main aim and idea of the text.
- Have Ss read the text and do the activity.
- Check the answers with the class.

KEY b

- Have Ss read the text again and tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

How old was Henry when he lost his first tooth? six
How did he feel when he saw his tooth? He was excited.

What did his classmates do when he told them about his tooth? They started laughing because they thought it was funny.

How old was Henry when he got his first skateboard? thirteen

How did he feel when he saw it? He was happy.

Did his friends have skateboards? Yes, they did.

Why didn't Henry want to try his skateboard in front of his friends? Because he wanted to practise more before he met his friends. / Because he didn't want to fall in front of them.

Is Henry good at skateboarding now? Yes, he is.

B R2.1

- Ask Ss to read through the text again and do the activity.
- Check the answers with the class.

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

- Explain any unknown words in the text.

Over to you S1.1

- Ask Ss the question in the box and initiate a short discussion.

KEY*suggested answer***Can you think of any first-time experiences that you have had?**

Yes, I can think of the first time I rode my bike. I was afraid that I would fall, but I was excited at the same time.

OPTIONAL ACTIVITY

- Have Ss correct the false sentences. This will challenge **higher-performing Ss**.

3. Grammar

A

- Ask Ss to read through the dialogue and draw their attention to the verbs in blue.
- Draw Ss' attention to the affirmative form. Ask Ss what they notice about the formation of the Past Simple of regular and irregular verbs (*the Past Simple of regular verbs is formed by adding -ed to the base form, while each irregular verb forms the affirmative form in a different way*).
- Remind Ss of the spelling irregularities in the formation of the regular/irregular verbs in the Past Simple.
- Point out to Ss that the affirmative form of the Past Simple of both regular and irregular verbs is the same for all the persons in the singular and in the plural.
- Refer Ss to the list of Irregular Verbs.
- Write the following verbs on the board: *walk, take, live, visit, carry, eat, come, put*.
- Make two columns on the board with the headings *regular verbs* and *irregular verbs*. Have Ss work in pairs and write the verbs in the correct column in the Past Simple (**Regular verbs:** *walked, lived, visited, carried* / **Irregular verbs:** *took, ate, came, put*).
- Refer them to the list of the irregular verbs if they don't remember any of the verbs. This will help **lower-performing Ss**.
- Draw Ss' attention to the question form and ask them what they notice about the formation of questions in the Past Simple (*we add **Did** before the subject and the base form of the main verb*).
- Draw Ss' attention to the negative form and ask them what they notice about the formation of the Past Simple (*we add **didn't/did not** before the base form of the main verb*). Point out that we usually use the short form (*didn't*) when we talk.
- Refer Ss to the text and ask them to underline any sentences in the question or negative forms of the Simple Past (*What did Mum put in my sandwich?, I didn't want to fall in front of...*).
- Remind Ss that questions beginning with *Did* require *Yes/No* answers while questions beginning with a question word request information.
- Refer Ss to the Grammar Reference.

OPTIONAL ACTIVITY

- Ask Ss to choose 10 irregular verbs and make some cards with the infinitive on one side and the Past Simple on the other.
- Have them work in pairs, exchange their cards and test each other.
- Allow Ss to refer to the list of irregular verbs. This will help **lower-performing Ss**.

B

- Draw Ss' attention to the table.
- Explain to Ss that they should read the text and find the Past Simple of the regular and irregular verbs.
- Check the answers with the class.

KEY

Regular verbs: happened, started, wanted, tried, decided

Irregular verbs: was, lost, bit, thought, saw, told, got, had, fell

C

- Ask Ss to read through the sentences and check their comprehension.
- Have Ss do the activity and check the answers with the class. Allow Ss to refer to the list of Irregular Verbs.

KEY

1. didn't buy, bought
2. were, watched, was
3. was, decided, chose, called
4. Did ... enjoy, had, took

- Ask Ss to provide extra examples of the uses of the Past Simple. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. *My brother / watch / basketball game / yesterday*).

4. Pronunciation

A

- Play the recording and tell Ss to listen and identify the difference in pronunciation between the -ed endings **walked**, **stay**ed**** and **start**ed****.
- Have Ss repeat what they hear.
- Elicit that **walk**ed**** ends in a /t/ sound, **stay**ed**** ends in a /d/ sound and **start**ed**** ends in an /ɪd/ sound.

B

- Play the recording and pause after each verb.
- Ask Ss to tick the sound they hear.
- Play the recording again so that Ss can repeat what they hear.
- Check the answers with the class.

KEY

- /t/: finished, worked, practised
- /d/: tried, happened, called
- /ɪd/: decided, waited

5. Write & Present S1.1 

- Draw Ss' attention to the rubric and the picture and explain to them that they have to make a timeline.
- Draw a mind map and write the phrase *life events* in the centre.
- Have Ss come up with as many important life events as possible taking into consideration their experiences (*first day at school, holidays, etc.*).
- Remind them that they have to use the Past Simple to write the events.
- Allow Ss some time to do the activity in class and go round the class providing support when necessary.
- Ask Ss to justify why they have chosen these moments. This will challenge **higher-performing Ss**.
- Have Ss present their timelines.

OPTIONAL ACTIVITY

- Write *Sir Edmund Hillary* on the board, and ask Ss to note it down.
- Tell them that they are going to do some research at home and find out who he was. Ask them to take notes of the information they find and bring them to the next lesson.
- This will stimulate Ss' interest in the topic of the next lesson and will build **lower-performing Ss'** confidence, as they will have already been exposed to what is going to be discussed.

3. Grammar

Past Simple (Affirmative - Negative - Questions)

A Read the dialogue. How do we form the affirmative of the Past Simple? Which verb do we use to form questions? Which verb do we use in the negative?

A: My brother **graduated** from university last year.
B: Really? What **did** he **study**?
A: Well, he **was** really good at art, but he **didn't study** art. He **studied** maths.
B: Oh, nice!

B Find regular and irregular verbs in the blog to complete the tables below.

REGULAR VERBS	
happen →	.....
start →	.....
want →	.....
try →	.....
decide →	.....

IRREGULAR VERBS			
be →	tell →	.....
lose →	get →	.....
bite →	have →	.....
think →	fall →	.....
see →		

C Complete with the Past Simple of the verbs in brackets.

1. Saleh (not buy) a skateboard. He (buy) rollerblades.

2. **A:** Where (be) you yesterday?

B: At the stadium. I (watch) the basketball game. It (be) fantastic!

3. When my sister (be) eight, she (decide) to get a pet. She (choose) a parrot and (call) it Trixie.

4. **A:** the kids (enjoy) the camping trip last weekend?

B: Yes, they (have) lots of fun and (take) lots of pictures.

4. Pronunciation

A Listen and repeat. What's the difference between a, b and c?

a. walk**ed** b. stay**ed** c. start**ed**

B Listen and tick (✓) the sound you hear.

	walk ed /t/	stay ed /d/	start ed /ɪd/
finish ed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
decid ed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tr ie d	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
happ en ed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work ed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pract is ed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
call ed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wait ed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Write & Present

Make a timeline for yourself with different life events. Write them in the order they happened and include the year. Present your timeline to the class.

2010 2012 2015

got Fluffy, won art my baby sister
my cat competition was born

LEARNING STANDARDS

SB: R1.1, R2.1, R4.1, R4.2, S1.1, S2.2, L2.1, W1.1, W1.3

WB: L2.1

FUNCTIONS

Talking about famous explorers

Expressing ability in the past

STRUCTURES

The verb *could*

Adjectives - Adverbs of manner

VOCABULARY

continue dangerous discover dream (n.)
expedition fast for long hero however join
journey many North/South Pole quick reach
ship slow - slowly terrible top

Points of the compass

east north south west

Nouns in -er

build - builder climb - climber drive - driver
explore - explorer farm - farmer paint - painter
photograph - photographer swim - swimmer
teach - teacher train - trainer travel - traveller
win - winner write - writer

Phrases

How tall...?

1. Read

A

- Draw Ss' attention to the question in the rubric and initiate a short discussion.

B R1.1

- Draw Ss' attention to the title of the lesson and the pictures and ask Ss to tell you the name of the man (*Sir Edmund Hillary*).
- Explain to Ss that *Sir* is used in front of the name, as a title, for a knight or a man who was honoured by a British king or queen.
- Ask Ss to look at the pictures and tell you what they can see (*mountains, the four points of the compass*).
- Ask Ss what they can tell you about the man in relation to the title and the pictures.
- Ask them the question in the rubric and elicit answers (*Sir Edmund Hillary was a famous explorer and mountain climber. / Edmund Hillary and Tenzing Norgay were the first people to climb the highest mountain in the world.*). Do not correct Ss at this stage.
- If Ss don't know anything about Sir Edmund Hillary, ask them to guess why he is famous.
- Have Ss read the text and check their answers.
- Check Ss' answers.

KEY

Sir Edmund Hillary was a famous explorer and mountain climber.

- Have Ss read the text again and tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

*Where was Sir Edmund Hillary born? in New Zealand
When did he try mountain climbing for the first time?
on a school trip*

How old was he when he climbed to Mt Ollivier? twenty

What was his dream? to climb Mt Everest

*Who were the first people to climb Mt Everest? Sir
Edmund Hillary and Tenzing Norgay*

*Why do you think many people call Mt Everest the third
pole? Because it's the highest mountain in the world.*

C R2.1

- Have Ss do the activity.
- Alternatively, to challenge **higher-performing Ss** you may change the activity from multiple choice to open-ended questions (e.g. *Which was the first mountain Sir Edmund Hillary climbed?*). Write questions 1-4 on the board (without the options) and ask Ss to cover Activity C in their books, read the text and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

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

- Explain any unknown words in the text.

Background information

Mt Everest is the highest peak in the world and it is located on the border line of Tibet and Nepal, in the Himalayas, in Asia. In 1865, it was named after Sir George Everest, who completed the Trigonometric survey of India. Till then, it was known as Peak XV (15). Mt Everest is the highest point on Earth and that's why it's called the Third Pole. The Third Pole is known for its high altitude and the amount of snow there.

Mt Ollivier is a 1,933 m mountain in New Zealand. Sir Edmund Hillary got to the top of it in 1939.

Mt Ruapehu is the largest active volcano in New Zealand. Visitors should always check the latest volcanic alert before they plan a trip there.

D R2.1

- Draw Ss' attention to the activity.
- Explain to them that they have to refer to the text and find the part where the sentence in the quotation marks can be found.
- Point out to Ss that they have to read carefully the four options given before choosing an option.
- Have Ss do the activity.
- Check the answers with the class.

KEY d

E R4.1, R4.2

- Draw Ss' attention to the activity and explain that they have to find nouns in the text to match the two definitions.
- Tell them that the words they have to look for derive from the words in bold in the definitions.
- You can tell Ss to look at the first paragraph of the text. This will help **lower-performing Ss** find the words.
- Have Ss do the activity.
- Ask Ss to use their dictionaries to check their answers.
- Check the answers with the class.

KEY explorer climber

- Draw Ss' attention to the NOTE and explain it.
- Explain to Ss that a *suffix* is a letter or a group of letters which is added at the end of the word in order to form a derivative of this word.
- Have Ss underline the suffix in the words in activity E. Help them understand better by writing the verb *teach* on the board and ask Ss to add the suffix *-er* and tell you the noun (*teacher*).
- Explain to Ss that when they add a suffix at the end of the word they have to pay attention to spelling irregularities.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- | | |
|------------|-----------------|
| 1. painter | 6. photographer |
| 2. writer | 7. traveller |
| 3. swimmer | 8. driver |
| 4. winner | 9. builder |
| 5. trainer | |

Over to you S2.2

- Ask Ss the questions in the box and initiate a short discussion.

KEY *suggested answers*

What can you say about Sir Edmund Hillary's character?

I believe that Sir Edmund Hillary was a brave and courageous man who managed to explore many remote and dangerous places on Earth.

How would you describe him?

Sir Edmund Hillary was a man who was not afraid to find himself in dangerous situations. He had a strong will and he proved that he could achieve his goals.

2. Grammar

A

- Ask Ss to read through the two dialogues and draw their attention to the words in blue.
- Ask Ss to tell you which dialogue of the two refers to present time. Explain to them that they should look for time words/expressions in order to find the answer. Elicit the answer that the first dialogue refers to present time.
- Draw Ss' attention to the second dialogue and ask them to tell you what they notice about the change of the modal verb *can*. Elicit the answer that *could* is the affirmative form of the Past Simple of the modal verb *can* and that *couldn't* is the negative form.
- Explain to Ss that they have to read the two dialogues carefully and match them with the phrases a and b.
- Have Ss do the activity.
- Check the answers with the class.

KEY a. 1 b. 2

- Ask Ss to tell you the difference between *can/can't* and *could/couldn't* (**can/can't** refer to ability/lack of ability in the present while **could/couldn't** refer to ability/lack of ability in the past).
- Ask Ss to underline all the examples of *could/couldn't* in the text (... *he could easily do it., They couldn't stay ...*).

B

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

KEY 1. Could, could, can't
2. couldn't
3. Can, can't, can, couldn't

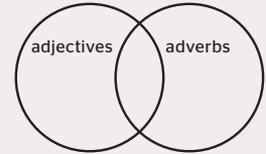
C

- Ask Ss to read through the examples and draw their attention to the words in blue.
- Ask Ss to tell you which of the words are adjectives and which are adverbs and have them complete the rules.
- Remind Ss that adjectives usually come before nouns and they give extra information about them, e.g. *a beautiful picture, a good book*.
- Have Ss do the activity.
- Check the answers with the class.

KEY *careful* and *good* are adjectives and define nouns
carefully and *well* are adverbs and they describe how something happens

- Point out to Ss that the two adverbs are called *adverbs of manner* because they show the manner in which something happens.
- Ask Ss what they notice about the formation of the adverbs of manner.
- Elicit the answer that we form most adverbs of manner by adding *-ly* to the adjective e.g. *quick - quickly, nice - nicely*. However, adjectives ending in a consonant + *y*, drop the *-y* and take *-ily* e.g. *happy - happily* and adjectives ending in *-le*, drop the *-e* and take only *-ly* e.g. *terrible - terribly*.

- Draw Ss' attention to the Note. Explain to Ss that the adjective *good* forms its adverb irregularly (*well*), while the adjectives *fast, early, late* and *hard* form their respective adverbs by keeping the same form.
- Draw a **Venn diagram** on the board and have Ss write the adjectives and the adverbs in the outer circles.
- Point out that in the inner section they should write the adjectives that form their adverbs by keeping the same form.
- Ask Ss to underline all the examples of the *adverbs of manner* in the text (... *easily, ... carefully ...*).
- Refer Ss to the Grammar Reference.



D

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

KEY 1. politely 2. easily 3. well 4. slowly

3. Listen

A L2.1

- Draw Ss' attention to the rubric of the activity and write the name *Jacques Cousteau* on the board. Tell them that this name refers to a man and his full name is *Jacques-Yves Cousteau*.
- Help Ss with the pronunciation of the name and have Ss repeat after you.
- Ask them to guess where he is from but do not reveal the answer. Tell Ss to pay attention to his name.
- Ask Ss if they've ever heard of Jacques-Yves Cousteau. Elicit answers and have them read through the questions 1-6.
- Have Ss do the activity and guess the answers to the questions. They can compare their answers with their partners'.

B L2.1

- Play the recording and have Ss check their answers in activity A with a partner.
- Check the answers with the class.
- Ask Ss to tell you how many answers they have guessed correctly.

KEY 1. a 2. b 3. b 4. b 5. b 6. a

Over to you S1.1

- Ask Ss the question in the box and initiate a short discussion.

KEY *suggested answers*

Would you like to become a famous explorer like Jacques-Yves Cousteau? Why / Why not?

Yes, I would. I would really like to become a famous explorer like Jacques-Yves Cousteau and explore the deep sea and learn more about sea creatures. / No, I wouldn't. I don't really like the idea of spending my whole life under water. It sounds a bit scary to me.

4. Write W1.1, W1.3

- Draw Ss' attention to the example sentence.
- Point out that they should use the facts from the listening activity and write a paragraph about the famous explorer.
- Encourage Ss to look for additional information or pictures about the explorer on the Internet. This will challenge **higher-performing Ss**.
- Tell Ss that they can turn the questions in the listening activity into affirmative sentences. This will help **lower-performing Ss** form sentences.
- Help Ss by writing the second question (*When was Cousteau born?*) on the board and ask them to turn it into the affirmative form (*Cousteau was born...*).
- Allow Ss some time to write their paragraph and go round the class providing support when necessary.
- Choose several Ss to read their paragraph to the class.

2. Grammar

The verb *can/could*

A Read the examples below. Which dialogue refers to present time? How does the verb change in the second dialogue? What do **can** and **could** express in dialogues 1 and 2? Match the dialogues with the phrases a and b.

1. **A:** Mark is four years old now.
Can he **write**?
B: No, he **can't**. But he **can read**.
2. **A:** **Could** you **ride** a bike when you were five?
B: No, I **couldn't**. But I **could paint**.

- a. ability in the present
- b. ability in the past

B Circle the correct options.

1. **A:** **Can / Could** your dad rollerblade when he was young?
B: Yes, he **can / could**, but he **can't / couldn't** rollerblade now.
2. The climbers didn't reach the top of the mountain yesterday because they **can't / couldn't** continue. They were tired.
3. **A:** I need help with my Spanish. **Can / Could** you speak Spanish?
B: No, I **can't / couldn't**, but my brother **can / could**.
A: Really?
B: Yeah, he **can't / couldn't** speak Spanish two years ago, but he studied in Spain for a year.

Adverbs of manner

C Read the examples below and complete the rules with the words in blue.

- Mike is a very **careful** climber. He climbs **carefully**.
- Khaled is a very **good** driver. He drives **well**.

..... and are adjectives and define nouns

..... and are adverbs and they describe how something happens

NOTE

IRREGULAR ADVERBS

ADJECTIVES	ADVERBS
good	well
fast	fast
early	early
late	late
hard	hard

D Complete the sentences. Use the adjectives in brackets to form adverbs.

1. Buthaina always speaks to her parents (polite).
2. This activity isn't difficult. I can do it (easy).
3. Hassan takes nice pictures. He can use a camera (good).
4. We walked (slow) through the forest.

3. Listen

A How much do you know about Jacques-Yves Cousteau? Answer the questions below.

- Where was Cousteau from?
a. France b. Poland
- When was Cousteau born?
a. 1921 b. 1910
- How old was he when he died?
a. 85 b. 87
- What did he explore?
a. the North Pole b. the ocean
- How many documentaries did he make?
a. about 80 b. over 120
- What was the name of his ship?
a. Calypso b. Pandora

B Listen to a man talking about Jacques-Yves Cousteau and check your answers above with a partner.



Jacques-Yves Cousteau



Over to you...

Discuss.

- Would you like to become a famous explorer like Jacques-Yves Cousteau?
- Why / Why not?

4. Write

Find more information about Jacques-Yves Cousteau's life and character. Use the answers to the questions in the previous activity as well as information you find on the Internet. Then write a paragraph about him.

Jacques-Yves Cousteau was an explorer from...

2. Read

1. Vocabulary

Match. Then listen and check your answers.

1. turn on/off
2. chat
3. send/receive
4. download

- a. online
- b. a computer, a laptop, a mobile phone
- c. emails, text messages
- d. apps, videos

5. make
6. post
7. use
8. save/delete/print

- e. a video call
- f. the Internet, an app
- g. something on a website
- h. a document, a picture

- A** Look at the comic strip. What do you know about hiking? Then read it out in pairs.
- B**  Read the comic strip quickly. Which sentence best summarises the main idea of the text? Choose **a**, **b**, **c** or **d**.
- a. A map is always helpful.
 - b. You can't always depend on technology.
 - c. There weren't mobile phones in the past.
 - d. You can find everything you want on the Internet.



1



Jenny What have you got in your backpack, Granny? It looks really heavy!

Granny Well, I liked going hiking with my father when I was a girl. We need lots of things, dear. We need a map, a compass...

Jenny No, we don't! I've only got my phone. It's got an app for everything!

Granny Well, I didn't have a mobile phone when I was your age...

2



Granny Let's check the map. This trail goes north, I think. Here, take the compass...

Jenny Um... I don't even know how to use this! Forget it. I can check the GPS on my phone, Granny.

3



Let's check my book.

4

Granny I knew a lot about flowers when I was young. I wonder what kind of flower this is.

LEARNING STANDARDS**SB:** R1.1, R2.1, S1.1, S1.2, L2.1**FUNCTIONS**Differentiating between past and present events
Talking about gadgets**STRUCTURES**

Past Simple vs Present Simple

VOCABULARYbackpack check compass dead (= not working)
even everything gadget get dark go hiking
GPS heavy in the past information
know how to look (= seem) map only torch**Phrases related to technology**chat online download apps/videos
make a video call post something on a website
save/delete/print a document/picture
send/receive emails/text messages
turn on/off a computer/laptop/mobile phone
use the Internet / an app**Phrases**

Don't worry Forget it It's a good thing...

- Have Ss read the text again and tell them to underline any unknown words at the same time.

- Ask Ss some comprehension questions:

Who has a backpack? Granny
Has Jenny got a map? No, she hasn't.
Did Granny use to have a mobile phone when she was a girl? No, she didn't.
Who is trying to read the map? Granny
Who wants to learn more about flowers? Granny
What kind of flower is it? a chicory flower
Why is Jenny happy that the car is near? Because it's getting dark.
Whose torch do they use in the end? Granny's
Can you make a list of what Granny's got in her backpack? She's got a map, a compass, a book and a torch.

C R2.1

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

KEY

1. Because she has a lot of things in it.
2. her phone
3. No, she doesn't.
4. a book about plants
5. Jenny finds it on the Internet.
6. Because the battery is dead.

- Explain any unknown words in the text.
- Choose several Ss to act out the comic strip.

Background information

A **GPS** (Global Positioning System) is a system by which signals are sent from satellites to a special device, used to show the position of a person or thing on the surface of the earth very accurately.

Chicory is a plant originating in the Mediterranean. It's also known as blue daisy because of its bright blue flowers. Its greens are edible and its roots are cultivated as a coffee substitute.

- You can ask Ss some further questions:
Do you know how to read a map?
When you want to find information about something do you use your phone or check in books?
- Elicit answers and initiate a short discussion.

1. Vocabulary

- Draw Ss' attention to the picture in the bottom left-hand corner of the page and ask Ss what they can see (*a boy holding a laptop and icons for applications*).
- Ask Ss if they use applications on their phones/laptops and if so, what kind of applications they usually use.
- Have Ss look at the verbs in the circles and ask them if they are familiar with them.
- Have Ss work in pairs and have them do the activity.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY**1. b 2. a 3. c 4. d 5. e 6. g 7. f 8. h****2. Read****A**

- Draw Ss' attention to the comic strip and the question in the rubric, and initiate a short discussion.
- Draw Ss' attention to the title of the lesson and ask them if they know what the abbreviation *app* means (*app is the abbreviation for the word application - a computer programme or piece of software you can download on a mobile phone*).
- Ask Ss to look at the title again and the pictures in the comic strip. Have them guess who says the phrase *I've got an app for that (Jenny)* and try to guess what it is about and what kind of application they need (*Granny is going hiking with her granddaughter and they need an application to find their way*).
- Elicit answers but do not correct Ss at this stage.

B R1.1

- Draw Ss' attention to the activity and explain to them that they have to read the comic strip quickly and choose the sentence that best summarises the main idea of the text.
- Point out to Ss that they have to read carefully the four options given before reading the comic strip.
- Have Ss do the activity.
- Check the answers with the class.

KEY**b**

Over to you S1.2 

- Ask Ss the questions in the box and initiate a short discussion.

KEY suggested answers

What other gadgets have mobile phones replaced?

Mobile phones have replaced a lot of gadgets, such as the camera, radio, calculator, etc.

What do people your age usually use their mobile phones for?

People my age usually use their phones to surf the Net and take photos with their friends or selfies. They also download apps and videos.

What do you usually use your mobile phone for?

I usually surf the Net to find information about my projects at school and to watch videos or take photos.

OPTIONAL ACTIVITY

- Have Ss work in pairs or small groups.
- Explain to them that they have to come up with the continuation of the story.
- Encourage them to write it in the form of a dialogue. This will challenge **higher-performing Ss**.
- Alternatively, ask them to note down ideas. This will build **lower-performing Ss'** confidence.
- Have them present their dialogues/ideas to the class.

3. Grammar

A

- Write on the board: *I always have cereal for breakfast, but yesterday I had pancakes.*
- Ask Ss to tell you if they can recognise the two tenses that appear in the sentence. Elicit the answer that *have* is the Present Simple tense of the verb *have* and *had* is the Past Simple tense of the same verb.
- Ask Ss if they remember when these two tenses are used. Elicit the answer that the Present Simple is used for a habit that happens regularly, whereas the Past Simple for an action that happened in the past.
- Direct Ss' attention to the adverbs *always* and *yesterday* and ask them which of the two tenses they think these adverbs are linked with. Elicit the answer that the adverb *always* is mostly linked with the Present Simple, whereas the adverb *yesterday* with the Past Simple.
- Ask Ss to read through the example and draw their attention to the words in blue and green.
- Explain to them that they have to match each half of the sentence with the phrases a and b.
- Have Ss do the activity.
- Check the answers with the class.

KEY a.1 b.2

The Present Simple is used for actions that happen regularly. The Past Simple is used for actions that started and were completed at a specific time in the past.

B

- Draw Ss' attention to the activity.
- Explain to them that they should refer to the example you wrote on the board as well as the example in activity A in order to do the activity.
- Point out that they should read through the functions a and b in the box carefully and do the matching.
- Have Ss do the activity.

- Check the answers with the class.

KEY a.2 b.1

- Refer Ss to the comic strip and have them underline all the examples of the *Present Simple* and the *Past Simple*. (**Present Simple:** *It looks ..., We need ..., We need ..., No, we don't., This trail goes north, I think., I don't even know ..., I wonder ..., ... flower this is., It's ..., Is that ..., Our car is ..., The battery's ..., It's ...* **Past Simple:** *... I liked ..., ... I was ..., ... I didn't have ..., ... I was ..., I knew ..., ... I was ...*)
- Refer Ss to the Grammar Reference.

C

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

KEY

1. goes
2. Did, didn't, was
3. visited, had
4. watch
5. goes, took

- Ask Ss to provide extra examples to show the differences in use between the Past Simple and the Present Simple. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. *I / always / ride my bike / school / but / yesterday / I / take / bus*).

4. Listen L2.1

- Ask Ss to read through the questions and make sure they understand everything.
- Draw Ss' attention to the pictures and ask them to find the differences in each pair. Have Ss note down the key words next to the corresponding picture. This will help **lower-performing Ss** [1. a) laptop / b) laptop/tablet, 2. a) mobile phone/download / b) printer/print].
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

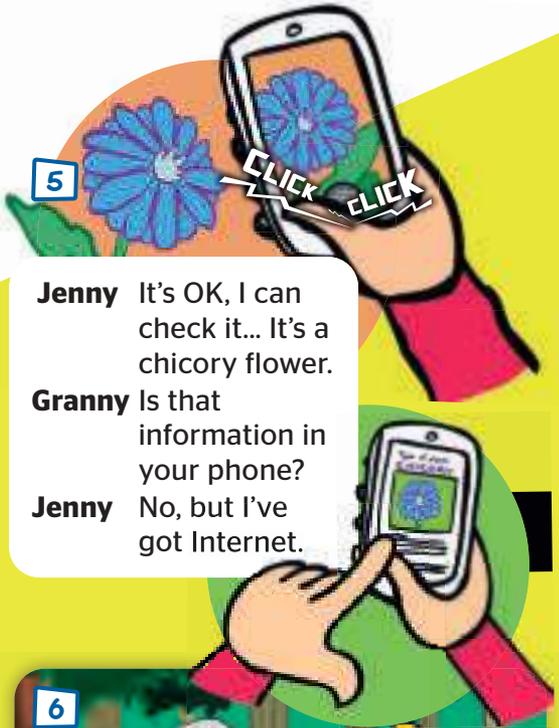
KEY 1. a 2. b

5. Speak S1.1

- Ask Ss to read through the ideas in the box. Make sure they haven't got any unknown words.
- Ask Ss to read through the speech bubble.
- Draw Ss' attention to the question *What about you?* and remind Ss that it is used to ask for a person's response.
- Ask Ss to add more ideas to talk about their life 2-5 years ago and their life now. This will challenge **higher-performing Ss**.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue.

KEY suggested answer

- A:** I didn't ride my bike to school 5 years ago, but I ride my bike to school now. What about you?
B: I didn't play computer games 4 years ago, but I play computer games now.



5

Jenny It's OK, I can check it... It's a chicory flower.

Granny Is that information in your phone?

Jenny No, but I've got Internet.



6

Granny Our car is near.

Jenny Good, because it's getting dark. I can turn on the torch on my phone. Uh-oh! The battery's dead.

Granny Don't worry. It's a good thing I have a torch with me.

C Read again and answer the questions.

1. Why is Granny's backpack heavy?
2. What did Jenny take with her?
3. Does Jenny know how to use a compass?
4. What kind of book has Granny got?
5. How do they find the name of the flower?
6. Why can't Jenny turn on the torch on her phone?



Over to you...

Discuss.

- What other gadgets have mobile phones replaced?
- What do people your age usually use their mobile phones for?
- What do you usually use your mobile phone for?

3. Grammar

Past Simple vs Present Simple

A Read the example. Match each half of the sentence with what it expresses, **a** or **b**. Then say what the difference between these two tenses is.

Fred **usually goes** hiking on Saturday, but **last week** he **went** cycling.

1. Fred usually goes hiking on Saturday...
2. ... but last week he went cycling.

- a.** a habit that happens regularly
- b.** an action that happened in the past

B Read the example above again and match 1 and 2 with their function, **a** or **b**.

1. last week 2. usually

- a.** It is an adverb of frequency used with the Present Simple to express a habit.
- b.** It is a time expression used with the Past Simple to express the exact time of an action in the past.

C Circle the correct options.

1. My brother **goes** / **went** out with his friends every Saturday.
2. **A: Did** / **Do** you send an email to Sahar yesterday?
B: No, I **didn't** / **don't**. I **am** / **was** very busy.
3. Fred **visits** / **visited** Qatar last year. He **had** / **has** a great time there.
4. I always **watch** / **watched** my favourite TV programme in the afternoon.
5. Mark usually **went** / **goes** to work by car every day, but yesterday he **takes** / **took** the train.

4. Listen

Listen to two short dialogues and answer the questions. Choose picture **a** or **b**. Then check your answers with a partner.

1. What did the boy buy?



2. What did the girl help the boy do?



5. Speak

Talk in pairs about your life 2-5 years ago and about your life now. Use the **Past Simple** and the **Present Simple**. You can use the ideas in the box.

have a tablet/laptop/mobile phone
like fruit/vegetables ride my bike to school
play video/computer games

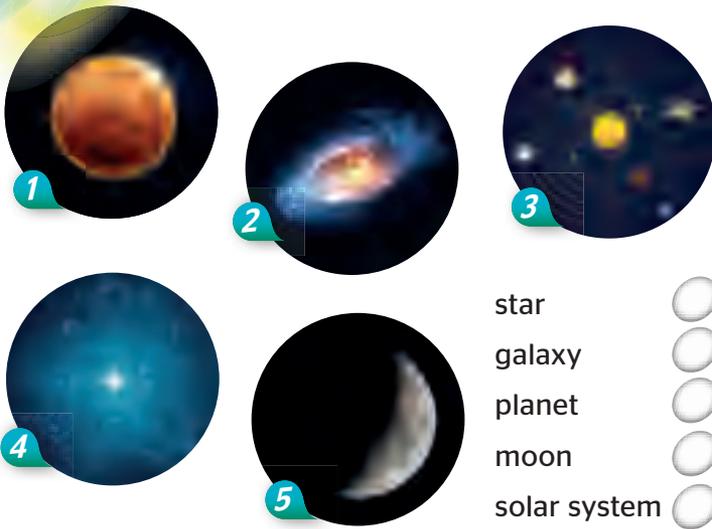
I didn't have a tablet two years ago, but I have a tablet now. What about you?

I didn't like fruit three years ago, but I like fruit now.

2d

1. Vocabulary

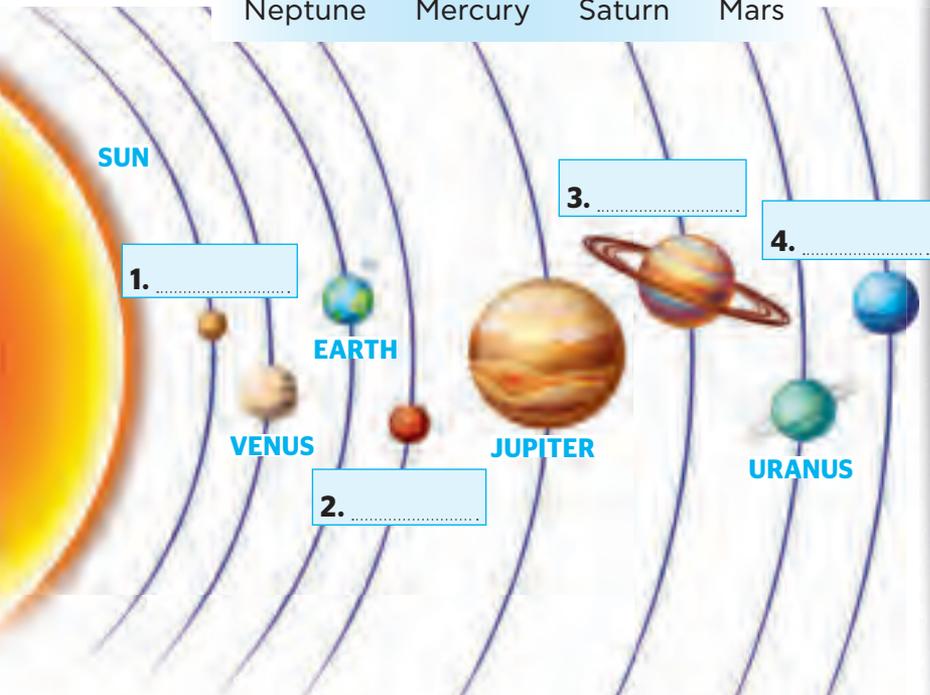
A Match. Then listen and check your answers.



- star
- galaxy
- planet
- moon
- solar system

B Do you know the names and the order of the planets in our solar system? Look and complete with the names in the box. Then listen and check your answers.

Neptune Mercury Saturn Mars



C Look at the box and read the numbers a-e aloud. Then listen and check.

- > 5,037 five thousand and thirty-seven
- > 78,225 seventy-eight thousand, two hundred and twenty-five
- > 44,000,000 forty-four million
- > 1,960,836,300 one billion, nine hundred and sixty million, eight hundred and thirty-six thousand, three hundred

- a. 6,534
- b. 5,700,000,000
- c. 287
- d. 28,119
- e. 9,500,000

2. Listen (1)

- A • How many planets are there in our solar system?
• How much do you know about the solar system? Do the quiz below.

QUIZ

How much do you know about our solar system?

1 Which planet is called the red planet?
a. Jupiter
b. Venus
c. Mars
d. Saturn

2 What is the average temperature on Neptune?
a. -21 °C
b. -214 °C
c. -240 °C
d. -2,140 °C

3 How long is a year on Mars?
a. 365 days
b. 600 days
c. 678 days
d. 687 days

4 How many times does the Earth fit in the sun?
a. about 100
b. about 1,000
c. about 1,000,000
d. about 1,000,000,000

NOTE

-10 °C

minus ten degrees Celsius

B Listen to two friends talking and check your answers to the quiz with a partner.

Over to you...

Discuss.

Which planet is your favourite one and why? What is special about it?

LEARNING STANDARDS

SB: L1.1, L2.1, S1.1

WB: R2.1

FUNCTIONS

Talking about our solar system

STRUCTURES

Personal Pronouns

VOCABULARY

almost be called billion degrees fit (v.)
interesting land (v.) last (v.) million minus
planetarium temperature thousand

Words related to outer space

earth galaxy moon planet solar system
spaceship star sun

Phrases

How far...? How long...? What's the weather like?

1. Vocabulary

A

- Ask Ss to look at the pictures 1-5 and read through the words/phrase.
- Ask Ss to do the activity and start with the words they are familiar with.
- Have Ss do the activity.
- Play the recording and have Ss listen and check their answers.

KEY

star **4** galaxy **2** planet **1**
moon **5** solar system **3**

B

- Draw Ss' attention to activity B and ask them to tell you what they can see (*the solar system/planets*). You can also ask them to tell you the name of the planet where we live (*Earth*).
- Have Ss look at the names of the planets underneath the pictures and the ones in the box and ask them to tell you the names of the planets they know in English.
- Play the recording and have Ss check their answers.
- Check the answers with the class. Play the recording again and have Ss repeat.

KEY

1. Mercury **2.** Mars **3.** Saturn **4.** Neptune

Background information

Pluto was discovered in 1930, and it is the only planet to have been named by an eleven-year-old English girl. It was considered to be the ninth planet in our solar system, but in 2006 its status was changed from planet to dwarf planet. Pluto didn't meet the requirements in order to be considered a planet and until it gains mass, it will remain a **dwarf planet**.

C

- Draw Ss' attention to the numbers in the box.
- Write *10: ten - 100: hundred - 1,000: thousand - 1,000,000: million - 1,000,000,000: billion* on the board and help Ss differentiate between these numbers.

- Point out to Ss that in English we say *two hundred stars (not two hundreds), three thousand people (not three thousands), four million cars (not four millions), five billion computers (not five billions)*.
- Point out to Ss that when we write the numbers, the thousands, millions and billions are marked by commas. For the numbers 1-9 thousand, the comma is optional. Also, point out that we use *and* to separate *hundred, thousand, million* and *billion* from numbers smaller than a hundred.
- Write some numbers on the board and ask Ss to say them in English.
- Ask Ss to look at the numbers a-e. Have them read the numbers aloud and write their answers on the board.
- Play the recording and have Ss listen and check their answers.
- Play the recording again and pause so that Ss can repeat the numbers they hear.

KEY

- six thousand five hundred and thirty-four
- five billion, seven hundred million
- two hundred and eighty-seven
- twenty-eight thousand, one hundred and nineteen
- nine million, five hundred thousand

2. Listen (1)

A L2.1

- Ask Ss to tell you if they remember the number of planets in our solar system. (*Eight*)
- Draw Ss' attention to the quiz and ask them to read through the questions 1-4. Make sure they understand everything.
- Draw their attention to the NOTE and explain it.
- Have Ss read the options a-d in the second question of the quiz.
- Tell Ss to write the numbers out in words before saying them in English. This will help **lower-performing Ss**. Also, explain to them that -214°C denotes a temperature lower than -21°C .
- Have Ss do the quiz and compare their answers with their partners. Do not correct them at this stage.

B L2.1

- Play the recording and have Ss check their answers to the quiz with a partner.
- Check the answers with the class.

KEY

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

Over to you S1.1

- Ask Ss the question in the box and initiate a short discussion.

KEY

suggested answer

Which planet is your favourite one and why? What is special about it?

My favourite planet is Mars because of its red colour. Scientists also call it the 'Red Planet' because of this. This planet is special because scientists believe that life might exist there in the future.

3. Grammar

A

- Ask Ss to read through the short dialogue in the grammar box.
- Draw Ss' attention to the words in blue.
- Ask Ss what *He* and *him* refer to and what they notice about them.
- Elicit the answer that they both refer to Galileo Galilei. **KEY** a

B

- Ask Ss to tell you what they notice about the position of *him* and *He* in the sentences.
- Elicit the answer that *him* goes after the main verb and the preposition *about* while *He* goes before the verb *be*.

C

- Explain to Ss that they have to read the dialogue in Activity A again and match the words in blue with the sentences a and b.
- Have Ss do the activity.
- Check the answers with the class.

KEY a. 2 b. 1

- Point out to Ss that *He* goes before the verb *be* (*used as the subject*) while *him* goes after the main verb and the preposition *about* (*used as an object*).
- Refer Ss to the Grammar Reference.

D

- Have Ss read through the two sentences and draw their attention to the underlined words.
- Explain that they are going to listen and figure out which word the underlined words refer to.
- Ask Ss to tell you if the sentences with the words they are looking for will come before or after the sentence the underlined word is in (*before*).
- Have Ss work in pairs before you play the recording and have them guess the words the underlined pronouns refer to from the context of the sentence.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY 1. planets 2. the sun

E

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

KEY

- | | |
|-------------------|-----------|
| 1. me, them, them | 3. us, it |
| 2. She, you | 4. He, it |

4. Listen (2)

A L1.1

- Have Ss read through the rubric of the activity and ask them if they know what a planetarium is (*a building where you can see images of the stars and other objects in space*). Ask them if they have ever been to a planetarium and if they enjoyed it. If they haven't, ask them if they would like to visit a planetarium and also ask them which planet they would like to see.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Alternatively, to challenge **higher-performing Ss** you may change the activity from multiple choice to an open-ended question. Write the question on the board (without the options) and ask Ss to cover the activity in their books, listen and answer the question. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class. **KEY** b

B L2.1

- Draw Ss' attention to the TIP and explain it.
- Have Ss read through the sentences 1-5 and guess what kind of information is missing. Tell them that it could be a number, name, place, etc. and that they don't have to find the exact words for each sentence.
- Have Ss do the activity and compare their answers with their partners'.
- Encourage Ss to justify their answers. This will challenge **higher-performing Ss**.

KEY

- | | |
|---|-----------|
| 1. month | 4. place |
| 2. number | 5. number |
| 3. period of time (days, weeks, months, etc.) | |

C L2.1

- Play the recording and have Ss check their predictions.
- Have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

- | | | | |
|------------------|----------|----------|------------------|
| 1. July | 2. 2/two | 3. a day | 4. Pacific Ocean |
| 5. 21/twenty-one | | | |

Over to you S1.1

- Ask Ss the question in the box and initiate a short discussion.

KEY *suggested answers***Would you like to be an astronaut? Why / Why not?**

Yes, I would like to be an astronaut because I want to travel to space and see the Earth from above. / No, I wouldn't because I don't like the idea of living on a spaceship for a long time. I find it a bit scary.

5. Research, Write & Present

A

- Ask Ss to think of a planet. Refer them to the *Vocabulary* section in order to choose one.
- Ask Ss to read through the questions and make sure they understand everything.
- You can tell them to prepare a fact file in their notebooks to organise their notes better.
- Allow Ss time to search the Internet to find the information. Have Ss do the activity in class and go round the class providing support when necessary.

B

- Have Ss find pictures of the planet they chose in activity A.
- Ask Ss to make a poster and write a few sentences about the planet using the information they found in activity A. Ss can also stick the pictures they have found onto their poster and write the sentences as captions underneath.
- Refer Ss to the *Project Skills* section at the back of the Student's Book.
- Allow Ss some time to do this activity in class and go round the class providing support when necessary.

C

- Allow Ss some time to check their sentences.
- Ask them to present their work in class.

OPTIONAL ACTIVITY

- Ask Ss to present the planet they chose without revealing its name.
- Have the rest of the Ss guess which planet their classmate has chosen to talk about.

3. Grammar

Personal Pronouns

A Read the dialogue. What do both of the words in blue refer to?

A: Galileo Galilei was a famous scientist.
B: I know a lot about **him**. **He** was from Italy.

- a. Galileo Galilei
- b. a famous scientist

B What do you notice about their position in the sentences?

C Match the words in blue from the dialogue above with the sentences a or b.

- 1. **him**
- 2. **He**

- a. It is used as a subject and goes before the verb *be*.
- b. It is used as an object and goes after the main verb and usually after prepositions.

D Read the sentences below. Then listen again to the parts of the dialogue in 2. Listen (1) including these sentences, and say what the underlined words refer to.

1. Pluto is not one of them anymore.
2. Just imagine that the Earth can fit in it about one million times.

E Complete using personal pronouns.

1. **A:** Give my sunglasses, Lucy. I know you wore yesterday.
B: I put on your desk.
2. **A:** Where's the chef?
B: is in the kitchen.
Do want to talk to her?
3. We want to know all about the football match. Tell about
4. My brother works at the planetarium. likes his job and thinks is very interesting.

4. Listen (2)

A Have you ever visited a planetarium? If yes, what did you like about it? If no, would you like to visit one? Which planet would you like to see?

Listen to a guide talking to some students at a planetarium. What is he talking about? Choose a, b, c or d. Then check your answers with a partner.

- a. facts about the moon
- b. the first moon landing
- c. different kinds of spaceships
- d. the life of a famous astronaut

B Look at the sentences below. What kind of information is missing?

TIP!

Before you listen, try to predict what kind of information is missing (e.g. numbers, dates, names, places).

1. Astronauts walked on the moon for the first time on 20 1969.
2. Only astronauts walked on the moon.
3. The astronauts stayed on the moon for almost
4. The spaceship landed in the
5. The astronauts could see their families and friends after days.

C Now listen again and complete the sentences with the correct information. Then check your answers with a partner.



Over to you...

Discuss.

Would you like to be an astronaut? Why / Why not?

5. Research, Write & Present

A Choose a planet and find information about some of the following:

- How far is it from the sun?
- What's the weather like there? What's the average temperature?
- How long does a day/year last?
- What else is special about it?

B Make a poster. Write a few sentences about the planet you chose. Find pictures of the planet, too.

C Present your poster to the class.

1. Read & Speak

A Complete the dialogue below between two friends with the phrases a-c.

- a. Tell me about it.
- b. Guess what!
- c. Lucky you!



A: Hey, Steve. **1**

B: What?

A: I got a new video game!

B: Really? That's great! **2**

A: Well, it's called *Motors* and it's a car racing game. It's full of action and I love it!

B: **3** I want a new video game, too.



B Look at the sentences below from the dialogue and match them with the functions a and b.

- 1. I got a new video game!
- 2. Well, it's called *Motors* and it's a car racing game. It's full of action and I love it!

- a. giving news
- b. giving details

C Listen to the phrases in the tables and repeat them.

Giving good news	Responding to good news	
Guess what! Listen to this! Did I tell you about my new video game?	Really? Congratulations! That's great/amazing! That's fantastic news! I'm really happy for you. Good for you! Lucky you! How wonderful/exciting! What wonderful news! I can't believe it!	Asking for details
		Tell me about it. So, when/where/who/what did you...? How was it? What kind of game is it? Were you excited/scared?

D Imagine a friend gave you the following news. What details would you like to know? Think of **two questions** and write them as in the example.

1. I went to the new amusement park!
 So, when did you go there?
 How was it?
2. Listen to this! I met a famous person!

3. Guess what! I won a competition!

4. Did I tell you about my new mobile phone?

2. Speak

Talk in pairs.

Student A

Imagine you have some good news to tell Student B. Choose one of the situations from activity D or think of your own. Answer Student B's questions giving details.

Student B

Listen to Student A's good news and respond to it. Show interest and keep the conversation going by asking for details.

I went to the new planetarium!
Really? Fantastic! When did you go?
I went yesterday with my cousin.
It was very interesting.
What did you do there?
Well, we watched a 3D film about...
How exciting!

TIP! While speaking, use vocabulary and language you've learnt in the lesson.

LEARNING STANDARDS

SB: R2.1, S1.2, S5.1, W1.4, W2.1, W2.2, W2.3

FUNCTIONS

Giving good news
 Responding to good news and asking for details
 Talking about a first-time experience

VOCABULARY

3D film action bored bring bumper car cloud
 detail flight flight attendant full of hope little
 plane roller coaster scared screen seat
 thirsty toy train (n.) view

Phrases / Expressions

Congratulations! Did I tell you about...?
 Good for you! Guess what! How are things?
 How wonderful/exciting! I can't believe it!
 I'm really happy for you. Listen to this! Lucky you!
 Really? That's amazing (news).
 What wonderful news!

1. Read & Speak

A

- Have Ss read through the phrases in the box. Explain to them that we use these phrases to give good news to someone and respond to it.
- Ask Ss to guess which of these three phrases we use to give good news and which ones to respond to it or give further detail (**phrase to give good news:** *Guess what!*, **phrases to respond to good news:** *Tell me about it, Lucky you!*).
- Ask Ss to look at the pictures and try to guess what the good news is about. Elicit answers but do not correct Ss at this stage (*it's about a boy who got a new video game*).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Guess what! **2.** Tell me about it. **3.** Lucky you!

- Ask Ss to try to pay attention to the way they say these phrases. Tell them that they can't say the phrase *Lucky you!* with a flat voice. They should sound excited.
- Explain to them that how we say things is equally important as what we say. Allow Ss some time to practise with their partners.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Choose several pairs to act out the dialogue.

B

- Ask Ss to read through the sentences 1 and 2 and the functions a and b.
- Explain to Ss that one sentence is used in order to give good news and the other one to give details.
- Ask Ss to tell you which sentence they think will contain more information (*the one giving details*).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. a **2.** b

C

- Draw Ss' attention to the box containing the set phrases used for giving good news and responding to it. Check Ss' understanding.
- Explain to Ss that apart from the phrases used to react to good news there are phrases for them to use if they want to ask for more details.
- Play the recording and pause after each phrase for Ss to repeat.

D

- Draw Ss' attention to the speech bubbles and to the examples under the first speech bubble.
- Explain to them that they have to complete the speech bubbles using the phrases from the table referring to asking for details.
- Have Ss do the activity and compare their answers with their partners'.

KEY *suggested answer*

- 1.** So, when did you go there?
How was it?
- 2.** So, where did you meet him?
So, what did you tell him/her?
- 3.** What kind of competition?
So, when did you win the competition?
- 4.** So, when did you buy it?
Tell me about it.

2. Speak s1.2 

- Have Ss work in pairs and allocate roles.
- Have Ss read through the situations and the speech bubble and make sure they haven't got any unknown words.

Background information

In film, the term **3D** (three dimensional) is used to describe any visual representation system that attempts to maintain or recreate moving images in three dimensions, creating the illusion of depth as seen by the viewer.

- Draw Ss' attention to the 3D glasses and ask them if they have ever watched a 3D film at the cinema. If so, ask them to share their experience.
- Tell them to use the phrases in the tables in activity C.
- Draw Ss' attention to the TIP and explain it.
- Tell Ss that they can use the situations in activity D. This will help **lower-performing Ss**.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary. Then ask Ss to swap roles.
- Choose several pairs to act out their dialogues.

KEY *suggested answer*

- A:** Guess what! I bought a new mobile phone!
B: Really? That's amazing! So, when did you buy it?
A: I bought it last week.
B: I can't believe it! Tell me about it.
A: Well, It's got a lot of applications and a really nice camera. I can also download videos and games.
B: Lucky you! I want a new mobile phone, too.

3. Speak & Write

A R2.1

- Ask Ss to look at the layout of the text and tell you what it is (*an email*).
- Draw their attention to the pictures and ask them to tell you what they can see (*a girl and a screen*).
- Explain to Ss that this girl is sending the email they're going to read. Ask them if they think she has good or bad news (*good news because she's smiling*).
- Ask Ss to read through the text and make sure they haven't got any unknown words.
- Ask Ss to look at questions 1-8 and allow them some time to do the activity.
- Check the answers with the class.

KEY

1. Julia is sending the email to Alison.
2. It was her first time on a plane.
3. last week
4. her family
5. She was excited. / She loved it. / She wasn't scared.
6. six hours and forty-five minutes
7. She ate some tasty snacks and watched films.
8. Yes, she does.

- Ask Ss some comprehension questions:

Where did Julia go last week? to Doha
Was she scared during take-off? No, she wasn't.
Where was her seat? by the window
What was exciting about that? She could see the amazing view from the window.
What did she take pictures of? the clouds, the snowy mountains, the desert and a train
Was she bored during the flight? No, she wasn't.
Who brought them tasty snacks? the flight attendant

- Explain any unknown words in the text.

B S5.1

- Ask Ss to read through the questions in the speech bubble and check their understanding.
- Allow Ss some time to make notes.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue.

KEY *suggested answer*

- A:** What first-time experience did you have?
B: I travelled by train for the first time.
A: When did it happen?
B: It happened last summer.
A: Where did it happen?
B: It happened in France.
A: Who was with you?
B: My parents and my older brother were with me.
A: How did you feel?
B: I loved it! It was amazing!
A: What did you do?
B: I relaxed and enjoyed the beautiful view of the countryside.
A: How long did it last?
B: The trip lasted three hours.
A: Do you want to do it again?
B: I can't wait to travel by train again!

C W2.1

- Ask Ss to read through the box. Point out that we use *and* to link similar ideas; *but* to link something new you say, especially different or opposite ideas; *so* to express result or consequence; and *because* to express reason or cause. Make sure they understand the difference in the use of the linking words presented.
- Refer Ss to Julia's email and ask them to underline all the examples of the linking words (*my family and I went to Doha / I was very excited because it was my first time on a plane / It went really fast during take-off, but I wasn't scared at all / I had a window seat so I could see the amazing view / I took pictures of the clouds, the snowy mountains, the desert and even of a train / The flight lasted six hours and forty-five minutes, but I wasn't bored / The flight attendant brought us tasty snacks, and there were even little screens so we could watch films*).
- Have Ss do the activity.
- Check the answers with class.

KEY

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

D W2.2

- Draw Ss' attention to the TIP and explain it.
- Explain to Ss that they should always check their spelling after they finish writing.
- Draw Ss' attention to the short paragraph.
- Explain to Ss that there are five spelling mistakes in this paragraph. Point out to them that they should find the five mistakes and correct them.
- Have Ss do the activity.
- Check the answers with the class.

KEY

Last Saturday, my family and I went to the new amusement park. My **little** brother was very **excited** because it was his first time at an amusement park. We went on almost **all** the rides, and we had a **great** time. We can't wait to go **there** again!

E W1.4, W2.1, W2.2, W2.3

- Draw Ss' attention to the rubric and make sure they understand what they have to write about.
- Explain to them that they can use the information in activity B.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to go to the Workbook page 32 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook page 33 and complete the writing plan before they start writing the task.
- Draw Ss' attention to the page provided in the Workbook for the writing task.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their emails and go round the class providing support when necessary.
- Choose several Ss to read out their emails.

3. Speak & Write

A Read the email and answer the questions below.

Dear Alison,
 How are things? I hope you're well. Guess what! Last week, my family and I went to Doha. I was very excited because it was my first time on a plane! It went really fast during take-off, but I wasn't scared at all. I loved it! I had a window seat so I could see the amazing view. I took pictures of the clouds, the snowy mountains, the desert and even of a train. It looked like a toy! The flight lasted six hours and forty-five minutes, but I wasn't bored. The flight attendant brought us tasty snacks, and there were even little screens so we could watch films. I can't wait to fly again!
 Write back soon,
 Julia

- | | |
|--|--------------------------------------|
| 1. Who is writing the email and who is she writing to? | 5. How did she feel? |
| 2. What first-time experience did Julia have? | 6. How long did the experience last? |
| 3. When did it happen? | 7. What did she do on the plane? |
| 4. Who was with her? | 8. Does she want to fly again? |

C Read and complete with **and**, **but**, **so** or **because**.

LINKING WORDS

- | | |
|--|---|
| • and
Harry took his bike and went to the park. | • so
It started raining so we decided to stay at home. |
| • but
We went to the cinema, but we didn't enjoy the film. | • because
I drank a milkshake and a glass of water because I was thirsty. |

- Sheila was bored at home she went outside for a walk.
- We visited the museum, we didn't go to the museum shop.
- The children went on the roller coaster then had fun in the bumper cars.
- They went to the zoo they wanted to see the baby tigers.
- Fahad didn't have a book to read he went to the library.
- I rode my bike carefully I didn't want to fall off.

B Think about an experience you had for the first time. Look at the questions in the speech bubble and make some notes. Use your notes to tell the class about your experience.

What first-time experience did you have?

When did it happen?

Where did it happen?

Who was with you?

How did you feel?

What did you do?

How long did it last?

Do you want to do it again?



TIP! • After you finish writing, do not forget to check your spelling.

D Read the paragraph and find five spelling mistakes. Then correct them.

Last Saturday, my family and I went to the new amusement park. My little brother was very excited because it was his first time at an amusement park. We went on almost all the rides, and we had a grate time. We can't wait to go ther again!

E Write an email to a friend telling him/her about an experience you had for the first time. Read the TIP! below. **Go to the Workbook page 33.**

TIP! • When writing a letter or an email to a friend, don't forget:

- to start with **Dear/Hello/Hi** + your friend's first name
- to open with a set phrase **How are you? I hope you're well./ How are things? / I'm writing to tell you about...**
- to close with a set word/phrase and your first name under this. **Yours, / Bye for now, / Speak to you soon, / Best wishes,**
- Do not write very short sentences. Join your sentences with **and, but, so** or **because**.

2 Round-up

1. Vocabulary

A Match.

- start
- go
- get
- use
- send



- | |
|------------------|
| a. to university |
| b. the Internet |
| c. emails |
| d. married |
| e. school |

Score: / 5

B Circle the correct options.

- Can you **decide / bring** me a glass of water?
- A:** It's getting dark outside.
B: Don't worry. I've got a **torch / compass**.
- A:** Do you need this document?
B: No. You can **download / delete** it.
- Turn **on / off** your mobile phones, please. You can't use them in the cinema.
- The average **temperature / degrees** on Mars is -60 °C.
- I need some **information / expedition** about the first person to travel to space.

Score: / 6

2. Grammar

C Complete with the Past Simple of the verbs in brackets.

- A:** Last summer, my family and I (travel) around Italy.
B: you (have) fun?
A: Yes, it (be) wonderful.
- Mandy (not study), so she (not do) well in the history test.
- A:** How long the flight (last)?
B: Two hours. I (sleep) the whole time.
- Last night, I (try) to make a video call to my cousins in Australia, but I (not can).

Score: / 9

D Complete the sentences with adverbs. Use the adjectives in brackets to form adverbs.

- Luke can speak French very (good) because his mother is from France.
- Colin sits (lazy) watching TV all day.

- Listen (careful) to the teacher.
- I don't like my brother's paintings. I think he paints (bad).

Score: / 4

E Circle the correct options.

- My sister **buys / bought** a new laptop last week.
- I usually **ride / rode** my bike to school, but yesterday I **took / take** the bus.
- They always **visit / visited** their grandparents at the weekend.

Score: / 4

F Complete with personal pronouns.

- Jassim Ahmed lives in my neighbourhood. Do you know? 's in the school football team.
- Mars and Mercury are planets, but aren't very big.
- Where's Aisha? I want to tell my news.

Score: / 4

3. Communication

G Complete the dialogue with the phrases a-d.

A: Hey, Valerie! 1
Yesterday I went to the planetarium for the first time.

B: Really? 2

A: Well, the 3D film about space was fantastic! We had a great time!

B: 3 I'm really happy for you.

A: There's a new film about dinosaurs next week. Let's go together.

B: No, sorry. 4 I hate dinosaurs.

A: Oh, I didn't know.

- | |
|----------------------------|
| a. Good for you! |
| b. Listen to this! |
| c. How was the experience? |
| d. Forget it. |

Score: / 8

Total score: / 40

Now I can...

- talk about past events/experiences
- talk and write about famous people in history and their achievements
- express ability in the past
- talk about technology I use
- talk about events/experiences in the past and in the present
- write and present facts about a planet
- give and respond to good news
- link my ideas with *and, but, so* and *because*
- write an email to a friend

LEARNING STANDARDS

WB: R2.1, L2.1

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

1. Vocabulary

A

KEY

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

B

KEY

1. bring 4. off
2. torch 5. temperature
3. delete 6. information

2. Grammar

C

KEY

1. travelled, Did ... have, was
2. didn't study, didn't do
3. did ... last, slept
4. tried, couldn't

D

KEY

1. well 3. carefully
2. lazily 4. badly

E

KEY

1. bought
2. ride, took
3. visit

F

KEY

1. him, He 2. they 3. her

3. Communication

G

KEY

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

Now I can

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

LEARNING STANDARDS

SB: R1.1, R2.1, R4.1, R4.2, W2.2, W2.3

A R1.1 

- Draw Ss' attention to the picture and ask them if they recognise the boat in the picture. (*It's a dhow boat.*)
- Ask Ss the questions in the rubric and elicit answers. Do not correct Ss at this stage.
- If Ss do not know much, encourage them to guess the answers to the questions.
- Have Ss read the text and check their answers.

KEY

People used dhows mainly for fishing, but also to sail to other countries and carry things like fish, fruit and wood.

- Have Ss read the text again and tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Are the seas between Arab countries and East Africa and India perfect for sailing? No, they aren't. They can be dangerous because they aren't very deep in some places and the weather can change very suddenly.

When did people first build dhow boats? over two thousand years ago

What did the dhow boats look like in the past? They were not heavy and had long triangular sails.

What do they look like today? They have engines and still some have sails.

Can you still find traditional dhow boats today? Yes, you can.

Where can you see how people make these boats? at Dhow Boatyard of Qatar in Doha

Which place could you also visit and what can you see there? You can visit the Traditional Dhow Festival in Katara, Qatar. You can learn more about these beautiful boats, see a number of traditional activities or even Fath al-Kheir.

What is Fath al-Kheir? It's one of the biggest traditional dhows.

What happens during the Festival? Fath al-Kheir leaves from Katara to sail to other countries in the Arabian Gulf.

- Explain any unknown words in the text.

B R4.1 , R4.2 

- Draw Ss' attention to the highlighted words in the text.
- Ask them to use their dictionaries to look up the meaning of the words.
- You can have Ss work in pairs or groups.

C R2.1 

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

KEY

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

OPTIONAL ACTIVITY

- Have Ss correct the false sentences. This will challenge **higher-performing Ss**.

PROJECT W2.2 , W2.3 
Make a poster

- Draw Ss' attention to the project.
- Explain to them that they have to make a poster. Refer Ss to the *Project Skills* section at the back of the Student's Book and explain to them the steps they have to follow to make their poster.
- Ask Ss to search the Internet and find information about the means of transport they have chosen. Encourage them to find some pictures and some interesting facts, as well.
- You can discuss which century Ss are going to choose a means of transport from (suggested: 20th).
- Encourage Ss to write a few sentences underneath the pictures to show the differences between now and then.
- Allow Ss some time to do the activity in class, or assign it as homework.
- Have Ss present their posters in class.

1 Culture Page

Dhow Boats

A   Look at the picture. What do you know about dhow boats? Can you guess what people used them for in the past? Read and check your answers.

B  Look at the highlighted words in the text and find their definitions in a dictionary.

Dhow Boats

The seas between Arab countries and East Africa and India **seem** like the perfect place for sailing. However, it can be dangerous because the water is not very deep in some places and the weather can change very **suddenly**. Over two thousand years ago, people in these areas built dhow boats that could travel easily in these seas. They were not heavy and had long **triangular sails** that could turn so they could sail in any kind of wind. People used dhows mostly for fishing. Later, larger dhows sailed across the sea to other countries. They often carried things like fish, fruit and wood.

Today, modern dhows have **engines**, but you can still find **traditional** ones too. You can visit the Dhow Boatyard of Qatar in Doha and see how people make these boats there. You can also go to the Traditional Dhow Festival in Katara, Qatar where you can also learn more about these beautiful boats and see a number of traditional activities too. You might even see Fath al-Kheir. This is one of the biggest traditional dhows, and, during the Festival, it leaves from Katara to sail to other countries in the Arabian Gulf, just like people did in the past.

C  Read again and write **T** for True or **F** for False.

1. The water is deep in the seas between Arab countries and East Africa and India.
2. The first dhow boats could sail easily because they weren't heavy and their sails could turn.
3. Dhow boats were used only for fishing.
4. You can visit a traditional festival in Qatar and learn more about dhow boats.
5. People in the past couldn't sail to other countries in the Arabian Gulf.



PROJECT

Make a poster!

 Think of a means of transport (e.g. car, plane, train, bus). Do some research into what it was like in the past in your country and what it is like now. Then make a 'Then and Now' poster with pictures and interesting facts.

Then (1930s)



Planes were small and slow in the past.

Now



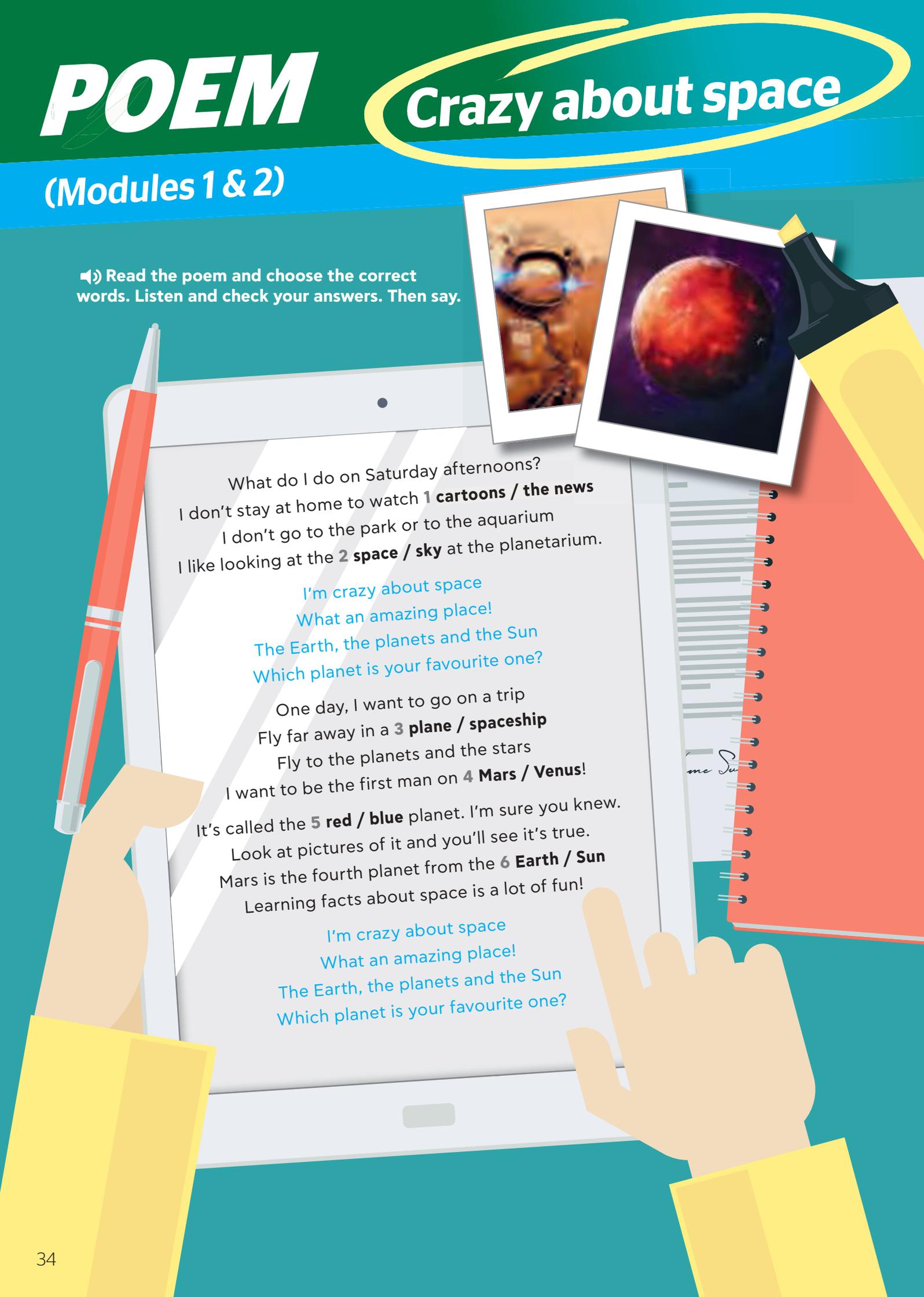
Now planes are big and fast.

POEM

Crazy about space

(Modules 1 & 2)

▶) Read the poem and choose the correct words. Listen and check your answers. Then say.



What do I do on Saturday afternoons?
I don't stay at home to watch **1 cartoons / the news**
I don't go to the park or to the aquarium
I like looking at the **2 space / sky** at the planetarium.

I'm crazy about space
What an amazing place!
The Earth, the planets and the Sun
Which planet is your favourite one?

One day, I want to go on a trip
Fly far away in a **3 plane / spaceship**
Fly to the planets and the stars
I want to be the first man on **4 Mars / Venus!**
It's called the **5 red / blue** planet. I'm sure you knew.
Look at pictures of it and you'll see it's true.
Mars is the fourth planet from the **6 Earth / Sun**
Learning facts about space is a lot of fun!

I'm crazy about space
What an amazing place!
The Earth, the planets and the Sun
Which planet is your favourite one?

Crazy about space

- Ask Ss to look at the title of the poem and guess what the poem is about.
- Accept all answers.
- Ask Ss to read through the poem without trying to work out the correct answers.
- Ask Ss to try to guess the correct answers before listening to the poem.
- Play the recording and have Ss listen to the poem carefully and check their answers.
- Check the answers with the class.

KEY

- | | |
|---------------------|----------------|
| 1. cartoons | 4. Mars |
| 2. sky | 5. red |
| 3. spaceship | 6. Sun |

- Play the recording again and have Ss follow along.
- Ask Ss if they are crazy about learning about space and which planet they find the most interesting. Elicit answers.

OPTIONAL ACTIVITY

- Have Ss work in pairs or groups.
- Ask them to choose one verse of the poem and try to make their own version by changing as many words in bold as they can.
- Have Ss present their own version of the poem.

3 LEARNING STANDARDS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
STUDENT'S BOOK		
R1.1	Communication	3a, 2. Read B, p. 36
R2.1	Creative and critical thinking	3a, 2. Read C, p. 37
S1.1	Communication	3a, 2. Read - Over to you..., p. 37
S2.5	Communication	3a, 4. Speak, p. 37
W1.6	Communication	3a, 5. Write, p. 37
R1.1	Communication	3b, 2. Read B, p. 38
R2.1	Creative and critical thinking	3b, 2. Read C, p. 38
R2.2	Communication	3b, 2. Read D, p. 38
R2.2	Communication	3b, 2. Read E, p. 38
L2.1	Cooperation and participation	3b, 4. Listen A, p. 39
L2.1	Cooperation and participation	3b, 4. Listen B, p. 39
L2.4	Communication	3b, 4. Listen C, p. 39
S1.2	Creative and critical thinking	3b, 5. Speak & Write A, p. 39
W1.2	Communication	3b, 5. Speak & Write B, p. 39
R1.1	Communication	3c, 1. Read B, p. 40
R2.1	Creative and critical thinking	3c, 1. Read C, p. 40
R2.1	Creative and critical thinking	3c, 1. Read D, p. 41
S1.1	Communication	3c, 1. Read - Over to you..., p. 40
S1.1	Communication	3c, 4. Speak, p. 41
L2.1	Cooperation and participation	3d, 2. Listen (1), p. 42
S1.1	Communication	3d, 2. Listen (1) - Over to you..., p. 42
L2.1	Cooperation and participation	3d, 4. Listen (2), p. 43
L2.3	Communication	
S1.1	Communication	3d, 5. Speak, p. 43
L1.1	Cooperation and participation	3e, 1. Listen A, p. 44
S3.1	Cooperation and participation	3e, 2. Speak A, p. 44
S3.1	Cooperation and participation	3e, 2. Speak B, p. 44
R2.1	Creative and critical thinking	3e, 3. Speak & Write A, p. 45
S1.1	Communication	3e, 3. Speak & Write B, p. 45
W2.1	Creative and critical thinking	3e, 3. Speak & Write C, p. 45
W1.1	Communication	3e, 3. Speak & Write D, p. 45
W2.2	Creative & critical thinking	
W2.3	Creative & critical thinking	
WORKBOOK		
L2.1	Cooperation and participation	3c, Activity F, p. 43
R2.1	Creative and critical thinking	Round-up 3, Activity H, p. 51
R2.1	Creative and critical thinking	Round-up 3, Activity I, p. 51
L1.1	Cooperation and participation	Round-up 3, Activity J, p. 51
L2.1	Cooperation and participation	Round-up 3, Activity K, p. 51

When students complete this module, they will be able to:

3a

- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- ask about and express rules and obligations (S2.5)
- ask about and express rules and obligations (W1.6)

3b

- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- understand and respond with a lot of support to the opinions of the writer in simple longer texts (R2.2)
- follow and identify with a little support the detail in longer simple texts (L2.1)
- follow and respond independently to longer simple questions (L2.4)
- explain independently basic opinions (S1.2)
- explain independently basic opinions at paragraph level (W1.2)

3c

- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- follow and identify with a little support the detail in longer simple texts (L2.1) WB

3d

- follow and identify with a little support the detail in longer simple texts (L2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- follow and respond with a little support to a longer sequence of multi-step instructions (L2.3)

3e

- follow and identify with a little support the main ideas in longer simple texts (L1.1)
- keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said (S3.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- connect independently sentences into a coherent paragraph using basic coordinating conjunctions and reference pronouns (W2.1)
- communicate with a little support more detailed personal information about themselves or others in a simple paragraph (W1.1)
- spell with some support most familiar high frequency words accurately in guided writing (W2.2)
- use with support capital letters, full stops, question marks, commas in lists and speech marks appropriately in guided writing at discourse level (W2.3)

Round-up 3

- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1) WB
- follow and identify with a little support the main ideas in longer simple texts (L1.1) WB
- follow and identify with a little support the detail in longer simple texts (L2.1) WB

3 FROM PLACE TO PLACE

VOCABULARY

sign

PLACES IN A TOWN/CITY

airport bridge metro station port
traffic lights train station tram station

- Draw Ss' attention to the title of the module and ask them to guess the meaning of the phrase *from place to place* (to go to different places one after the other).
- Have Ss look at the signs 1-7 and ask Ss if they have ever seen any of them.
- Ask Ss to tell you what they know about the three different traffic light colours (*when the red light is on drivers must stop until the green light is back on, while when they see the amber light they must slow down so as to stop*).
- Ask Ss the first question in the *Discuss* section and have Ss work in groups and exchange opinions about the meaning of these signs. You can help Ss by telling them to observe what is depicted on the signs and try to infer the meaning of the sign.
- Explain to Ss that all the signs with a red triangle give warnings and draw Ss' attention to their content.
- Elicit answers and have Ss compare their answers.
- Draw Ss' attention to the second question, the pictures and the words underneath them. Help Ss deduce the meaning of unknown words by relating them to the corresponding pictures.
- Have Ss do the activity.
- Play the recording and have Ss check their answers.
- Check the answers with the class.
- Ask Ss the third question. Elicit answers and initiate a short discussion.

KEY

Look at the signs 1-7. Do you recognise any of them?

open answer

Match the signs with the pictures and the words.

Then listen and check your answers.

traffic lights **1** metro station **2** port **3** tram station **4**
airport **5** bridge **6** train station **7**

Which of these signs can you find in your town/city?

suggested answer

In my city I can find the sign about traffic lights, about metro stations, about tram stations and about the airport.

- Ask Ss to tell you what they think the module is about.
- Read out the objectives listed in the *In this module you will learn...* section.
- Explain any unknown words.

OPTIONAL ACTIVITY

- Explain to Ss that traffic lights differ in design around the world.
- Have Ss search the Internet and find photos of traffic lights in at least three countries.
- Ask them to download pictures on their phones or print them out and bring them to class.

3 FROM PLACE TO PLACE



Discuss:

- Look at the signs 1-7. Do you recognise any of them?
- Match the signs with the pictures and the words. Then listen and check your answers.
- Which of these signs can you find in your town/city?



tram station



port



metro station



train station



bridge



airport



traffic lights

In this module you will learn...

- to talk about towns, cities and countries
- to say what you *must* / *have to*, *mustn't* or *don't have to* do
- to make comparisons
- to refer to the location of places in a town/city
- to write and present facts about a country
- to read a map
- to ask for, give and follow directions
- to ask for and give information about places in a town/city
- to write about your town/city

2. Read

1. Vocabulary

🔊 Look at the means of transport. Are they **land**, **sea** or **air** transport? Listen and check your answers. What other means of transport do you know of?



underground



motorbike



helicopter



ferry



tram



coach

NOTE

We can say:

- take a taxi, take the bus, take/use the underground
- travel/go **by** plane/boat/car **BUT** go **on** foot

A Look at the comic strip. What means of transport do you usually use?

B 🗣️ 🔊 Read the comic strip quickly. Which sentence best summarises the main idea of the text? Choose **a**, **b**, **c** or **d**.

- You must always be on time.
- Skateboarding can be dangerous.
- Don't take the wrong means of transport.
- Things can change for the better even at the last minute.

WHAT A DAY!



Ron Do you want to go to the cinema? *Big Laughs* is playing at 6.

Pete Sounds good! But it's almost 5.30, so we have to leave now!



Pete Hey, Ron. Be careful! You mustn't skateboard on the road - it's dangerous. Stay on the pavement.

Ron OK, OK.

Ron Look at this new stunt...
Pete Not now, Ron. We're in a hurry!
Ron Uh-oh!
Pete What?
Ron One of the wheels came off. Now what?
Pete Well done, Ron.
Ron Sorry. We can't skateboard anymore. We have to continue on foot.



Pete No! We don't have to walk. We can go by tram. Look! It's coming. Run!



Hold on!

Come on!
Get on!



Pete Phew! Let's sit down.

Ron Are you sure this is the right tram?

Pete What? Hey, wait a minute! It's going the wrong way!

Ron Yeah! We took the wrong tram. It's taking us back home. We have to get off at the next stop.

LEARNING STANDARDS**SB:** R1.1, R2.1, S1.1, S2.5, W1.6**FUNCTIONS**

Talking about means of transport
 Expressing obligation and absence of obligation
 Expressing prohibition

STRUCTURES

must - have to

VOCABULARY

back (adv.) be in a hurry by + means of transport
 get off get on helmet in the end leave
 licence make it next on foot pavement
 seat belt stop (n.) ticket way (= direction) wheel
 without wrong

Means of transport

boat coach ferry helicopter motorbike tram
 underground

Phrases / Expressions

Hold on! How much...? Not much. Now what?
 Sounds good. There's no time. Wait a minute.
 Well done. What a day! What are you up to?

1. Vocabulary

- Draw Ss' attention to the pictures showing different means of transport.
- Help them deduce the meaning of any unknown words by relating them to the corresponding pictures.
- Ask Ss which of these means of transport they have used and elicit answers.
- Ask Ss the first question in the rubric.
- You can draw three columns with the headings *land*, *sea* and *air transport* on the board and have Ss do the activity.
- Play the recording and have Ss check their answers.
- Check the answers with the class and write them under the corresponding heading on the board.

KEY**land:** underground, motorbike, tram, coach**sea:** ferry**air:** helicopter

- Ask Ss the second question in the rubric.
- Have Ss draw three columns in their notebooks, with the same headings and come up with as many means of transport they know of as possible.
- Challenge Ss by having them do the activity within the time limit of 30 seconds.

KEY*suggested answers***land:** car, bus, taxi, train**sea:** ship, boat**air:** plane

- Draw Ss' attention to the NOTE and explain it.

2. Read**A**

- Draw Ss' attention to the comic strip and the question in the rubric, and initiate a short discussion.
- Draw Ss' attention to the title of the text and read it aloud using the correct intonation. Explain to Ss that we use this phrase when we want to emphasise how terrible our day was.
- Have Ss think of a really bad day. Have them work in

pairs and briefly say what happened to them and to their partners. Their partner should respond using the phrase *What a day!*. Then they have to swap roles.

- Draw their attention to the pictures of the comic strip and have them guess what went wrong in the boys' day. (*They are late to the cinema because things went wrong with the means of transport they chose.*)
- Elicit answers but do not correct Ss at this stage.

B R1.1

- Draw Ss' attention to the activity and explain to them that they have to read the comic strip quickly and choose the sentence that best summarises the main idea of the text.
- Point out to Ss that they have to read carefully the four options given before reading the comic strip.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to justify their answers.

KEY d

- Have Ss read the text again and tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Where do the boys want to go? to the cinema
What's on at the cinema? Big Laughs
What kind of film is Big Laughs? a comedy
What time does the film start? at six
Who is skateboarding? Ron and Pete
Where is Ron skateboarding? on the road
Is it dangerous? Yes, it is.
How did Ron fall down? He tried a new stunt.
Whose uncle is Jim? Pete's
Where is Uncle Jim going? to the cinema

C R2.1 

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

KEY

1. thirty minutes/half an hour
2. on the road
3. Because one of the wheels came off.
4. No, they don't. They take the tram.
5. Because the tram is going the wrong way. / Because they took the wrong tram.
6. Uncle Jim takes them to the cinema.

- Explain any unknown words in the text.
- Have several Ss read the comic strip in groups.

Over to you S1.1 

- Ask Ss the questions in the box and initiate a short discussion.

KEY *suggested answer***Do you think it is important to be on time? Why / Why not?**

I think it is important to be on time because it shows that you are a reliable person and others can count on you.

Are you usually late or on time?

I am always on time because I don't want to be late. / I am usually late although I know that it isn't something good.

Do you always follow safety rules when you are outside? Why / Why not?

Yes, I do. For example, I always wear a helmet when I ride my bike because I don't want to get hurt if an accident happens.

OPTIONAL ACTIVITY

- Have Ss work in pairs or small groups.
- Explain to them that they have to come up with the continuation of the story.
- Encourage them to write it in the form of a dialogue. This will challenge **higher-performing Ss**.
- Alternatively, ask them to note down ideas. This will build **lower-performing Ss'** confidence.
- Have them present their dialogues/ideas to the class.

3. Grammar

A

- Ask Ss to read through the examples and draw their attention to the words in blue.
- Explain to Ss that they have to read the sentences 1-3 carefully and match them with a-c.
- Have Ss do the activity.
- Check the answers with the class.

KEY a. 2 b. 3 c. 1

- Ask Ss to tell you what they notice about the use of *must / have to* in the first sentence. Elicit the answer that *must / have to* imply that something is necessary to be done.
- Ask Ss to tell you what they notice about the use of *don't have to* in the second sentence. Elicit the answer that *don't have to* implies that something is not necessary to be done.
- Ask Ss to tell you what they notice about the use of *mustn't / can't* in the third example. Elicit the answer that *mustn't / can't* imply that something is prohibited and should not be done.

B

- Ask Ss to read the examples again and match the words in blue (1-3) with what they express (a-c).
- Have Ss do the activity.
- Check the answers with the class.

KEY a. 3 b. 2 c. 1

- Explain to Ss that both *must* and *have to* express obligation in the present/future.
- Explain to Ss that *mustn't* expresses prohibition in the present/future (*can't* is slightly milder than *mustn't*), while *don't have to* expresses absence of obligation in the present/future.
- If necessary, provide Ss with further examples, e.g. *You **must/have to** learn how to use a computer.*
*You **mustn't** eat in the museum.*
*I **don't have to** wake up early at weekends.*
- Refer Ss to the dialogue and ask them to underline any examples of *must/mustn't/can't* and *have to/don't have to* (... *we have to leave now!* / *You mustn't skateboard on the road!* / *We have to continue on foot.* / *We don't have to walk.* / *We have to get off at the next stop.*).
- Read out the NOTE and explain it. Point out that when we want to express obligation in the past we use *had to*, **not** *must*.
- Refer Ss to the Grammar Reference.

C

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

KEY

- | | |
|------------|-------------------|
| 1. must | 4. don't have to |
| 2. mustn't | 5. have to, can't |
| 3. have | 6. had to |

4. Speak S2.5 

- Draw Ss' attention to the means of transport and the ideas in the box. Make sure they haven't got any unknown words.
- Draw Ss' attention to the speech bubble.
- Allocate roles.
- Demonstrate the activity with the help of a group of three Ss.
- Have a group of four Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in groups and go round the class helping them when necessary.
- Choose several groups to play a round of the game in front of the class.

KEY

suggested answer

You don't have to have a licence.
You don't have to buy a ticket.
You must go on the pavement.
It's the skateboard.

5. Write W1.6 

- Draw Ss' attention to the rubric and have Ss underline the phrase *rules for safe cycling in the city*.
- Make sure they understand what they have to write about and tell them to write at least 3 rules. Explain that they can use the ideas in the speaking activity. Encourage them to think of their own ideas. This will challenge **higher-performing Ss**.
- Allow Ss some time to write the rules and go round the class providing support when necessary.
- Choose several Ss to read out their rules in class.
- You can have Ss choose the most important rules and make a poster for their class.



6

Pete There's no time. Let's just go home.

Ron Hey... isn't that your uncle Jim?

Uncle Jim Hi, guys! What are you up to?

Pete Not much.

Uncle Jim I'm going to the cinema. Do you want to come?

Pete and Ron Sure!



7

We made it! Now we can relax and enjoy the comedy.

C Read again and answer the questions.

1. How much time do the boys have before the film starts?
2. Where **mustn't** they skateboard?
3. Why **can't** Ron continue on his skateboard?
4. Do the boys continue on foot?
5. Why do the boys get off the tram?
6. How do the boys get to the cinema in the end?



Over to you...

Discuss.

- Do you think it is important to be on time? Why / Why not?
- Are you usually late or on time?
- Do you always follow safety rules when you are outside? Why / Why not?

3. Grammar

must – have to

A Read the sentences below. Then match the sentences 1-3 with a-c.

1. The library closes at 9.00 pm. We **must / have to** leave now.
2. You **don't have to** take the underground. I can drive you there.
3. You **mustn't / can't** enter the museum without a ticket.

- a. It isn't necessary.
- b. It isn't allowed.
- c. It's necessary.

B Read the examples again and match the words in blue with what they express.

1. **must / have to**
2. **don't have to**
3. **mustn't / can't**

- a. prohibition in the present/future
- b. absence of obligation in the present/future
- c. obligation in the present/future

NOTE The past tense of **must / have to** is **had to**.

C Circle the correct options.

1. We **must / have** all wear seat belts in the car.
2. You **don't have to / mustn't** ride your bike in the park. Look at the sign!
3. Your room is very messy. You **have / must** to tidy it.
4. We **don't have to / mustn't** take the bus. My dad can drive us to the shopping centre.
5. You **have to / had to** buy a ticket for the ride. You **don't have to / can't** get on without one.
6. Ali **has to / had to** study yesterday, so he didn't come to the park.

4. Speak

GUESSING GAME

Talk in groups of four. One student chooses one of the means of transport below and says three things you **must**, **have to**, **mustn't** or **don't have to** do when you use this means of transport. The other three students guess the means of transport. Use some of the ideas in the box.

- wear a seat belt
- wear a helmet
- buy a ticket
- have a licence
- use your mobile
- stop at red traffic lights
- go on the pavement

bike plane underground

skateboard bus tram

*You don't have to wear a helmet.
You must buy a ticket.
You...*

5. Write

Use the ideas you discussed above to write a list of rules for safe cycling in the city. Use **must**, **have to**, **mustn't** and **don't have to**.

3b

peaceful
popular
clean
ugly
noisy
dangerous
crowded
expensive

1. Vocabulary

🔊 Complete the sentences with the **adjectives** in the box. Then listen and check your answers.

- When lots of people like something, it's
- When something isn't safe, it's
- When there are lots of people in a place, it's
- When something is quiet and calm, it's
- When something isn't cheap, it's
- When something isn't dirty, it's
- When a place isn't quiet, it's
- When something isn't beautiful, it's

2. Read

A Would you like to visit Paris? Which other city in the world would you like to visit and why?

B 🗣️ 🔊 Look at the pictures and read the title of the text. What is the magazine article about?

TIP!

Before you read, try to predict what the text is about with the help of the title and the pictures.

From Paris to Paris



My name's Brenda and I live in Paris. Last week, I went on a trip to Paris. How can that be? Well... I live in Paris, Texas in the USA, but I visited Paris, the capital of France!

Paris, France is more famous than Paris, Texas, so there are more tourists there than in my hometown. I visited the Eiffel Tower, of course, but... did you know that there's an Eiffel Tower in my town, too? The Eiffel Tower in France is taller and more impressive than the Eiffel Tower in Texas. In my town, it's only 20 metres tall, but the tower in France is 300 metres tall – that's as tall as an 81-storey building! However, the Eiffel Tower in my town is funnier because it's got a red cowboy hat on top!

During my trip, I saw a lot of other popular sights. The museums in Paris, France are more interesting than the museums in my hometown. I spent five hours in the Louvre! I didn't want to leave beautiful Paris, but I'm glad to be back home. My Paris isn't as noisy as Paris, France!

C 🧠 Read again and answer the questions.

- Where did Brenda travel to?
- Compare the Eiffel Tower in Texas with the Eiffel Tower in France.
- What is the same size as a building with eighty-one floors?
- Why does Brenda find the Eiffel Tower in Texas funnier?
- Which city has better museums?
- How long was Brenda in the Louvre?
- Which city is more peaceful?

D 🗣️ Read again and circle **a, b, c** or **d**.

- What is Brenda's opinion about Paris, USA?
 - She doesn't like it at all.
 - She thinks it's too noisy.
 - She thinks it's impressive.
 - She likes it because it isn't very noisy.
- What is Brenda's opinion about Paris, France?
 - She didn't like it at all.
 - She thinks it's beautiful but noisy.
 - She thinks that there weren't many tourists.
 - She didn't find the museums there interesting.

E 🗣️ What does Brenda mean when she says 'I didn't want to leave beautiful Paris, but I'm glad to be back home.'?

- She wants to visit Paris, France again.
- She didn't want to go back to Paris, USA.
- She did not like Paris, France, and doesn't want to visit it again.
- She liked Paris, France, but she is happy she lives in Paris, USA.



Over to you...

Discuss.

Do you know of any other places in the world with the same name?

LEARNING STANDARDS**SB:** R1.1, R2.1, R2.2, L2.1, L2.4, S1.2, W1.2**FUNCTIONS**

Making comparisons

Comparing life in a city with life in the country

STRUCTURES

Comparative forms

as + adjective + as

VOCABULARY

balcony calm capital (city) cheap clean (adj.)
 close (adj.) comfortable crowded dirty
 expensive find sth (+ adj.) glad hometown
 impressive modern noisy peaceful safe
 sight size tourist tower ugly

1. Vocabulary

- Draw Ss' attention to the box with the adjectives and ask them if they know any of these adjectives. Elicit answers.
- Explain to Ss that they will have to use these adjectives to complete the sentences 1-8 and then check their answers.
- Have Ss read through the sentences.
- Help Ss deduce the meaning of any unknown words by having them underline key words in the sentences.
- Draw their attention to the sixth sentence and ask them to underline the word *dirty*. Ask Ss to choose its opposite from the adjectives in the box (*clean*).
- Have **higher-performing Ss** work with **lower-performing Ss** and follow the same procedure for the rest of the adjectives. Explain to them that they should always start with the ones they are sure about and then move on to the most difficult ones.
- Encourage them to do the activity even if they don't know all of these adjectives.
- Have Ss do the activity.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY 1. popular 2. dangerous 3. crowded
 4. peaceful 5. expensive 6. clean 7. noisy 8. ugly

- Ask Ss to tell you which of these adjectives have a positive and which ones have a negative meaning (**positive**: *peaceful, popular, clean* / **negative**: *ugly, noisy, dangerous, crowded, expensive*)

2. Read**A**

- Draw Ss' attention to the questions in the rubric, and initiate a short discussion with them.

B R1.1

- Draw Ss' attention to the pictures of the text and ask them to tell what they can see (*the Eiffel Tower with a cowboy hat on top, the route from Paris, France to Paris, Texas*).
- Ask Ss to look at the title of the text and tell you what they know about *Paris* in France. You can draw a mind map with the word *Paris* in the centre and have Ss come up with as many words/sights as possible. Elicit answers.
- Draw Ss' attention to the cowboy hat again and the title and ask them to guess why there is a cowboy hat on the top of the Eiffel Tower and what they think the article is about (*it's about a girl living in Paris, Texas in the USA and travelling to Paris, the capital of France*). Elicit answers but do not correct Ss at this stage.
- You can also print two pictures, one of the Eiffel Tower in France and another one of the Eiffel Tower in Texas, and show them to Ss. Ask them to tell you if they think they are the same or not. Do not correct Ss at this stage.
- Draw Ss' attention to the TIP and explain it.

KEY *suggested answer*

The magazine article is about a girl, Brenda, living in Paris, Texas in the USA and travelling to Paris, the capital of France.

- Have Ss follow in their books and underline any unknown words at the same time.
- Ask Ss some comprehension questions:

*Where does Brenda live? in Paris, Texas in the USA
 Is Paris, Texas more famous than Paris, France? No, it isn't.
 Is there an Eiffel Tower in Paris, Texas? Yes, there is.
 Is it taller than the Eiffel Tower in Paris, France? No, it isn't.
 What did she do during her trip to Paris, France? She saw a lot of popular sights and visited museums.
 Did Brenda enjoy her visit to Paris, France? Yes, she did.
 Why is she happy to get back home? Because Paris, France is noisier than Paris, Texas.*

C R2.1

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

KEY

1. to Paris, in France
2. The Eiffel Tower in France is taller and more impressive than the Eiffel Tower in Texas. The Eiffel Tower in Texas is 20 metres tall and the Eiffel Tower in Paris is 300 metres tall. The Eiffel Tower in Texas is funnier than the Eiffel Tower in Paris.
3. the Eiffel Tower in France
4. Because it's got a red cowboy hat on top.
5. Paris, France
6. five hours
7. Paris, Texas

D R2.2

- Draw Ss' attention to the activity.
- Explain to them that they have to read the text again in order to find out what the writer's overall opinion is about the two places mentioned in the text.
- Point out to Ss that they have to read carefully the questions as well as the four options given for each question before choosing an option.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to justify their answers.

KEY 1. d 2. b

- Explain any unknown words in the text.

E R2.2

- Draw Ss' attention to the activity.
- Explain to them that they have to refer to the text and find the part where the sentence in the quotation marks can be found.
- Point out to Ss that they have to read carefully the four options given before choosing an option.
- Explain to Ss that they have to choose the sentence that best describes what the writer implies by saying the sentence in the quotation marks.
- Have Ss do the activity.
- Check the answers with the class.

KEY d

Background information

The Louvre museum is the national museum and art gallery in France. It used to be a royal residence and in 1793 it opened as a museum.

The Eiffel Tower was built by Gustave Eiffel in 1889. It is considered to be a technological masterpiece and it was the tallest building in the world until 1930.

Over to you

- Ask Ss the question in the box.
- Explain to Ss that there are many cities with the same name in different countries.

- You can have Ss work in groups and search the Internet to find places in the world with the same name.
- Elicit answers and initiate a short discussion about these places.

KEY *suggested answers*

London, England - London, Ontario (Canada)
 Venice, Italy - Venice, Louisiana (USA)
 Athens, Greece - Athens, Ohio (USA)
 Moscow, Russia - Moscow, Kansas (USA)

3. Grammar

A

- Ask Ss to read through the examples in the box and draw their attention to the words in blue.
- Ask Ss to tell you what the words in blue in each sentence are.
- Elicit the answer that in the first sentence *cheaper* is the comparative form of the adjective *cheap* while in the second sentence *more interesting* is the comparative form of the adjective *interesting*.
- Ask Ss to tell you if they remember when we use the comparative form. Elicit the answer that we use it to compare two people or two items.
- Explain to Ss that they have to read through the examples again and match sentences 1-2 with the phrases a-b.
- Have Ss do the activity.
- Check the answers with the class. **KEY** a. 2 b. 1
- Ask Ss to tell you how we form the comparative form of adjectives.
- Elicit the answer that we form the comparative by adding *-er* to the end of one-syllable adjectives (short adjectives) and some two-syllable adjectives. We use *more* with adjectives with two or more syllables (long adjectives).

B

- Draw Ss' attention to the question in the rubric.
- Explain to them that they have to read through the sentences in activity A again and complete the rule.
- Have Ss do the activity.
- Check the answers with the class. **KEY** than
- Point out to Ss that we also use *than* after the comparative form of adjectives.
- Give an example using objects in the classroom, e.g. *The red bag is bigger than the blue bag.* Encourage Ss to form their own examples.

C

- Draw Ss' attention to the table and have them complete it.
- Check the answers with the class.

KEY **POSITIVE:** comfortable, hot

COMPARATIVE: quieter (than), closer (than), more beautiful (than), busier (than)

- Draw Ss' attention to the NOTE. Explain to them that we use the structure **(not) as + adjective + as** as another form of comparison between two people or things. Explain that the adjective between *as ... as* is in the positive form.
- Give an example using Ss in the classroom and write it on the board, e.g. *Ahmed is as tall as Omar.*
- Ask Ss to underline all the examples of the *Comparative forms* and *as + adjective + as* in the text. (*Paris, France is more famous than Paris, Texas ...*, *The Eiffel Tower in France is taller and more impressive than the Eiffel Tower in Texas.*, *... as tall as an 81-storey building!*, *... the Eiffel Tower in my town is funnier ...*, *The museums in Paris, France are more interesting than the museums ...*, *My Paris isn't as noisy as Paris, France!*)
- Refer Ss to the Grammar Reference.

D

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

KEY 1. tastier 2. peaceful 3. bigger
 4. beautiful 5. better 6. farther/further

4. Listen

A L2.1

- Ask Ss to read through the sentences 1-4. Make sure they understand everything.
- Tell Ss to underline key words in the sentences. For example, in the first sentence, tell them to underline the words *Laura, old house, balcony*. Have them follow the same procedure for the rest of the sentences.
- Go round the class helping them when necessary. You can also ask them to guess which sentences are true and which are false.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Check the answers with the class.

KEY 1. T 2. T 3. F 4. F

OPTIONAL ACTIVITY

Ask Ss to correct the false sentences of the listening activity. This will challenge **higher-performing Ss**.

B L2.1

- Draw Ss' attention to the activity.
- Explain to them that they have to read the sentences with the missing information carefully, as well as the three options given for each sentence.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Check the answers with the class.

KEY 1. b 2. c 3. c

C L2.4

- Draw Ss' attention to the activity.
- Explain to them that they have to listen to the questions related to the listening activity and answer them.
- Play the recording again before having Ss answer the questions, if necessary.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to justify their answers.

KEY

1. She likes it more than her old house because it's bigger and it's got a beautiful garden.
2. She thinks it's great because it's more peaceful than her old neighbourhood. She also thinks that her new neighbourhood is safer than her old one.

5. Speak & Write

A S1.2

- Ask Ss to look at the two pictures and read through the adjectives in the box.
- Have Ss form pairs of opposites with the words in the box in order to make sure they haven't got any unknown words.
- Ask Ss to read through the speech bubble.
- Choose a student and demonstrate a way to begin the discussion by acting out the exchange in the speech bubble.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to discuss life in a city and life in the country in small groups and go round the class helping them when necessary.
- Choose several groups to act out their discussion.

KEY *suggested answer*

A: Life in the city is more interesting than life in the country.

B: Yes, but life in the country is cheaper.

B W1.2

- Allow Ss some time to write their paragraphs and go round the class providing support when necessary.
- Choose several Ss to read out their paragraphs.

3. Grammar Comparative forms

A Read the examples below. Match the sentences 1-2 with the phrases a-b.

- The blue T-shirt is **cheap**, but the red T-shirt is **cheaper than** the blue T-shirt.
- The old museum is **interesting**, but I think that the new museum is **more interesting than** the old museum.

- a.** Adjectives with three or more syllables (long adjectives) take **more**.
- b.** One-syllable (short adjectives) and most two-syllable adjectives take **-er**.

B Which word follows the comparative form of the adjectives in the sentences above? Complete the rule below.

We use to show the second person or thing in a comparison.

C Complete the table with the correct form of the adjectives.

POSITIVE	COMPARATIVE
quiet	
	more comfortable (than)
close	
	hotter (than)
beautiful	
busy	
good	better (than)
bad	worse (than)
far	farther / further (than)
much / many	more (than)

NOTE

as + adjective + as
 My new neighbourhood is **as quiet as** my old neighbourhood.
 Our old sofa isn't **as comfortable as** our new sofa.

D Complete the sentences with the correct form of the adjectives in brackets.

- I think popcorn is (tasty) than crisps.
- My new neighbourhood isn't as (peaceful) as my old neighbourhood.
- The Pacific Ocean is (big) than the Atlantic Ocean.
- Our garden is as (beautiful) as our neighbour's garden.
- Ahmed is (good) at science than Saleh.
- My house is (far) from school than Fatima's house.

4. Listen

A Listen to Laura talking to her cousin about her new house and write **T** for True or **F** for False. Then check your answers with a partner.

- Laura's old house had a balcony.
- Her new bedroom has got a beautiful view of the garden.
- Her new house is next to a park.
- She has to take the bus to get to school now.

B Listen again and choose the correct answer **a**, **b** or **c**. Then check your answers with a partner.

- Laura's new house is her old house.
 - as big as
 - bigger than
 - smaller than
- Laura's bedroom is Charlie's.
 - as big as
 - bigger than
 - smaller than
- Laura's new neighbourhood is her old neighbourhood.
 - as noisy as
 - more noisy than
 - more peaceful than

C Listen to the questions and answer.

- What does Laura think about her new house?
- Why does Laura like her new neighbourhood? What does she think about it?

5. Speak & Write

A Talk in small groups. Look at the two pictures below. Talk about life in the city and in the country and compare the two places. Use the adjectives in the box.



- boring interesting busy crowded
 ugly beautiful exciting clean dirty
 modern noisy peaceful quiet
 expensive cheap safe dangerous

Life in the country is more peaceful than life in the city.

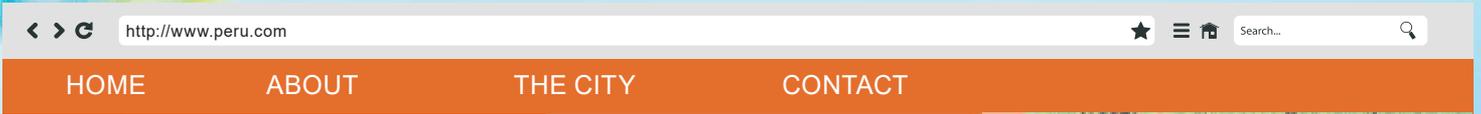
Yes, but life in the city is more exciting.

B Use the ideas above to write a paragraph about the place where you live.

1. Read

A Would you like to visit Peru? Why / Why not? Which other countries in South America would you like to visit?

B  Read and answer. What do you know about Peru?



PERU

Peru is the third-largest country in South America. People there speak three languages: Spanish, Quechua and Aymara.



1 THE DESERT

Along the west coast of Peru, there is a desert. It's only 2,500 km long, but over half of the country's 32.1 million people live there. The population of the capital city, Lima, is almost 10 million. Visitors to this city can see ancient ruins and try popular Peruvian food.

2 THE ANDES

The Andes run for 8,851 km down South America and are the longest mountain range in the world. You can find some of the highest mountains in the Andes. In Peru, the highest peak, Mt Huascarán, is 6,768 m high.



3 THE PERU CURRENT

In the Pacific Ocean, off the coast of Peru, there is a very cold current of water called the Peru Current or the Humboldt Current. It has lots of fish, and other wildlife feed on them. The Humboldt penguin got its name from the current because it lives on the coast near this cold current of water.



What food is Peru most famous for? Potatoes! You can find nearly 4,000 different types of potatoes, and it's possible that the Peruvians were the first people to ever grow them.

4 THE AMAZON

The Amazon Rainforest covers more than half of the country, and lots of different plants and animals live there. The Peruvian Amazon Rainforest has the largest number of different bird species in the world. Part of the Amazon River is in Peru, but the longest river in the country is the Ucayali River.



5 MACHU PICCHU

Between the Andes and the Amazon Rainforest are the ruins of Machu Picchu. The Incas built this city in the 15th century. Today it is one of the most popular tourist attractions in the world.



C  Read again and complete the fact file below.

PERU

Fact file

CONTINENT

POPULATION

CAPITAL

LONGEST RIVER

HIGHEST MOUNTAIN

CLOSEST OCEAN

MAIN TOURIST ATTRACTION

Over to you...

Discuss.

- Which of the geographical features (deserts, rivers, mountains, etc.) found in Peru can you find in your country?
- Are there any special animals or plants found in your country? Can you name them?

LEARNING STANDARDS

SB: R1.1, R2.1, S1.1
WB: L2.1

FUNCTIONS

Making comparisons
Talking about important features of a country

STRUCTURES

Superlative forms

VOCABULARY

ancient attraction come from continent cover fact (file) flag half high important large main nearly official language penguin plant (n.) population possible probably ruins species visitor
Geographical features
coast desert mountain range rainforest

1. Read

A

- Draw Ss' attention to the questions in the rubric and initiate a short discussion with them.

B R1.1

- Draw Ss' attention to the title and the pictures of the lesson.
- Draw a mind map and write the word Peru in the centre. Ask Ss to look at the pictures and come up with as many words as possible.
- Have Ss read the headings of the five paragraphs and ask them if they are familiar with any of these places.
- Encourage Ss to look at the pictures next to the paragraphs and try to guess information about these places (e.g. *The Peru current: penguins live near this current*). Have them work in pairs and make a list with as much information as they can extract about these places from the pictures.
- Have Ss read the text and check their predictions.

Background information

Ceviche is a seafood dish made from fresh fish. A really interesting fact about this dish is that the fish is marinated in citrus juices such as lemon or lime and not cooked in the oven. Each Latin American country adds its own garnish, such as cold sweet potatoes or slices of onions.
The Humboldt penguin lives along the coast of Peru and Chile. During the hot months, the Humboldt penguin has featherless, pink spots around its eyes, helping it to expel body heat.
The Incas, an indigenous South American people, were originally a small tribe in the southern highlands in Peru. They managed to expand and build one of the greatest empires in the world.

- Have Ss read the text again and tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Is Peru the largest country in South America? No, it isn't. It's the third-largest country in South America. (Brazil is the largest country in South America.)
How many languages do people in Peru speak? three: Spanish, Quechua and Aymara
How long is the desert on the west coast? 2,500 km
What is the longest mountain range in the world? the Andes
Where did the Humboldt penguin get its name from? the Humboldt Current (The Peru Current)
What is the most important forest in Peru? the Amazon Rainforest
Where is Machu Picchu? between the Andes and the Amazon Rainforest
When did the Incas build it? in the 15th century
How many different types of potatoes can you find in Peru? 4,000

C R2.1

- Draw Ss' attention to the fact file. Remind Ss what a fact file is (a *collection of information about a specific subject*). Explain to Ss that a fact file is a useful tool for them to organise their notes and note down the most important information about a subject they are interested in.
- Read out the headings in the fact file and make sure Ss know what kind of information they are looking for.
- Draw Ss' attention to the TIP and explain it. Help Ss by telling them to look for the same or similar words to the headings they have (e.g. *Capital: the capital city Lima*).
- Point out that they have to pay attention to the introduction as well in order to find the necessary information.
- Have Ss read the text again and complete the fact file.
- Check the answers with the class.

KEY

CONTINENT	South America
POPULATION	32.1 million
CAPITAL	Lima
LONGEST RIVER	the Ucayali River
HIGHEST MOUNTAIN	Mt Huascarán
CLOSEST OCEAN	Pacific Ocean
MAIN TOURIST ATTRACTION	Machu Picchu

D R2.1

- Have Ss do the activity.
- Alternatively, to challenge **higher-performing Ss** you may change the activity from multiple choice to open-ended questions (e.g. *How many people live in Lima?*). Write questions 1-4 on the board (without the options) and ask Ss to cover Activity D in their books, read the text and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

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

- Explain any unknown words in the text.

Over to you S1.1

- Ask Ss the questions in the box and initiate a short discussion.

KEY *suggested answer*

Which of the geographical features (deserts, rivers, mountains, etc.) found in Peru can you find in your country?
In my country, you can find a desert as well. It isn't as big as the desert in Peru, but people can visit it and do sports like sandboarding.

Are there any special animals or plants found in your country? Can you name them?
In my country, you can find camels. Camels are special animals because they can live without water for a long period of time. You can also find date palm trees, which produce delicious dates.

2. Grammar

A

- Ask Ss to read through the examples in the box and draw their attention to the words in blue.
- Ask Ss to tell you what they notice about the adjectives in blue.
- Elicit the answer that in the first sentence *highest* is the superlative form of the adjective *high* while in the second sentence *most exciting* is the superlative form of the adjective *exciting*.
- Explain to Ss that they have to read through the examples again and match sentences 1-2 with the phrases a-b.
- Have Ss do the activity.
- Check the answers with the class.

KEY a. 2 b. 1

- Ask Ss to tell you how we form the superlative form.
- Elicit the answer that we form the superlative form by adding *-est* to one-syllable adjectives (short adjectives) and some two-syllable adjectives while we use *most + the positive form of the adjectives* with some two-syllable adjectives and all adjectives with three or more syllables (long adjectives).

B

- Draw Ss' attention to the question in the rubric.
- Explain to them that they have to read through the sentences in activity A again and complete the rule.
- Have Ss do the activity.
- Check the answers with the class.

KEY the

- Point out to Ss that the definite article *the* comes before adjectives in the superlative form.

C

- Draw Ss' attention to the activity.
- Explain to them that they have to read through the sentences in activity A again and match the prepositions 1-2 with a-b.
- Have Ss do the activity.
- Check the answers with the class.

KEY a. 2 b. 1

- Point out to Ss that the adjectives in the superlative form are usually followed either by the preposition *in + place / group of people* or *of + all*.

D

- Draw Ss' attention to the table and have them complete it.
- Check the answers with the class.

KEY

POSITIVE: big, far

COMPARATIVE: nicer (than), more important (than), funnier (than), more beautiful (than), worse (than), more (than)

SUPERLATIVE: the newest, the biggest, the funniest, the most beautiful

- Remind Ss of the spelling irregularities when we form both the comparative and superlative forms.
- Explain to Ss that some adjectives have irregular forms and point out *good, bad, far, many/much*.
- Write the following adjectives from the text on the board: *largest, longest, highest* and *most popular*. Have Ss find sentences in the text containing these adjectives and underline them (*Peru is the third-largest country in South America. / The Andes run for 8,851 km down South America and are the longest mountain range in the world. / You can find some of the highest mountains in the Andes. / In Peru, the highest peak, Mt Huascarán, is 6,768 m high. / The Peruvian Amazon Rainforest has the largest number of different bird species in the world. / ... the longest river in the country is the Ucayali River. / ... it is one of the most popular tourist attractions in the world.*).
- Have Ss work in pairs.
- Ask Ss to form the positive and the comparative form of these adjectives. This will challenge **higher-performing Ss**.
- Refer Ss to the Grammar Reference.

E

- Have Ss do the activity.
- Tell Ss to underline key words in each sentence (*than, the, as...as*). This will help **lower-performing Ss** do the activity.
- Check the answers with the class.

KEY

- | | |
|------------------------------|----------------|
| 1. more modern | 3. hotter, hot |
| 2. dangerous, most dangerous | 4. good, best |

3. Pronunciation

A

- Play the recording and tell Ss to listen and identify the difference in pronunciation between the highlighted sounds in the words *south* and *weather*.
- Have Ss repeat what they hear.
- Elicit the answer that *south* has a /θ/ sound while *weather* has a /ð/ sound. If necessary, play the recording again.

B

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

KEY

/θ/: earth, thousand, month, third

/ð/: than, together, another

4. Speak S1.1

- Refer Ss to the *Speaking Activities* section on pages 62-63 (*Student A and Student B are on different pages*) and allocate roles.
- Explain to Ss that each one of them has important information their partner needs in order to complete the fact file.
- Ask Ss to read carefully their fact file and answer their partner's questions.
- As soon as they have completed the information in their fact files, have them present it to their partner and check each other's answers.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue.

5. Research, Write & Present

A

- Ask Ss to think of a country they would like to write about.
- Refer Ss to the fact file about Peru and explain that they are going to make a similar one about the country they have chosen.
- Tell them that they can add extra information in their fact file or even find a fun fact about this. This will challenge **higher-performing Ss**.
- Allow Ss some time to search the Internet to find the information. Have Ss do this activity in class and go round the class providing support when necessary.

B

- Have Ss find a map, the flag and some pictures of the country they have chosen.
- Ask Ss to make a poster and write a few sentences about it using the information they included in their fact files.
- Refer Ss to the *Project skills* section at the back of the Student's book.
- Allow Ss some time to do the activity and go round the class providing support when necessary.

C

- Have Ss present their posters in class.

D Read again and choose the correct answer **a, b, c** or **d**.

- About million people live in Lima.
a. 10 b. 32.1 c. 2,500 d. 4,000
- The Andes are km long.
a. 2,500 b. 4,000 c. 6,768 d. 8,851
- The longest river in Peru is the River.
a. Andes b. Ucayali c. Amazon d. Huascarán
- The Incas built the city of in the 15th century.
a. Lima b. Andes c. Humboldt d. Machu Picchu

TIP!

Decide in which part of the text you can find the information you need.

2. Grammar Superlative form

A Read the examples below. Match the sentences 1-2 with the phrases a-b.

- Mt Everest is **the highest** mountain **in the world**.
- I think that the Amazon rainforest is **the most exciting** rainforest **of all**.

- a.** Adjectives with three or more syllables (long adjectives) take **most**.
- b.** One-syllable (short adjectives) and most two-syllable adjectives take **-est**.

B Which word comes before the superlative form of the adjectives in the examples above? Complete the rule below.

We use before a superlative adjective when it is followed by a noun.

C Read the examples above again, and match the prepositions 1-2 with a-b.

- in**
- of**

- a.** all
- b.** the class / the country / the world

D Complete the table with the correct form of the adjectives.

POSITIVE	COMPARATIVE	SUPERLATIVE
new	newer (than)	
nice		the nicest
	bigger (than)	
important		the most important
funny		
beautiful		
good	better (than)	the best
bad		the worst
	farther/further (than)	the farthest/furthest
much / many		the most

E Complete the sentences with the correct form of the adjectives in brackets.

- The houses near the beach are (modern) than the houses on the mountain.
- A:** I don't think rock climbing is as (dangerous) as skiing.
B: Well, I think rock climbing is the (dangerous) sport of all.
- In my country, July is (hot) than June, but it isn't as (hot) as August.
- The spaghetti wasn't as (good) as the steak. I think the steak is the (good) dish on the menu.

3. Pronunciation

A Listen and repeat. What's the difference between **a** and **b**?

- a.** south **b.** weather

B Listen and tick (✓) the sound you hear.

	south /θ/	weather /ð/
than	<input type="checkbox"/>	<input type="checkbox"/>
earth	<input type="checkbox"/>	<input type="checkbox"/>
thousand	<input type="checkbox"/>	<input type="checkbox"/>
month	<input type="checkbox"/>	<input type="checkbox"/>
together	<input type="checkbox"/>	<input type="checkbox"/>
third	<input type="checkbox"/>	<input type="checkbox"/>
another	<input type="checkbox"/>	<input type="checkbox"/>

4. Speak

INFORMATION GAP ACTIVITY

Go to the Speaking Activities section on pages 62-63.

5. Research, Write & Present

- A** Choose a country and find information about it to create a fact file similar to the one about Peru. You can add extra information to your fact file (e.g. official language, important cities).
- B** Make a poster. Write a few sentences about the country you chose, using the information in your fact file. Find pictures, a map and the flag of the country, too.
- C** Present your poster to the class.

3d

1. Vocabulary

A Listen and repeat.

Go straight on



pedestrian crossing



stop



tunnel



bicycle parking area



no parking

B Complete the sentences with the names of the places. Then listen and check your answers.



hairdresser's



newsagent's



florist's



travel agent's



car park



chemist's



farmer's market



post office

- You can buy fruit and vegetables at the
- You can get a haircut at the
- You can post a letter or buy stamps at the
- You can buy magazines and newspapers at the
- You can get medicine at the
- You can buy flowers at the
- You can park your car at the
- You can book a holiday at the

2. Listen (1)

Listen to two short dialogues and choose the correct picture **a** or **b**. Then check your answers with a partner.

TIP!

Before you listen, look at the pictures carefully.

1. Where are the girls?



a



b

2. What does the man have to do at the traffic lights?



a



b



Over to you...

Discuss.

- Are you good at giving instructions?
- Are you good at following instructions?

3. Grammar

Prepositions of place

A Look at the pictures and complete with the prepositions in the box.

next to behind between



Prepositions of movement

B Look at the pictures and complete with the prepositions in the box.

past out of down through



LEARNING STANDARDS**SB:** L2.1, L2.3, S1.1**FUNCTIONS**

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

STRUCTURES

Prepositions of place
 Prepositions of movement

VOCABULARY

bicycle parking area book (v.) get a haircut
 magazine medicine newspaper no parking
 park (v.) pedestrian crossing post a letter stamp
 stop sign tunnel

Places in a town/city

car park chemist's farmer's market florist's
 hairdresser's newsagent's petrol station
 post office travel agent's

Directions

Go past... Go straight on.
 Go up/down... Street/Road. How do I get to...?
 It's next to / opposite / between...
 It's on your left/right. Turn left/right at the...
 Turn left/right into... Street/Road. Walk towards...

1. Vocabulary**A**

- Ask Ss to look at the pictures and read through the captions.
- Draw Ss' attention to the first picture and help Ss understand the meaning of the directions by relating them to the direction of the arrows.
- Write the words *right* and *left* on the board and help Ss understand their meaning.

Fun Fact

An easy way to remember the word *left* is the following:

Use your left hand and have your fingers together and the thumb extended. Use a pen to trace along the inside edge of your hand. The *Left hand* has the capital letter 'L'.

OPTIONAL ACTIVITY

- Have Ss follow the same procedure as the one in the box with the Fun Fact and draw the letter 'L' using their left hand.
- Help Ss understand better by pointing to the corresponding direction and then give them the opportunity to practise *Turn left* and *Turn right* in class. Ask Ss to turn left or right, and make sure they pay attention to your directions by repeating each instruction twice (*turn left, turn left or turn right, turn right*).
- Ask Ss to tell you if there is a pedestrian crossing in their neighbourhood and make sure they understand what it is (*a marked place in a road where traffic must stop to allow people to walk across*).
- Ask Ss what drivers must do when they see a stop sign. (*They must stop and check the road is free of other vehicles before they continue.*)
- Ask Ss what drivers must do when they drive through a tunnel. (*They must turn on their car lights.*)
- Ask Ss if there is a bicycle parking area in their neighbourhood. Also, ask them to tell you what the *no parking* sign means. (*Parking is not allowed there.*)
- Play the recording and pause so that Ss can repeat what they hear.

B

- Draw Ss' attention to the pictures and the sentences 1-8.

- Before Ss do the activity, ask them to underline key words in the sentences. This will help **lower-performing Ss** find the correct picture for each sentence (1. *fruit, vegetables* / 2. *haircut* / 3. *letter, stamps* / 4. *magazines, newspaper* / 5. *medicine* / 6. *flowers* / 7. *car* / 8. *holiday*).
- Have Ss do the activity.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY

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

Language Plus

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

2. Listen (1) L2.1

- Draw Ss' attention to the TIP and have them look at the pictures carefully.
- Have Ss work in pairs and write at least one key word for each picture. This will help **lower-performing Ss**. [*1. a) hairdresser's b) bus stop, 2. a) left b) right*].
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class and ask Ss to justify their answers.

KEY 1. b 2. a**Over to you S1.1**

- Ask Ss the questions in the box and initiate a short discussion.

KEY *suggested answers***Are you good at giving instructions?**

Yes, I am very good at giving instructions, and I really like helping others. / No, I'm not good at it because I cannot remember details.

Are you good at following instructions?

Yes, I am. I am very good at following instructions and reading maps, and I can find my way easily. / No, I'm not, and this is why I usually get lost whenever I want to visit a place.

3. Grammar**A****Prepositions of place**

- Draw Ss' attention to the position of the balls in relation to the boxes.
- Explain to them that they have to look at the pictures and complete the missing prepositions with the ones in the box.
- Have Ss do the activity.
- Check the answers with the class.

KEY 2. behind 4. between 5. next to

- Give examples using objects in the classroom and prepositions of place, e.g. *The chair is behind the desk / The pencil is next to the book*, etc. Elicit a few more examples from Ss.

- To give Ss further practice, ask them to use a pencil and put it under their desk, in front of their desk and behind their desk, etc.

B

Prepositions of movement

- Draw Ss' attention to the motion of the ball in the pictures.
- Explain to them that they have to look at the pictures and complete the missing prepositions with the ones in the box.
- Have Ss do the activity.
- Check the answers with the class.

KEY

2. down
4. out of
5. through
7. past

- Explain to them that prepositions of movement are used in combination with verbs denoting motion, such as *walk, go, run, get*, etc. Give Ss an example, e.g. (*He walked into the classroom.*) Elicit a few more examples from Ss.
- Refer Ss to the Grammar Reference.

OPTIONAL ACTIVITY

- Mime the following actions and form sentences without revealing the preposition of movement. Have Ss tell you the correct preposition of movement.
- Ask Ss to close their books. This will challenge **higher-performing Ss**. Allow Ss to look at their books if they don't remember the prepositions to help **lower-performing Ss**.

I'm walking Abdullah. (*towards*)

I'm putting my book my bag. (*into*)

I'm walking the door. (*through*)

C

- Draw Ss' attention to the map and make sure Ss know how to read a map.
- Ask Ss to tell you where the museum, the post office and the supermarket are.
- If possible give them a starting point and ask them to give directions to go to these places. This will challenge **higher-performing Ss**.
- Ask them to read the prepositions in the box and tell you which prepositions are used to denote movement (*past, down*) and which to denote a place (*between*).
- Have Ss read the dialogue and remind them that prepositions of movement are used with verbs denoting motion. Ask them to underline these verbs (*1. Go 2. go*) and do the activity.
- You can get Ss to draw the route to the florist's.
- Play the recording and check the answers with the class.

KEY 1. down 2. past 3. between

D

- Have Ss look at the map and do the activity.
- Check the answers with the class.

KEY

1. next to, into, towards
2. to, up, past, opposite

4. Listen (2) L2.1, L2.3

- Draw Ss' attention to the map and point out where the people are.
- Tell Ss that if they find it difficult to listen and draw the route at the same time, they can take notes of the key words they hear and then draw the route.
- Play the recording and have Ss draw the route.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answer with the class.

KEY



5. Speak S1.1

- Ask Ss to read through the phrases in the box.
- Draw Ss' attention to the speech bubble and check their understanding.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue.

KEY

suggested answer

B: So, how do I get from the train station to your house?

A: Well, go down Park Road and turn right at the traffic lights.

B: OK. Into Victoria Road, right?

A: Yes. Then go past the museum and turn left at the travel agent's.

B: OK. Is this North Street?

A: Yes, it is. Go straight on. My house is next to the newsagent's.

B: I found it!

OPTIONAL ACTIVITY

- Have Ss work in pairs and play *Where am I?*
- Ask Ss to look at the map and choose a place, without revealing it to their partner.
- Student A gives directions to Student B, and Student B has to follow the directions in order to find where Student A is.
- Then Ss swap roles and follow the same procedure.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.



START HERE 

C  Look at the map above and complete the directions below with the prepositions in the box. Then listen to the second dialogue in 2. Listen (1) again and check your answers.

past between down

A: Hello. Is there a florist's near here?

B: Yes, it's not far.

A: How do I get there?

B: Go 1 Park Road and turn left at the traffic lights. That's Victoria Road. Then go 2 the park and turn right at the car park. The florist's is 3 the car park and the bank.

D Look at the map above and circle the correct options.

1. **A:** Is there a chemist's near here?

B: Well, there's one on Mill Road. It's **next to / behind** a florist's.

A: How do I get there?

B: Go down Park Road and at the traffic lights turn right **into / in front of** Victoria Road. Then go straight on **towards / into** the hospital. Turn left at the supermarket. The chemist's is on your left.

2. **A:** How do I get from the petrol station **to / into** the post office?

B: Well, the petrol station and the post office are both on Station Road. Go **up / out of** Station Road and **down / past** the library. The post office is on your left, **opposite / between** a café.

4. Listen (2)

 Listen to two people talking and draw the route on the map above. Then check your answers with a partner.

5. Speak

 Talk in pairs. Look at the map above.

Student A

Imagine you live in one of the orange houses, but don't tell Student B which one. Student B wants to come to your house but doesn't know the way. Give him/her directions from the train station to your house. Use the phrases in the box.

Go up/down... Street/Road.

Walk towards...

Go straight on.

Go past...

Turn right/left at the café / traffic lights, etc.

Turn right/left into... Street/Road.

It's on your right/left.

It's next to / between / opposite...

Student B

You want to go to Student A's house but don't know the way. Follow Student A's directions to find his/her house.

So, how do I get from the train station to your house?

Go down...

1. Listen

A Listen to two dialogues. Where is each dialogue taking place? Choose **a, b, c** or **d**. Then check your answers with a partner.

Dialogue 1

- a. at the police station
- b. at the Sports Museum
- c. at the Science Museum
- d. at a tourist information office

Dialogue 2

- a. at a bus stop
- b. at a bus station
- c. at a shopping centre
- d. at the amusement park

B Complete the dialogues below with the phrases **a-f**. Then listen and check your answers.

- a. How can I help you?
- b. Could I ask you a question?
- c. May I take the map?
- d. Sorry, I've got another question.
- e. Thank you for your help.
- f. You're welcome.

- 1. Man 1** Excuse me. **1**
- Man 2** Sure.
- Man 1** We'd like to visit the Sports Museum. How can we get there?
- Man 2** The Science Museum. Well, let me think...
- Man 1** Not the Science Museum! The Sports Museum.
- Man 2** Oh, OK! I'm sorry. You can walk there. It's two blocks away. Let me show you on the map... It's here. It's right next to the police station.
- Man 1** Great. **2**
- Man 2** Of course. It's free.
- Man 1** Thank you very much.
- Man 2** **3**
- 2. Boy** Excuse me. We need some help.
- Man** Hello, kids. **4**
- Boy** Well, we want to go to the amusement park. Which bus do we take?
- Man** Bus 27 from that stop over there.
- Boy** **5** How long does it take to get there?
- Man** About fifteen minutes. And remember. The stop for the amusement park is right after the stop for the shopping centre. You can also ask the bus driver.
- Boy** **6**
- Man** No problem.

NOTE

would like / want + to *I'd like to buy a map.*
We want to buy some tickets.

NOTE

We use:

- **Can I...?, Could I...?, May I...?** to make an offer.
Could I help you?
- **Can I...?, Could I...?, May I...?** to ask for permission.
May I borrow your mobile phone?
- **Can I/you...?, Could I/you...?** to make polite requests and ask for a favour.
Could is more polite.
Can I ask for a favour?
Could you drive me to the city centre?

2. Speak

A Listen to the phrases in the tables and repeat them.

AROUND TOWN

Asking for help

Excuse me. Can/Could you help me, please?
Can/Could/May I ask you a question?
Can/Could/May I ask you something (else)?

Sorry, I've got another question.

Asking for information

Excuse me. I'm looking for the stadium.

How do/can I get to the stadium?

How far is the stadium?

How long does it take to get to the stadium?

Is this the quickest way to the stadium?

What time does it open/close?

How much is the ticket?

Giving information

It's on Hill Street. Let me show you on this map.

You can walk/take the bus. Go down Hill Street and it's on your left.

It's not very far. It's two blocks away.

It's close.

It's about a ten-minute walk.

It takes about ten minutes by car.

Thanking

Thank you for your help.

Thank you so much.

Thanks a lot.

Responding to thanks

No problem.

You're welcome.

Don't mention it.

COMMUNICATION REPAIR STRATEGIES

Asking for clarification/repetition

I'm sorry but I didn't understand what you said.

Sorry, could you say that again?

Could you repeat that, please?

Asking someone to speak up

I'm sorry, I didn't quite catch that. Could you speak up, please?

Could you speak up, please? I can barely hear you.

Would you mind speaking up?

Asking someone to slow down

Could you slow down a bit, please?

Could you speak more slowly, please?

B **ROLE PLAY**

Go to the Speaking Activities section on pages 62-63.

LEARNING STANDARDS

SB: L1.1, S1.1, S3.1, R2.1, W1.1, W2.1, W2.2, W2.3

FUNCTIONS

- Asking for help
- Asking for and giving information about places
- Asking for clarification/repetition
- Asking someone to speak up/slow down
- Describing a town/city

VOCABULARY

a ten-minute walk ask for a favour attract borrow brilliant bus station castle city centre festival for example free hill look for lovely picnic show (v.) something else stadium take place tourist information office two/three, etc. blocks away volcano would like to

Phrases / Expressions

Can/Could/May I...? Don't mention it. Excuse me. How can I help you? How long does it take to...? How much is it? It takes... No problem. Sorry, I've got another question. Thank you so much. You're welcome.

1. Listen

A L1.1

- Draw Ss' attention to the phrases a-d corresponding to each dialogue and make sure they haven't got any unknown words.
- Ask Ss to tell you what kind of information they expect to hear for each place, and write their answers on the board.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class and ask Ss to justify their answers.

KEY

Dialogue 1: d **Dialogue 2:** b

B

- Have Ss read through the phrases in the box and the dialogue.
- Draw Ss' attention to the NOTE and explain it.
- Tell Ss that both *want* and *would like* are used to say what we want and that *would like* is considered to be a more polite phrase to do so. The verbs that follow *want/would like* are in the *to-* infinitive form.
- Allow them some time to do the activity.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY

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

2. Speak

A S3.1

- Ask Ss to listen and repeat. Have them underline any unknown words at the same time.
- Draw Ss' attention to the first table. Explain that we use these phrases to ask for help, ask for and give information about places, to thank people for their assistance and to respond to thanks.
- Draw Ss' attention to the second table. Explain that we use these phrases to ask for clarification or repetition, to ask someone to speak up and to ask someone to slow down.
- Ask Ss to tell you if they have similar phrases in their language and elicit answers. Explain any unknown words Ss may have.

B S3.1

- Refer Ss to the *Speaking Activities* section on pages 62-63 (*Student A and Student B are on different pages*) and allocate roles.
- Explain to Ss that each one of them has important information their partner needs.
- Ask Ss to look carefully at the pictures and the information included and answer their partner's questions.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue.

KEY

suggested answers

Student A

- A:** Excuse me. Could I ask you a question?
B: Sure.
A: What time does *Snow Dunes* open and close on weekdays?
B: It's open from 10 a.m. to 10 p.m.
A: Great. May I ask you something else?
B: Of course.
A: What time does it open and close at the weekend?
B: It opens at 10 a.m. and closes at 12 midnight.
A: Thank you for your help.
B: No problem.

Student B

- B:** Excuse me. Could I ask you a question?
A: Sure.
B: I'd like to go on the Ferris wheel. How much is the ticket?
A: It's 6 pounds.
B: May I ask you something else?
A: Of course.
B: How long does the ride last?
A: It lasts 15 minutes.
B: Thanks a lot.
A: You're welcome.

3. Speak & Write

A R2.1

- Ask Ss to look at the pictures accompanying the text and tell you what they can see (*a castle (Edinburgh Castle) and a place with a great view (Arthur's Seat)*).
- Ask Ss if they know which city the text will be about (*Edinburgh*) and elicit answers.
- Break the word 'Edinburgh' up into sounds (ed-in-bruh) and write it on the board. Say it aloud and have Ss repeat after you. Explain to Ss that 'bruh' is pronounced like the first part of the word *brush*.
- You can also ask Ss if they know where Edinburgh is (*Scotland*) and if they know anything about it.
- Ask Ss to read through the questions 1-7 and check their understanding.
- Have Ss read through the description. Alternatively, choose Ss to read out the text in parts.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Edinburgh, the capital of Scotland
2. in Scotland
3. two
4. the Edinburgh International Festival, the largest arts festival in the world
5. The writer thinks it's a wonderful place to live.
6. going for a picnic
7. beautiful, amazing, famous, brilliant, wonderful

Background information

Edinburgh castle is Scotland's most famous tourist attraction. It is located on Castle Rock, which is an inactive volcano, and it has stood there since the 12th century.

Princes Street Gardens are in the centre of Edinburgh with a wonderful view of Edinburgh castle. In this park people can admire the renowned floral clock which was first planted in 1903, and each year a new display is planted in order to commemorate a special anniversary.

- Ask Ss some comprehension questions:

How many people live in Edinburgh? 500,000
Where is Edinburgh Castle? in the city centre
Is Edinburgh Castle famous? Yes, it's the most famous castle in Scotland.
What is Arthur's Seat? an extinct volcano
Why does Arthur's Seat attract millions of tourists every year? Because the view from there is brilliant.
When is the best time to visit the city? in August
Where can you go shopping? on Princes Street
What can you see near the Princes Street? the Princes Street Gardens

- Explain any unknown words in the text.

B S1.1

- Ask Ss to read the questions in the speech bubble and check their understanding.
- Allow Ss some time to make their notes in the space provided.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue.

C W2.1

- Draw Ss' attention to the box and explain it.
- Make sure that Ss understand the examples in the box. If necessary, provide them with further examples.
- Refer Ss to the text and draw their attention to the first highlighted word in it and ask them to tell you what it refers to (*Edinburgh*).
- Elicit answers and tell Ss to do the same with the rest of the words.
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY

- | | |
|----------------------------------|---|
| 1. <i>here:</i> Edinburgh | 4. <i>it:</i> August |
| 2. <i>This:</i> Edinburgh Castle | 5. <i>We:</i> my friends and I |
| 3. <i>them:</i> hills | 6. <i>there:</i> Princes Street Gardens |

D W1.1 , W2.2 , W2.3

- Draw Ss' attention to the rubric and make sure they understand what they have to write about.
- Explain to them that they can use the information in activity B.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the plan for a description of a town/city.
- Explain to Ss that their description should be thematically organised in three paragraphs. The questions indicate what the content of each paragraph should be.
- Have Ss work in pairs and tell you what each paragraph will be about. Elicit answers (**Introduction:** *basic information about the town/city*, **Main Part:** *description of the main sights and any other important things in this town/city*, **Conclusion:** *express your opinion about this town/city*).
- Ask Ss to go to the Workbook page 46 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook page 47 and complete the writing plan before they start writing the task.
- Draw Ss' attention to the page provided in the Workbook for the writing task.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write the descriptions and go round the class providing support when necessary.
- Choose several Ss to read out their descriptions.

3. Speak & Write

A Read the description and answer the questions.

I live in Edinburgh, the capital of Scotland. It's one of the most beautiful cities in the world, and about 500,000 people live **here**.



Edinburgh has got lots of amazing sights to visit. There's Edinburgh Castle, for example. **This** is in the city centre and it is the most famous castle in Scotland. There are many hills in Edinburgh. One of **them** is called Arthur's Seat. It's an extinct volcano, and the view from there is brilliant. It attracts millions of tourists every year. Edinburgh is also famous for the Edinburgh International Festival, the largest arts festival in the world. It takes place in August, so **it's** the best time to visit the city.

Edinburgh is a wonderful place to live. I love walking around the city streets with my friends. **We** often go shopping on Princes Street, the city's main street. Princes Street Gardens are very close, so we usually go **there** for a picnic. It's never boring here!

B Think about your town/city. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

What's the name of your town/city?

...

Where is it?

...

What are some important features of it (size, population, etc.)?

...

What are some of the most interesting sights?

...

What can people do there?

...

What do you enjoy doing there with your friends?

...

What do you think of your town/city?

1. What place is the writer describing?
2. Where is it?
3. How many sights does the writer mention in the second paragraph?
4. What event attracts people to the city?
5. What does the writer think of this city?
6. What does the writer enjoy doing in Princes Street Gardens?
7. What adjectives does the writer use to describe the city?

C Read and find what the highlighted words (1-6) in the text refer to.

AVOIDING REPETITION

When writing, try not to repeat the same words all the time. Use words like:

- he / she / it / we / they
- him / her / it / us / them
- here / there
- this / that

- My city has got a lovely park. I often go ~~to the~~ **there** park at weekends.
- Lots of British tourists visit my town, and I like talking to ~~the~~ British tourists. **them**

1. here:
2. This:
3. them:
4. it:
5. We:
6. there:

D Write a description of your town/city. Use the information in activity B and read the plan below. **Go to the Workbook page 47.**

INTRODUCTION

- What's the name of your town/city?
- Where is it?
- What are some important features of it (size, population, etc.)?

MAIN PART

- What are some of the most interesting sights?
- Are there any mountains, hills, rivers, etc?
- What can people do there?
- Is it popular with tourists?

CONCLUSION

- What do you think of your town/city?
- Is there anything you like/dislike about it?
- What do you enjoy doing there with your friends?

TIP!

Use a variety of adjectives when you write to make your description more interesting.

3 Round-up

1. Vocabulary

A Match.

- | | | |
|---------------|-----------------------|-------------|
| 1. pedestrian | <input type="radio"/> | |
| 2. car | <input type="radio"/> | a. market |
| 3. mountain | <input type="radio"/> | b. crossing |
| 4. travel | <input type="radio"/> | c. station |
| 5. farmer's | <input type="radio"/> | d. park |
| 6. petrol | <input type="radio"/> | e. range |
| 7. official | <input type="radio"/> | f. agent's |
| | | g. language |
- Score: / 7

B Complete the sentences with the words in the box.

hurry sight safe
helmet blocks favour

- The Museum of Islamic Art is a famous in Doha.
- Can I ask for a? I need your laptop for a project.
- I don't want to go rock climbing because I don't think it's very
- I can't talk to you right now. I'm in a I'm going to the dentist.
- The train station is three away.
- You must wear a when you ride your bike.

Score: / 6

2. Grammar

C Complete with **must/have to**, **mustn't** or **don't have to**.

- I can give you my backpack for your trip. You buy a new one.
- You stop at the stop sign.
- We park here. Look at the sign.
- I call Afaf. I've got some important news to tell her.
- You use your mobile phones on the plane so please turn them off.

Score: / 5

D Circle the correct options.

- A:** Excuse me. Where's the post office?
B: It's on Maple Street, **1 between / opposite** the bank.
A: How can I get there?
B: Go **2 from / up** Brown Street and turn left **3 into / to** New Road. Go straight **4 towards / on**, then go **5 past / through** the library and turn right **6 in / at** the traffic lights. That's Maple Street. The post office is **7 on / at** your right **8 next / between** to a chemist's.

Score: / 8

E Complete the dialogues with the correct form of the adjectives in brackets.

- A:** Hey, Max. I went to the new shopping centre on Main Street.
B: What's it like? Is it as **1** (nice) as Mega Centre?
A: Well, it's certainly **2** (big) and has got **3** (many) floors than Mega Centre.
B: I guess it's **4** (busy) too, right?
A: Yes. Everyone wants to go and see it. I think the **5** (busy) day is Saturday.
B: Good to know. I'll go on another day.
- A:** Oh no! I don't want to watch cartoons again. Let's watch a documentary.
B: But documentaries are the **6** (boring) TV programmes in the world.
A: No, they aren't. You learn lots of information and they're not as **7** (silly) as cartoons. I think documentaries are the **8** (good) of all!

Score: / 8

3. Communication

F Match.

- | | | |
|---|-----------------------|---------------------------------------|
| 1. Thank you. | <input type="radio"/> | a. Of course. How can I help you? |
| 2. Could I ask you something? | <input type="radio"/> | b. Sure. It's free. |
| 3. What are you up to? | <input type="radio"/> | c. Now what? What's wrong? |
| 4. How long does it take to get to the station? | <input type="radio"/> | d. Don't mention it. |
| 5. May I take this magazine? | <input type="radio"/> | e. Not much. |
| 6. Hold on! | <input type="radio"/> | f. It takes about ten minutes by car. |

Score: / 6

Total score: / 40

Now I can...

- talk about towns, cities and countries
- say what I *must / have to, mustn't* or *don't have to* do
- make comparisons
- refer to the location of places in a town/city
- write and present facts about a country
- read a map
- ask for, give and follow directions
- ask for and give information about places in a town/city
- write about my town/city

LEARNING STANDARDS

WB: R2.1, L1.1, L2.1

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

1. Vocabulary

A

KEY

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

B

KEY

1. sight	4. hurry
2. favour	5. blocks
3. safe	6. helmet

2. Grammar

C

KEY

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

D

KEY

1. opposite	5. past
2. up	6. at
3. into	7. on
4. on	8. next

E

KEY

1. nice	5. busiest
2. bigger	6. most boring
3. more	7. silly
4. busier	8. best

3. Communication

F

KEY

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

Now I can

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

4 LEARNING STANDARDS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
STUDENT'S BOOK		
R1.1	Communication	4a, 2. Read C, p. 48
R2.1	Creative and critical thinking	4a, 2. Read D, p. 49
R2.1	Creative and critical thinking	4a, 2. Read E, p. 49
R2.1	Creative and critical thinking	4a, 2. Read - Over to you..., p. 49
S5.1	Communication	4a, 4. Speak, p. 49
R1.1	Communication	4b, 2. Read B, p. 50
R2.1	Creative and critical thinking	4b, 2. Read C, p. 50
R4.1	Problem-solving	4b, 2. Read D, p. 50
R4.2	Problem-solving	
S1.1	Communication	4b, 2. Read - Over to you..., p. 50
S1.1	Communication	4b, 4. Speak, p. 51
L1.1	Cooperation and participation	4b, 5. Listen & Write A, p. 51
L2.1	Cooperation and participation	4b, 5. Listen & Write B, p. 51
L3.1	Creative and critical thinking	4b, 5. Listen & Write C, p. 51
W1.4	Communication	4b, 5. Listen & Write D, p. 51
R2.1	Creative and critical thinking	4c, 1. Read B, p. 52
R2.1	Creative and critical thinking	4c, 1. Read C, p. 52
R4.1	Problem-solving	4c, 1. Read D, p. 52
R4.2	Problem-solving	
R5.1	Inquiry and research	4c, 1. Read E, p. 52
S1.1	Communication	4c, 1. Read - Over to you..., p. 52
S2.2	Communication	
W1.3	Communication	4c, 4. Write, p. 53
L2.1	Cooperation and participation	4d, 2. Listen (1), p. 54
L2.1	Cooperation and participation	4d, 4. Listen (2) A, p. 55
L2.1	Cooperation and participation	4d, 4. Listen (2) B, p. 55
S1.1	Communication	4d, 4. Listen (2) - Over to you..., p. 55
R2.1	Creative and critical thinking	4e, 1. Read, p. 56
S5.1	Communication	4e, 2. Speak B, p. 56
R2.1	Creative and critical thinking	4e, 3. Write A, p. 56
W2.3	Creative and critical thinking	4e, 3. Write C, p. 57
W1.4	Communication	4e, 3. Write D, p. 57
W2.2	Creative and critical thinking	
W2.3	Creative and critical thinking	
R4.1	Problem-solving	Culture Page 2, C, p. 59
R4.2	Problem-solving	
R2.1	Creative and critical thinking	Culture Page 2, D, p. 59
S1.1	Communication	Culture Page 2, Over to you..., p. 59
W2.2	Creative and critical thinking	Culture Page 2, Project, p. 59
W2.3	Creative and critical thinking	

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
WORKBOOK		
L2.1	Cooperation and participation	4c, Activity F, p. 57
R2.1	Creative and critical thinking	4d, Activity E, p. 59
R2.1	Creative and critical thinking	Round-up 4, Activity I, p. 65
R2.1	Creative and critical thinking	Round-up 4, Activity J, p. 65
L2.1	Cooperation and participation	Round-up 4, Activity K, p. 65
L2.1	Cooperation and participation	Round-up 4, Activity L, p. 65

When students complete this module, they will be able to:

4a

- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- narrate with a little support short basic stories, events and experiences (S5.1)

4b

- understand and respond with a little support to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- guess with a little support the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use independently key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2)
- communicate or find out with a little support more detailed personal information (S1.1)
- follow and identify with a little support the main ideas in longer simple texts (L1.1)
- follow and identify with a little support the detail in longer simple texts (L2.1)
- guess with support the meaning of unknown words important for comprehension in longer simple texts from clues provided by other known words they hear (L3.1)
- narrate with a little support simple factual and imaginary events and experiences in two paragraphs or more (W1.4)

4c

- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- guess with a little support the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use independently key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2)
- participate actively in reading simple, short fiction and non-fiction print and digital texts of interest (R5.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- describe with support the character of a real or fictional person (S2.2)
- describe with support the character of a real or fictional person (W1.3)

- follow and identify with a little support the detail in longer simple texts (L2.1) WB

4d

- follow and identify with a little support the detail in longer simple texts (L2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1) WB

4e

- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- narrate with a little support short basic stories, events and experiences (S5.1)
- narrate with a little support simple factual and imaginary events and experiences in two paragraphs or more (W1.4)
- spell with some support most familiar high frequency words accurately in guided writing (W2.2)
- use with support capital letters, full stops, question marks, commas in lists and speech marks appropriately in guided writing at discourse level (W2.3)

Round-up 4

- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1) WB
- follow and identify with a little support the detail in longer simple texts (L2.1) WB

Culture Page 2

- guess with a little support the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use independently key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2)
- understand and respond with a little support to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out with a little support more detailed personal information (S1.1)
- spell with some support most familiar high frequency words accurately in guided writing (W2.2)
- use with support capital letters, full stops, question marks, commas in lists and speech marks appropriately in guided writing at discourse level (W2.3)

4 WHAT HAPPENED?

VOCABULARY

break (v.) have an argument ill wake up

- Draw Ss' attention to the title of the module and ask Ss to tell you if they understand its meaning and when we use this question (*we use this question when we want to learn more about something that has happened to someone, usually an unpleasant experience*).
- Have Ss look at the pictures without looking at the sentences and try to guess what happened in each situation.
- Have Ss look at the sentences underneath the pictures and help them deduce the meaning of unknown words by relating them to the content of the corresponding pictures.
- Write the question *What happened?* on the board and tell Ss to use the sentences accompanying the pictures in order to answer your question, (e.g. *A: What happened? B: I was ill and didn't go on a school trip.*)
- Draw Ss' attention to the first question in the *Discuss* section and elicit answers.
- Ask Ss the second question. Have them justify their answer to challenge **higher-performing Ss**.
- Have Ss work in pairs and think of their own experiences. Tell them to take turns asking each other *What happened?*

KEY

suggested answers

Look at the pictures. Has anything like this ever happened to you?

Last year I was ill and I didn't go on our school trip to the planetarium. I was sad because I really wanted to go.

Which of these do you think is the worst thing that could happen to you?

I think that the worst thing that could happen is to forget to study for a test. I would be really sad and my teacher would be angry with me.

- Ask Ss to tell you what they think the module is about.
- Read out the objectives listed in the *In this module you will learn...* section.
- Explain any unknown words.

4 WHAT HAPPENED?

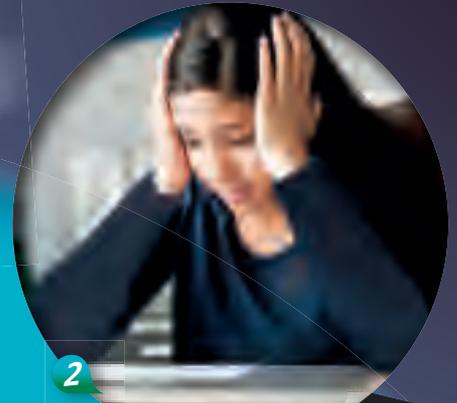


1

You were ill and didn't go on a school trip.

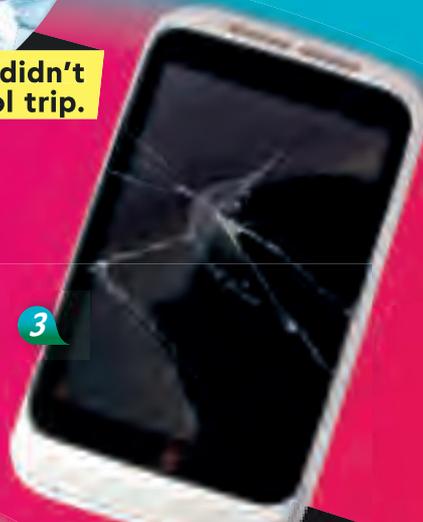
Discuss:

- Look at the pictures. Has anything like this ever happened to you?
- Which of these do you think is the worst thing that could happen to you? Why?



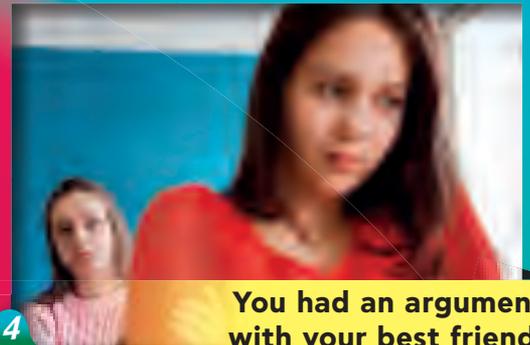
2

You forgot to study for a test.



3

You broke your mobile phone.



4

You had an argument with your best friend.



5

You woke up late for school.

In this module you will learn...

- to use the Past Progressive
- to narrate past events (accidents, adventures, rescues, mishaps, etc.)
- to distinguish between the Past Simple and the Past Progressive
- to describe your feelings
- to form adjectives from nouns
- to discuss bad news and respond to it expressing sympathy
- to write a story

4a

1. Vocabulary

🔊 Look at the pictures and complete the sentences with the words in the box. Then listen and check your answers.

arm stairs fell
head broke wall



1

Lisa slipped,
down and hurt her knee.



2

Kevin fell down the,
sprained his wrist and
his finger.



4

Brian fell off a ladder and hurt
his and his back.



3

James crashed into a,
hit his and broke his
ankle.

TIP!

Learn new words in context (in sentences describing situations). This way it is easier to remember them.

2. Read

- A** Do you live in a house or a flat? What do you like about living there?
- B** Look at the picture below. All these people live in the same block of flats. Can you guess what happened?
- C** 🔊 Read the text quickly. Which sentence best summarises the text? Choose **a**, **b**, **c** or **d**.
 - a.** Cats are afraid of noise.
 - b.** Firefighters can always help.
 - c.** Be careful when climbing ladders.
 - d.** Follow safety rules when doing household chores.

THE FALSE ALARM



LEARNING STANDARDS

SB: R1.1, R2.1, S5.1

FUNCTIONS

Narrating past events/accidents

STRUCTURES

Past Progressive

VOCABULARY

all day ambulance answer (the phone)
 block of flats fire fire alarm firefighter front door
 have an accident hear jump (out of) ladder
 mud paint (n.) ring (v.) (telephone) scare (v.)
 scream (n. + v.) shampoo smoke (n.) suddenly
 wall

Parts of the body

ankle arm back finger knee wrist

Verbs / Phrases related to accidents

crash into fall down/off hit hurt slip sprain

1. Vocabulary

- Draw a mind map on the board and write the word *accident* in the centre of the circle. Help Ss deduce the meaning of the word *accident* by acting as if you have hurt your arm. Encourage Ss to ask you what happened and then mime and describe the type of accident you had.
- Ask Ss to come up with accidents that can happen to people in and around their home/neighbourhood and write their answers on the mind map.
- Draw Ss' attention to the pictures and ask Ss what they show (*people who had an accident*) and what Ss think they say (*Ouch!*).
- Explain to Ss that we say *Ouch!* to express sudden physical pain. Act as if you have a pain in your back and encourage Ss to say *Ouch!* aloud using the appropriate intonation.
- Remind Ss of the parts of our body (*arm, head, knee, etc.*) by pointing to parts of your body and have Ss say the word aloud.
- Ask Ss to read through the sentences underneath the pictures and the words in the box. Help them deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Draw Ss' attention to the TIP and explain it. Point out that it is easier to remember new words when we learn them in context, e.g. in sentences describing situations.
- Have Ss do the activity.
- Play the recording and have Ss follow in their books and check their answers.
- Check the answers with the class.

KEY

1. fell 2. stairs, broke 3. wall, head 4. arm

- Explain any unknown words.
- Ask Ss to write six sentences using the words in the box. This will challenge **higher-performing Ss**.
- Write some of these sentences on the board without writing the words in the box.
- Ask Ss to complete the sentences. This will give **lower-performing Ss** extra practice.

2. Read

A

- Draw Ss' attention to the questions in the rubric and initiate a short discussion.

B

- Draw Ss' attention to the picture and the people involved.

- Ask Ss to guess what happened. You can have **higher-performing Ss** work with **lower-performing Ss** and exchange ideas.
- You can also ask Ss to look at the people involved and try to guess who is to blame for what happened.
- Elicit answers, but do not correct Ss at this stage (*Claire was talking on the phone and she left the iron on. She saw smoke in the living room and the fire alarm went off*).

C R1.1

- Draw Ss' attention to the activity and explain to them that they have to read the comic strip quickly and choose the sentence that best summarises the main idea of the text.
- Point out to Ss that they have to read carefully the four options given before reading the comic strip.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to justify their answers.

KEY

d

D R2.1

- Have Ss read the text again and tell them to underline any unknown words at the same time.
- Have Ss do the activity and label the people in the picture.

KEY

1. Mrs Williams 2. Claude 3. Bobby 4. Claire

- Ask Ss some comprehension questions:

*What was Claude doing when he heard a scream?
 He was painting his bedroom walls.*

*How did Claude hit his head? The bucket of paint
 hit him on the head.*

*What was Mrs Williams doing when the fire alarm
 went off? She was sleeping.*

*What was Bobby doing when the fire alarm went
 off? He was looking for his cat.*

*Why did Bobby's cat jump out of the window?
 Because the fire alarm scared her.*

What is her name? Kitty

What was Claire doing? She was ironing.

*How long was she talking on the phone with her
 friend? for ten minutes*

Is everyone OK? yes

E R2.1

- Have Ss do the activity.
- Alternatively, to challenge **higher-performing Ss** you may change the activity from multiple choice to open-ended questions (e.g. *Who was painting his/her bedroom walls?*). Write questions 1-4 on the board (without the options) and ask Ss to cover Activity E in their books, read the text and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

KEY

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

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

Over to you R2.1 

- Have Ss look at the picture in the reading activity and more specifically at the two people without names.
- Ask Ss the questions in the box and elicit answers.
- Encourage Ss to say as much as possible to challenge **higher-performing Ss**.

KEY

suggested answers

Why has the girl got shampoo in her hair?

Because she was having a bath/washing her hair when the fire alarm went off.

Why are the man's clothes full of mud?

Because when he heard the fire alarm, he wanted to get out fast. He was running when he slipped and fell into the mud.

OPTIONAL ACTIVITY

- Have Ss work in pairs or small groups.
- Explain to them that they have to come up with the continuation of the story.
- Encourage them to write it in the form of a dialogue. This will challenge **higher-performing Ss**.
- Alternatively, ask them to note down ideas. This will build **lower-performing Ss'** confidence.
- Have them present their dialogues/ideas to the class.

3. Grammar

A

- Ask Ss to read through the examples in the first box and draw their attention to the words in blue.
- Draw Ss' attention to the second box and explain to them that these are some rules regarding the use of the Past Progressive.
- Explain to Ss that they have to read the sentences 1-2 and the rules a-b carefully and do the matching.
- Have Ss do the activity.
- Check the answers with the class.

KEY

a. 2 b. 1

- Draw Ss' attention to the first example and ask them what the Past Progressive expresses (*a past action that was in progress at a specific point of time*).
- Draw Ss' attention to the second example and ask them why the Past Progressive is used (*for actions that were happening at the same time in the past*). Point out to Ss that in this case we usually use *while*.

B

- Draw Ss' attention to the rubric.
- Explain to them that they have to read through the examples in the box and complete the rule about the formation of the Past Progressive.
- Have Ss do the activity.
- Check the answers with the class.

KEY

was or were + verb + -ing

- Ask Ss what they notice about the formation of the Past Progressive.
- Elicit the answer that we form it with the Past Simple tense of the auxiliary verb *be* and the base form of the verb with the ending *-ing*.

- Refer Ss to the dialogue and ask them to find and underline all the examples of the Past Progressive (*I was painting my bedroom walls. / I was sleeping. / He was running down the stairs. / I was looking for my cat. / What were you doing? / Were you running downstairs, too? / I was ironing.*).
- Go round the class asking Ss questions, e.g. *What were you doing yesterday at five o'clock?*
- Refer Ss to the Grammar Reference.

C

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

KEY

1. were rollerblading
2. were ... doing, Were ... cooking, wasn't cooking, was eating
3. was raining
4. was doing, was reading

4. Speak S5.1 

- Have Ss read through the questions and make sure they haven't got any unknown words.
- Allow Ss some time to think of what they want to say. Encourage them to note down their ideas.
- You can have Ss work in pairs and have one student be the interviewer asking the questions in the box and the other one answering these questions. Then ask them to swap roles.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue.

KEY

suggested answer

A: Have you ever had an unfortunate experience?

B: Well, yes, I had an accident.

A: When did it happen?

B: It happened last year.

A: What were you doing?

B: I was walking down the street. It was raining, so I slipped and fell.

A: What happened next?

B: Some people came and helped me. They took me to hospital. I was lucky because I didn't break anything.

D  A firefighter is talking to the people. Read and label the people in the picture. Then check your answers.

Firefighter What happened here? One at a time!

Claude I was painting my bedroom walls. Suddenly, I heard a scream! I fell off the ladder and the bucket of paint hit me on the head. Then the fire alarm went off.

Firefighter I see. Did you hear the scream?

Mrs Williams No. I was sleeping. The fire alarm woke me up. 'A fire?' I thought. I must get out fast! I opened my front door and a man crashed into me. He was running down the stairs.

Bobby Sorry, that was me. I was in a hurry. I was looking for my cat. You see, the fire alarm scared her and she jumped out of the window. Where are you, Kitty?

Claire I'm so sorry, everybody.

Firefighter Why? What were you doing? Were you running downstairs, too?

Claire No, I wasn't. I was ironing in the living room. The phone rang, so I went to my room to answer it. It was my best friend. Ten minutes later, I saw smoke in the living room and screamed!

Firefighter So, it was the iron.

Claire Uhm, yeah. The fire alarm went off after that.

Everybody Claire!!!!!!

Claire But I've got some good news. Bobby's cat is in that tree.

Firefighter Don't worry. I can get her down.

E  Read again and choose the correct answer a, b, c or d.

- was painting his/her bedroom walls.
 - Claire
 - Bobby
 - Claude
 - Mrs Williams
- was sleeping and the alarm woke him/her.
 - Bobby
 - Claire
 - Claude
 - Mrs Williams
- was looking for his/her cat and crashed into Mrs Williams.
 - Claire
 - Claude
 - Bobby
 - The firefighter
- was talking to a friend on the phone.
 - Claire
 - Bobby
 - Mrs Williams
 - The firefighter

Over to you...

 Discuss.

Look at the picture in the reading activity again. There are two people without names. Try to answer the questions below.

- Why has the girl got shampoo in her hair?
- Why are the man's clothes full of mud?

3. Grammar

Past Progressive

A Read the examples. When is the Past Progressive used? Match the sentences 1-2 with the rules a-b.

- I **was talking** on the phone at 5 o'clock yesterday afternoon.
- While I **was writing** an email, my brother **was watching** TV.

- for actions that were happening at the same time (in this case we usually use *while*)
- for actions that were happening at a specific point of time in the past

B Read the examples and complete the rule about the formation of the Past Progressive.

- I was sleeping all evening.
- My friend and I were studying together yesterday afternoon.

..... or
+ verb +

C Complete with the Past Progressive of the verbs in brackets.

- Yesterday afternoon Ahmed and Karim (rollerblade) in the park.
- A:** What you (do) in the kitchen for so long? you (cook)?
B: No, I (not cook). I (eat) a sandwich.
- It (rain) at 7 o'clock yesterday evening.
- While Tina (do) her homework, her sister (read) a book.

4. Speak

 Think about an unfortunate experience you had. Talk with a partner and then tell the class about your experience.

- Have you ever had an unfortunate experience?
- When did it happen?
- What were you doing?
- What happened next?



4b

1. Vocabulary

🔊 How does the girl feel? Listen and repeat.



worried



angry



shocked



afraid



surprised



embarrassed



confused

TIP!

Write down new words in your notebook. Together with the English word write the translation in your language and an example sentence.

2. Read

A What is your favourite sea animal? Why? Are you afraid of sharks? Why? / Why not?

B 🗣️ 🔊 Read and match the titles to the articles.

a Dolphins to the rescue

b GIRL SAVES DOLPHINS

1

A fourteen-year-old girl became a hero last weekend when she **rescued** two dolphins. While Tina James was walking on Seagull Beach, she heard a strange noise. 'I went closer and saw two dolphins near some rocks. I was shocked. I thought only seagulls came to this beach!' says Tina. 'The dolphins were very **weak** and didn't move much, but the problem was that they couldn't swim away because they were caught up in fishing nets. I had to help. I didn't want them to die.' Tina immediately looked for an animal rescue centre on her phone. When the team arrived, they took the dolphins to the centre. Fortunately, they are now safe, thanks to Tina.

2

A group of dolphins saved Julie Gilbert and her father from a shark off a New Zealand beach last Saturday. Julie and her father were swimming in the ocean, like they do every Saturday, when a group of dolphins appeared. 'I was very surprised to see dolphins so close to the **shore**,' says Julie. 'They were swimming around us in a circle when, suddenly, we **noticed** something further away. It was a shark's fin! We were so scared! I think the dolphins were trying to **protect** us.' The dolphins swam around Julie and her father until the shark left. Then they swam away. 'I knew dolphins are friendly, but I didn't know they can also be heroes!' says Julie.



C 🧠 Read again and write **J** for Julie, **T** for Tina or **B** for Both.

- | | |
|---|--|
| 1. I saw two different kinds of animals in the sea. <input type="radio"/> | 5. I go to the beach every weekend. <input type="radio"/> |
| 2. I was alone when it happened. <input type="radio"/> | 6. I didn't expect to see dolphins. <input type="radio"/> |
| 3. I was scared. <input type="radio"/> | 7. I was worried about the dolphins. <input type="radio"/> |
| 4. I called for help. <input type="radio"/> | |

D 🔑 Look at the highlighted words in the articles and match them with their meanings **a-e**. Then check your answers in a dictionary.

- | | | | |
|---------------------------------|----------------------------------|--------------------------|--------------------------|
| 1. rescue <input type="radio"/> | 4. notice <input type="radio"/> | a. to keep safe | d. to save |
| 2. weak <input type="radio"/> | 5. protect <input type="radio"/> | b. not strong | e. the land along |
| 3. shore <input type="radio"/> | | c. to see or hear | the sea, lake, etc. |



Over to you...

Discuss.

- What other interesting facts do you know about dolphins or sharks?
- Would you like to become a volunteer and help wild animals? Why? / Why not?

TIP!

- When you don't know the meaning of a word, try to guess its meaning.
- When you learn new words, write down if they are verbs, nouns, adjectives, etc.

LEARNING STANDARDS**SB:** R1.1, R2.1, R4.1, R4.2, S1.1, L1.1, L2.1, L3.1, W1.4**FUNCTIONS**Expressing emotions
Narrating events**STRUCTURES**Past Simple - Past Progressive
Time clauses (when, while/as)**VOCABULARY**alone appear around arrive call for (help)
dolphin exactly expect fish (v.) fortunately
immediately keep move noise notice
protect rescue rock (n.) save seagull shark
shore strange strong weak**Emotions**afraid angry confused embarrassed shocked
surprised worried**1. Vocabulary**

- Draw Ss' attention to the pictures and read through the words accompanying each picture.
- Explain to Ss that these are adjectives which describe how the girl in the pictures feels.
- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Ask Ss to pay attention to the facial expressions of the girl in the pictures to understand the meaning of the adjectives.
- You can also mime these adjectives and have Ss tell you how you feel.
- Play the recording and pause so that Ss can repeat what they hear.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to write seven sentences using the adjectives presented. This will challenge **higher-performing Ss**.
- Write some of these sentences on the board without writing the adjectives.
- Ask Ss to complete the sentences. This will give **lower-performing Ss** extra practice.

2. Read**A**

- Draw Ss' attention to the questions in the rubric and initiate a short discussion.

B R1.1

- Explain to Ss that they are going to read two articles. Ask Ss if they read articles, and if so, what kind of articles. Elicit answers and initiate a short discussion.
- Ask Ss to read through the titles a-b and the articles. Tell them to match the titles to the articles.
- Have Ss read the text and do the activity.
- Check the answers with the class.

KEY 1. b 2. a

- Have Ss read the text again and tell them to underline any unknown words at the same time.
- Ask Ss some more comprehension questions:

Why is Tina James a hero? Because she saved two dolphins. How did she feel when she saw the dolphins near the rocks? She was shocked.

What did she expect to see? seagulls

Why couldn't the dolphins move? Because they were very weak.

Why couldn't the dolphins swim away? Because they were caught up in fishing nets.

How was her phone useful? She found an animal rescue centre on her phone.

Are the dolphins OK? Yes, they are.

Where did Julie and her father go swimming last Saturday? at a New Zealand beach

Why was Julie surprised when she saw the dolphins? Because they were very close to the shore.

How did Julie and her father understand there was a shark close to them? They saw its fin.

How did they feel? They were scared.

Why were the dolphins swimming around them in a circle? They were trying to protect them from the shark.

- You can ask Ss to work in groups of four and think of their own title for each article.

Language Plus

Shore is the land along the edge of a sea, lake or ocean.

Coast is the land next to the sea.

Beach is an area of sand or small pebbles near the sea or a large lake.

C R2.1

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

KEY 1. J 2. T 3. J 4. T 5. J 6. B 7. T**D R4.1, R4.2**

- Draw Ss' attention to the highlighted words in the articles and have them read through the definitions a-e. Make sure they haven't got any unknown words.
- Draw Ss' attention to the TIP and explain it. Point out that in order to understand the meaning of these words they have to read the whole sentence these words are in and understand their meaning from the context.
- Have Ss do the activity.
- Ask them to use their dictionaries to check the meaning of these words after they have done the matching.
- Check the answers with the class.

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

- Explain any unknown words in the text.

Over to you s1.1

- Ask Ss the questions in the box and initiate a short discussion.

KEY *suggested answers***What other interesting facts do you know about dolphins or sharks?**

Regarding dolphins, I know that they are very smart and they have a very special way of communication. Regarding sharks, I know that whenever they lose a tooth, it is replaced by another one naturally.

Would you like to become a volunteer and help wild animals? Why? / Why not?

Yes, I would really like that because I love wild animals, and I would like to learn more about them. / No, I wouldn't because I'm afraid of wild animals.

3. Grammar**A**

- Ask Ss to read through the examples 1-2 and draw their attention to the verbs in blue.
- Ask Ss to read through the rule and have them do the activity.
- Check the answers with the class.

KEY Past Progressive, Past Simple

B

- Draw Ss' attention to the rubric.
- Ask Ss to read through the examples and draw their attention to the words in blue.
- Explain to them that they have to read through and complete the rules with *when* or *while/as*.
- Have Ss do the activity.
- Check the answers with the class.

KEY while/as, when

- Write the following on the board: *I watched TV last night. I was watching TV from 8.00 to 9.30. While/As I was watching TV, the phone rang. I was watching TV when the phone rang.*
- Explain the use of the Past Simple and the Past Progressive in the same sentence using **while/as** (to introduce an action of longer duration which was interrupted by another action of shorter duration, e.g. *While/As I was watching TV, the phone rang.*) or **when** (to introduce an action of shorter duration that interrupts the action of longer duration, e.g. *I was watching TV when the phone rang.*).
- Tell Ss that we use *when* before a short action (using Past Simple) and *while/as* to introduce a long action (using Past Progressive).
- Go round the class asking Ss questions, e.g. *What were you doing at eight o'clock yesterday? Did anything happen while/as you were...?* and eliciting answers.
- Write on the board: *I was watching TV at eight o'clock last night. My brother was reading a book at eight o'clock last night. While/As I was watching TV, my brother was reading a book.*
- Help Ss deduce the meaning of *while/as* (to link two clauses describing actions which were happening at the same time in the past) in the sentence.
- For further practice, refer Ss to the two articles in Activity B and ask them to underline any examples of the Past Progressive and Past Simple in the same sentence.
- Elicit answers (**text 1:** *While Tina James was walking on Seagull Beach, she heard a strange noise.*, **text 2:** *Julie and her father were swimming in the ocean, like they do every Saturday, when a group of dolphins appeared. / They were swimming around us in a circle when, suddenly, we noticed something further away.*).
- Refer Ss to the Grammar Reference.

C

- Have Ss do the activity. Tell Ss to underline *when* and *while/as* in the sentences to help **lower-performing Ss** do the activity.
- Check the answers with the class.

KEY

- | | |
|-----------------------------|-------------------------|
| 1. was studying, arrived | 4. was talking, flew |
| 2. fell, broke, was running | 5. was fishing, started |
| 3. was brushing, called | |

4. Speak S1.1

- Explain the activity to Ss and allocate roles.
- Ask Ss to read through the questions in the box and check their understanding.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose several pairs to act out the dialogue.
- Encourage Ss to use adjectives from the *Vocabulary* section in their answers to challenge **higher-performing Ss**.

KEY suggested answer

- A:** Where were you, Julie?
B: I was at the beach.
A: Who were you with?

- B:** I was with my father.
A: What were you doing?
B: We were swimming in the ocean.
A: What exactly happened?
B: While we were swimming, a group of dolphins appeared. I was surprised! They were swimming around us in a circle when we noticed something further away.
A: What did you see?
B: It was a shark's fin! We were really scared.
A: What happened in the end?
B: The dolphins swam around us until the shark left. Dolphins are amazing animals!

5. Listen & Write

A L1.1

- Explain to Ss that they are going to listen to a conversation between two friends, Jack and Carl, and that they have to understand what the two friends are talking about.
- Draw Ss' attention to the four options and ask them to read through them. Explain to them that they have to listen and choose the option that summarises the main idea of the conversation.
- Alternatively, to challenge **higher-performing Ss** you may change the activity from multiple choice to an open-ended question. Write the question on the board (without the options) and ask Ss to cover the activity in their books, listen and answer the question. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Check the answers with the class. **KEY** d

B L2.1

- Ask Ss to read through the questions and make sure they understand everything.
- Draw Ss' attention to the pictures and ask them to find the differences in each pair.
- Tell them to note down key words for each picture to help **lower-performing Ss** do the activity. [1. a) *he was fishing* b) *he was trying to help a seagull*, 2. a) *he slipped and fell on the rocks* b) *he slipped and fell in the water*, 3. a) *he broke his leg* b) *he broke his arm*]
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Check the answers with the class and ask Ss to justify their answers. **KEY** 1. b 2. a 3. b

C L3.1

- Draw Ss' attention to the activity.
- Explain to them that they are going to listen to two extracts from the conversation between the two friends and that they have to choose the sentence that explains best the meaning of certain words.
- Point out to Ss that they have to read the four options for each extract carefully before listening to the extracts.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Check the answers with the class.

KEY 1. d 2. d

D W1.4

- Explain to Ss that they are going to write about the accident in Activity B.
- Ask them to use the questions and the correct answers to write the paragraph.
- Allow Ss some time to write their paragraphs and go round the class providing support when necessary.
- Have several Ss read out their paragraphs.

3. Grammar

Past Simple – Past Progressive Time Clauses (when, while, as)

A Read the examples and complete the rule.

1. While/As I **was waiting** for the bus, an accident **happened**.
2. Reema **was walking** in the park when she **met** Afaf.

We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the for the longer action and the for the shorter action that interrupted it. In this case we usually use **while** or **when** or **as**.

B Read the examples below. Then complete the rules with **when** or **while/as**.

While/As I was watching TV, the phone rang. I was watching TV **when** the phone rang.

- We use to introduce the action of longer duration (the Past Progressive).
- We use to introduce the short action (the Past Simple) that interrupted the action of longer duration.

C Complete the sentences with the **Past Simple** or the **Past Progressive** of the verbs in brackets.

1. While Shaikha (study), her brother (arrive) home.
2. I (fall) down and (break) my arm while I (run) to school.
3. Sahar (brush) her teeth when her best friend (call).
4. As Salim (talk) on the phone, a bird (fly) in through the open window.
5. James (fish) in the river when it (start) raining.

4. Speak

ROLE PLAY

Read the two articles on page 50 again and talk in pairs.

Student A

Imagine you are Julie Gilbert or Tina James. Student B is a reporter and wants to interview you. Answer his/her questions and tell him/her what happened.

Student B

Imagine you are a reporter. Interview Student A, using the questions below.

- Where were you?
- Who were you with?
- What were you doing?
- What exactly happened? What did you see?
- What happened in the end?

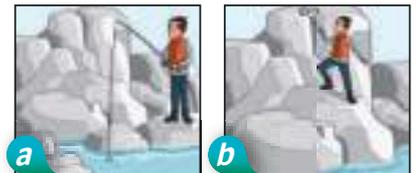
5. Listen & Write

A Listen to a phone conversation between Jack and Carl. What are they talking about? Choose **a, b, c** or **d**. Then check your answers with a partner.

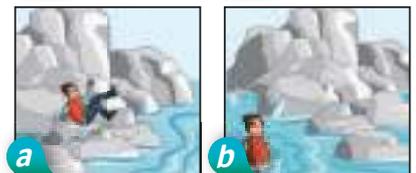
- a. an injured bird b. a dangerous beach
c. fishing experiences d. a day trip to the beach

B Listen again and choose picture **a** or **b**. Then check your answers with a partner.

1. What was Jack's dad doing when the accident happened?



2. What happened to Jack's dad?



3. What did Jack's dad break?



C Listen to the following extracts. Choose the correct answer **a, b, c** or **d**.

1. What does Jack mean when he says?
 - a. The rocks were ugly.
 - b. The rocks were hard.
 - c. The rocks were frightening.
 - d. The rocks were not smooth.
2. What does Jack mean when he says?
 - a. His dad feels better.
 - b. His dad is very worried.
 - c. His dad can't move at all.
 - d. His dad doesn't feel well because something hurts him.

D Write a short paragraph about the accident.

ROBINSON CRUSOE



1. Read

A Discuss.

- Do you like reading books? What is your favourite book?
- Have you read Daniel Defoe's *Robinson Crusoe*? If so, did you like it? What did you like about it?

B On the right there is an extract from an adapted version of the novel *Robinson Crusoe*. First, look at the picture and guess the answers to the questions below. Then read and check your answers.

Where is the main character (Robinson Crusoe) at the beginning of the extract? Where is he at the end of the extract?

For twelve days, the strong winds carried us in different directions, and we expected the ship to sink. Then one of the men shouted, 'Land!' The wind was still blowing hard, but we all ran out to see.

At that moment, the ship ran into sand. We couldn't get back out to deep waters, and it was dangerous to stay because the waves were hitting the ship hard. We decided to take the small boat and get to shore.

We were almost there when a large wave, taller than a mountain, turned our boat over. Suddenly we were all in the sea. I just saw the shore and swam towards it. I swam until I felt sand under my feet. When I reached land, I found I was all alone. All my friends were lost forever.

But where was I? Were there any wild animals around? I had no clothes, no water, no food. How could I survive? My situation was difficult. Night came; I climbed into a tall tree to hide, and I fell asleep - tired, sad and confused.

The next morning was sunny, and the sea lay calm and blue before me. To my surprise, the ship was now close to the shore. 'Perhaps,' I thought, 'I can find some things on it to help me.'

C Read again and answer the questions.

1. What was the weather like at the beginning of the extract?
2. Who saw land first?
3. Why did the men leave the ship?
4. What happened while they were going to shore in the small boat?
5. What happened to Robinson Crusoe's friends?
6. Why was his situation difficult?
7. How did he feel?
8. What did he decide to do the next day?

D Find an adjective in the text which means *with a lot of sun*.

Now read the **NOTE** and form adjectives for the nouns 1-6. Make any necessary changes. Then check their meaning in a dictionary.

NOTE

We form some adjectives by adding the suffix **-y** to nouns.

1. rain
2. snow
3. cloud
4. wind
5. ice
6. fog



Over to you...

Discuss.

- What can you say about *Robinson Crusoe's* character?
- How would you describe him?
- If you were *Robinson Crusoe*, would you go back on the ship? If so, what things would you get?
- How do you think the story continues?
- Would you like to read *Robinson Crusoe*? Why? / Why not?

E Choose a book you like from your class/school library. Read the first chapter and present the main character to the class.

LEARNING STANDARDS

SB: R2.1, R4.1, R4.2, R5.1, S1.1, S2.2, W1.3

WB: L2.1

FUNCTIONS

Narrating events
Talking about books

STRUCTURES

some - any - no

VOCABULARY

at that moment blow (v.) carry deep fall asleep
forever hide land (n.) perhaps sand shout
sink (v.) sky still turn sth over wave wild

Words related to weather

cloud - cloudy fog - foggy ice - icy rain - rainy
snow - snowy sun - sunny wind - windy

1. Read

A

- Draw Ss' attention to the first question and initiate a short discussion with them.
- Draw Ss' attention to the second question and have Ss read through it.
- Help them with the pronunciation of the author's name and the title of the book.
- Make sure that Ss understand that Robinson Crusoe is the main character's name.
- Elicit answers and initiate a short discussion.
- Tell Ss who have read the book not to reveal the ending because some Ss may want to read it.

KEY

suggested answers
I haven't read Daniel Defoe's *Robinson Crusoe* but I want to read it. / I've read *Robinson Crusoe*. I really liked it because it's full of adventure and you don't know what is going to happen next.

Background information
Daniel Defoe (1660-1731) was an English journalist and writer. In 1719 he published his book *Robinson Crusoe*, about a man who lived for 28 years on an uninhabited island off the coast of South America. This book has been a great success all over the world and has been translated into many languages.

B R2.1

- Draw Ss' attention to the pictures accompanying the text. Tell them that the pictures can help them make guesses about the content of the text.
- Have Ss look at the pictures and tell you where the main character is at the beginning of the extract and where he is at the end of it. Elicit answers, but do not correct them at this stage.
- Ask Ss to pay attention to the weather in the first picture at the top of the page and try to guess what happened.
- Have Ss read the text and check their predictions.
- Check the answers with the class.

KEY

At the beginning of the extract the main character is on a ship.
At the end of the extract the main character is on land.

- Have Ss read the text again and tell them to underline any unknown words at the same time.

- Ask Ss some comprehension questions:

What was the voyage like? It was difficult/scary because there were strong winds.
How did they get to the shore? They took the small boat.
Why does the writer use the word 'mountain' to describe the wave? to show how large the wave was
What did Robinson Crusoe do when he fell into the sea? He swam towards the shore.
What did he realise when he reached land? He realised he was alone.
Did Robinson Crusoe know where he was? No, he didn't.
Where did he sleep? in a tall tree
What was the weather like the next morning? It was sunny.
Why was Robinson Crusoe surprised? Because the ship was close to the shore.
What kind of things do you think he wants to find on the ship? water, food and clothes, etc.

C R2.1

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

KEY

1. It was windy. / There were strong winds.
2. one of the men on the ship
3. Because the waves were hitting the ship hard and it was dangerous to stay.
4. A large wave turned their boat over.
5. They were lost forever.
6. Because he didn't have water, food and clothes, so it was difficult for him to survive.
7. He was tired, sad and confused.
8. He decided to go back on the ship (which was close to the shore) and find some things to help him survive.

- Explain any unknown words in the text.

D R4.1 R4.2

- Draw Ss' attention to the activity and explain that they have to find an adjective in the text to match its definition.
- Tell them to underline the word *sun* in the definition and explain that the word they are looking for derives from this noun.
- Have Ss do the activity.
- Check the answers with the class.

KEY sunny (at the beginning of the fifth paragraph)

- Draw Ss' attention to the NOTE and explain it. Remind Ss of the meaning of the word *suffix* (a letter or a group of letters which is added at the end of the word in order to form a derivative of this word).
- Explain to Ss that some adjectives can be formed from the corresponding nouns if we add the suffix *-y*. Remind them that they have to pay attention to the spelling irregularities when they add a suffix at the end of a word (nouns ending in *-e* drop the final *e* (ice-icy) and nouns ending in consonant + vowel + consonant double the final consonant (sun-sunny).
- Write the noun *sun* on the board and its adjective *sunny* and ask Ss to explain why there is a double *n*.
- Have Ss do the activity.
- Check the answers with the class.

KEY 1. rainy 2. snowy 3. cloudy
4. windy 5. icy 6. foggy

E R5.1

- Draw Ss' attention to the activity and explain that they have to choose a book that they like from their class or school library.
- Point out to them that they have to read the first chapter and present the main character to the rest of the class.

- Ss can work individually, in pairs or in groups. Pair work or group work will help **lower-performing Ss**.

- Suggest any titles appropriate for the level of the Ss, if necessary.

- Have Ss present the main character of the first chapter of the book they have chosen to the rest of the class.

Over to you S1.1 , S2.2

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

KEY *suggested answers*

What can you say about *Robinson Crusoe's* character?

In my opinion, Robinson Crusoe is a very strong and brave man with a strong will. Although he finds himself in a very difficult situation, he struggles to survive.

How would you describe him?

Robinson Crusoe is a very adventurous person. He is self-reliant and he manages to survive even in difficult situations.

If you were *Robinson Crusoe*, would you go back on the ship? If so, what things would you get?

I would go back on the ship because I could find some things to help me survive. I would get water, food, tools and some clothes.

How do you think the story continues?

I think Robinson Crusoe finds the things he needs on the ship and starts exploring the desert island.

Would you like to read *Robinson Crusoe*?

I would like to read Robinson Crusoe because it's interesting and I want to see what happens in the end.

2. Grammar

A

- Draw Ss' attention to the activity.
- Explain to them that they have to read through the examples a-d and the sentences 1-2 and do the matching activity.
- Have Ss do the activity.
- Check the answers with the class.

KEY a. 1 b. 2 c. 1 d. 2

B

- Draw Ss' attention to the activity.
- Explain to them that they have to look at the table and the examples given in each category. Point out to them that they have to read through the uncountable nouns in the box and complete the table with them.
- Make sure that the Ss understand what each category means. Explain any unknown words, if necessary.
- Have Ss do the activity.
- Check the answers with the class.

KEY **food:** butter, cheese
liquids: water, coffee
materials: glass, paper
abstract nouns: time, information
natural phenomena: rain, snow
some concrete nouns: furniture, money

C

- Ask Ss to read through the examples in the box and draw their attention to the words in blue.
- Ask Ss to read through the rules a-c, and explain to Ss that they have to complete the rules with *some, any* or *no*.
- Have Ss do the activity.
- Check the answers with the class.

KEY a. any b. some c. no

- Point out to Ss that **some** is most commonly used with uncountable and plural countable nouns in affirmative sentences, but it can also be used in questions when we want to offer or request something.
- Have Ss work in pairs and practise using *some* in questions.
- Point out to Ss that **any** is most commonly used with uncountable and plural countable nouns in questions and negative sentences.
- Check Ss' understanding and provide them with further clarification if necessary.

- Point out that we can use *some* and *any* without a noun (A: *Would you like some orange juice?* B: *Yes, I'd like some.*).

- Point out to Ss that **no** is used with uncountable and plural countable nouns in affirmative sentences in order to give a negative meaning to the sentence.

- Explain to Ss that we cannot use *no* in a negative sentence.

- Write the following examples on the board:

We haven't got any water in the fridge. / We have no water in the fridge.

- Ask Ss to tell you if these two sentences have the same or a different meaning (*the same*). Explain that we can use *no* instead of *not any* to emphasise the negative meaning.

- Ask Ss to underline all the examples of *some, any* and *no* in the text. (*Were there any wild animals around? / I had no clothes, no water, no food. / 'I can find some things on it to help me.'*)

- Refer Ss to the Grammar Reference.

D

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

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

3. Pronunciation

A

- Play the recording and tell Ss to listen and identify the difference in pronunciation between the 'o' in *hospital* and *home*.
- Have Ss repeat what they hear.
- Elicit the answer that *hospital* has an /ɒ/ sound while *home* has an /əʊ/ sound.
- If necessary, play the recording again.

B

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

KEY /ɒ/: rocks, popular, strong, foggy
 /əʊ/: boat, ocean, alone, moment

4. Write W1.3

- Draw Ss' attention to the activity.
- Explain to them that they have to find more information about the character of *Robinson Crusoe* and his life on the island.
- Encourage Ss to look for additional information or pictures about *Robinson Crusoe* on the Internet.
- Point out that they can use the questions in the activity as a guide regarding the information that they should include in their paragraph.
- Allow Ss some time to write their paragraph and go round the class providing support when necessary.
- Choose several Ss to read their paragraph to the class.

KEY *suggested answers*

When did Robinson Crusoe end up on the island?

Robinson Crusoe ended up on the island in September 1704.

How did he feel?

Robinson Crusoe was sad, tired and confused because he was in a very difficult situation. However, he didn't give up and he tried to find different ways to survive on the island.

What was his life like there?

Robinson Crusoe felt very lonely on the island. All his friends were lost in the storm and he didn't have any food or shelter. However, he worked hard and he built a hut on the shore, he found food and water and he managed to survive.

Can you describe his character before, during and after his stay on the island?

Robinson Crusoe was an adventurous man. He left his home and family because he wanted to explore other places. During his stay on the island, he becomes a man who relied on himself to survive. After his stay on the island, he becomes more mature and he wants to travel more and explore new places.

2. Grammar

some – any – no

A Read the examples a-d and match them with the sentences 1-2.

- a. a banana c. three cars
 b. sugar d. soup

- Countable nouns have singular and plural forms and can be counted. We can use a/an or numbers before them.
- Uncountable nouns only have a singular form and cannot be counted. We cannot use a/an or numbers before them.

B Look at the table and the examples in each category. Complete with the uncountable nouns in the box. Can you think of any other uncountable nouns that belong in these categories?

rain cheese
 glass coffee
 time money
 water information
 butter snow
 furniture paper

food	meat, sugar,,
liquids	milk, tea,,
materials	wool, gold,,
abstract nouns	help, news,,
natural phenomena	weather, light,,
some concrete nouns	luggage, baggage,,

C Read the examples and complete the rules a-c with **some**, **any** or **no**.

- I need **some** cheese to make sandwiches for the picnic.
- There were **some** clouds in the sky, but it didn't rain.
- Could you give me **some** water, please?
- We didn't see **any** dolphins during our boat trip around the island.
- Have you got **any** money on you?
- There are **no** clouds in the sky today. It's a beautiful day!
- There were **no** people at the beach yesterday.

- We use with uncountable and plural countable nouns in questions and negative sentences.
- We use with uncountable and plural countable nouns in affirmative sentences and for offers and polite requests.
- We use instead of *not any* with uncountable and plural countable nouns in affirmative sentences.

D Complete with **some**, **any** or **no**.

- Can you come here? I need help.
- I got up late, so I had time for breakfast.
- I didn't buy DVDs, but I found interesting books.
- Are there elephants in this zoo?
- I'm sorry. There are cakes.
 Would you like biscuits?

3. Pronunciation

A Listen and repeat. What's the difference between **a** and **b**?

- a. **hosp**ital b. **hom**e

B Listen and tick (✓) the sound you hear.

	hospital /p/	home /əʊ/
rocks	<input type="radio"/>	<input type="radio"/>
boat	<input type="radio"/>	<input type="radio"/>
ocean	<input type="radio"/>	<input type="radio"/>
popular	<input type="radio"/>	<input type="radio"/>
strong	<input type="radio"/>	<input type="radio"/>
alone	<input type="radio"/>	<input type="radio"/>
moment	<input type="radio"/>	<input type="radio"/>
foggy	<input type="radio"/>	<input type="radio"/>



4. Write

Find more information about the character of *Robinson Crusoe* and his life on the island. Use the questions below as well as information you can find on the Internet. Then write a paragraph about him.

- When did Robinson Crusoe end up on the island?
- How did he feel?
- What was his life like there?
- Can you describe his character before, during and after his stay on the island?

1. Vocabulary

A  Match the pictures with the phrases. Then listen and check your answers. Have you ever experienced any problems like these? When? What happened?

- | | | |
|-------------------|------------------------|--------------------|
| a. miss the bus | c. get stuck in a lift | e. get a flat tyre |
| b. lose my wallet | d. get lost | f. get locked out |



B Read the definitions of the verbs **lose** and **miss**. Then circle the correct verbs in the sentences.

- lose** → not win
→ not have something because you can't find it
- miss** → to be too late for something
→ to feel sad because someone is not with you or because you haven't got something anymore

- Sorry I'm late! I wanted to catch the 9.15 train, but I **lost / missed** it.
- Unfortunately, my team **lost / missed** the game.
- My brother **lost / missed** his mobile phone while he was playing football in the park.
- I live in London now, but I **lose / miss** my family and friends back home.
- Haya moved to a new house, but she isn't very happy. She **loses / misses** her old neighbourhood.
- I always **lose / miss** when I play table tennis with my sister.
- Run! I don't want to **lose / miss** the flight!
- My uncle gave me two tickets for the football match, but I **lost / missed** them.

2. Listen (1)

 Listen to two short dialogues and answer the questions. Choose **a, b, c** or **d**. Then check your answers with a partner.

Dialogue 1

- What happened to Matt?
 - He lost his keys.
 - There's no one home.
 - He left his keys at home.
 - There's a problem with the door.
- Who did Matt call?
 - his dad
 - his mum
 - his sister
 - his friend Steve
- How does Steve help Matt?
 - He buys him lunch.
 - He calls Matt's dad.
 - He invites him to his house.
 - He stays and waits with him.

Dialogue 2

- Why is Laura angry?
 - because her friend was late
 - because her friend missed the bus
 - because her friend was playing video games
 - because her friend was talking on the phone
- Where was Gina when she got stuck in a lift?
 - at her place
 - at her aunt's place
 - at her brother's flat
 - at a shopping centre
- How long was Gina in the lift?
 - an hour
 - half an hour
 - five minutes
 - a few minutes

3. Grammar

Compounds of **some, any, no, every**

A Read the examples and look at the words in blue. Which one refers to people, which to things and which to places?

- | | |
|---|--|
| • I'm hungry. Is there anything good to eat? | • Everyone in my class likes going to the amusement park. |
| • I can't find my glasses. They're nowhere in the house. | • I'm bored. Let's do something ! |

LEARNING STANDARDS

SB: L2.1, S1.1

WB: R2.1

FUNCTIONS

Talking about mishaps

STRUCTURES

Compounds of *some, any, no, every*

VOCABULARY

catch a bus/train... keys
 leave (= not take sth with you) luckily
 miss (= feel sad) move (house) play a joke on sb
 unfortunately

Phrases related to mishaps

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

1. Vocabulary

A

- Draw Ss' attention to the pictures and ask them to say what these pictures have in common (*they all show mishaps*).
- Ask Ss to read through the phrases a-f and match them with the pictures 1-6.
- Before Ss do the activity, ask them to underline words that will help them find the answer. Help them by drawing their attention to the first phrase and ask them to underline the word *bus*.
- Tell them to follow the same procedure with the rest of the phrases. Ask them to start with the phrases they know.
- Play the recording and have Ss follow in their books and check their answers.
- Check the answers with the class.

KEY

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

- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Play the recording again and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric, elicit answers and initiate a short discussion.

KEY

suggested answer

Last week I wanted to meet my friends at the park. While I was riding my bike, I got a flat tyre.

Language Plus

Elevator is the equivalent word for **lift** in the American English.

The US spelling for the word **tyre** is **tire**.

B

- Write the words *lose* and *miss* on the board and ask Ss to tell you if they know what they mean.
- Elicit answers and draw their attention to the box with their definitions.
- Have Ss read through the definitions and make sure they haven't got any unknown words.
- Help Ss understand by writing the following words/phrases on the board: *train my friends my book the quiz show on TV*.

- Ask Ss to choose *miss* or *lose* for each of these words/phrases and think of a sentence to use them in.
- Elicit answers and allow Ss some time to think of the sentences (**miss**: *train, my friends, the quiz show on TV* / **lose**: *my book*).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. missed	5. misses
2. lost	6. lose
3. lost	7. miss
4. miss	8. lost

2. Listen (1) L2.1

- Draw Ss' attention to the activity.
- Explain to Ss that they are going to listen to two dialogues.
- Have Ss read through the questions 1-3 and the options. Make sure they haven't got any unknown words.
- Play the recording and have Ss do the activity.
- Play the recording again and have Ss compare their answers in pairs.
- Alternatively, to challenge **higher-performing Ss** you may change the activity from multiple choice to open-ended questions. Write the questions for Dialogues 1 and 2 on the board (without the options) and ask Ss to cover the activity in their books, listen and answer the questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Check the answers with the class.

KEY

Dialogue 1: 1. c 2. a 3. c
Dialogue 2: 1. a 2. b 3. b

3. Grammar

A

- Ask Ss to read through the examples in the box and draw their attention to the words in blue.
- Ask Ss the question in the rubric.
- Elicit the answer that *Everyone* refers to *people*, *anything* and *something* refer to *things* and *nowhere* refers to *places*.

B

- Draw Ss' attention to the table and have Ss complete the missing compounds.
- Have Ss do the activity.
- Check the answers with the class.

KEY

PEOPLE: anybody, nobody, everybody, everyone

THINGS: something, anything, nothing

PLACES: anywhere, everywhere

- Point out to Ss that the endings *-one* and *-body* are both used to form compounds which refer to *people*, the ending *-thing* is used to form compounds which refer to *things* while the ending *-where* is used to form compounds which refer to *places*.
- Draw Ss' attention to the compounds *someone* and *somebody* and explain to them that these compounds always go with singular verbs and they are mostly used in affirmative sentences.
- Draw Ss' attention to the compound *no one* and explain to them that we write *no one* as two separate words or with a hyphen *no-one*.
- Remind Ss that we don't use *no* and its compounds after *not*, *never* or other words with a negative meaning.
- Point out to Ss that *every* and its compounds are used with a singular verb (*Everyone is here. / Everyone knows the answer.*). If necessary, provide them with further examples.
- Refer Ss to the Grammar Reference.

C

- Before Ss do the activity, tell them to read the whole dialogue and underline any words that might help them find the correct compound.
- Draw Ss' attention to the first dialogue and ask them which word they should underline (*my dad*). It shows that the compound they need in the first sentence must be a person.
- Point out to Ss that there is one extra word in each box.
- Have Ss do the activity following the same procedure to help **lower-performing Ss**.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY

Dialogue 1: anyone, anything

Dialogue 2: nothing, someone

D

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

KEY

1. anybody, something 3. nothing, everything
2. anywhere, somewhere, anything 4. everyone

4. Listen (2)

A L2.1

- Draw Ss' attention to the questions in the rubric and the unfortunate experiences in the box.
- Initiate a short discussion with them.
- Explain to Ss that they are going to listen to three people describing an unpleasant experience and that they will have to match the names with the pictures.
- Ask Ss to look at the pictures and note down some key words/phrases for each one of them.
- To help **lower-performing Ss**, tell them to look at the phrases in the *Vocabulary* section (1. *He got a flat tyre.*, 2. *He got lost.*, 3. *He was shocked when he saw the eagle.*, 4. *He missed the bus.*).
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

Andrew 4 Oliver 2 Luke 1

B L2.1

- Draw Ss' attention to the TIP and explain it.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Check the answers with the class.

KEY

1. F 2. T 3. T 4. F 5. T 6. T 7. F 8. T 9. T

OPTIONAL ACTIVITY

Ask Ss to correct the false sentences of the listening activity. This will challenge **higher-performing Ss**.

Over to you S1.1

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

KEY

suggested answers

Has anything similar ever happened to you? What would you do if you were in situations like these?

Two years ago, I went hiking in the mountains with my friends. At some point, as I was picking some flowers, I looked up and I couldn't see my friends anywhere! I was really scared because my mobile phone had no signal and I couldn't reach them. Thankfully, they started calling my name and I found them. I don't want to be in a situation like this again.

B Complete the table.

	PEOPLE	THINGS	PLACES
SOME	someone somebody	.....	somewhere
ANY	anyone	.....	.....
NO	no one	.....	nowhere
EVERY	.....	everything	.....

C Read the extracts from the dialogues in 2. Listen (1) below and complete them with the words in the boxes. There is one extra word in each box. Then listen and check your answers.

anyone anywhere anything

Dialogue 1

Steve Did you call

Matt I called my dad, but he can't come right now. So, I'm just waiting.

Steve Is there I can do for you?

Matt Could you wait with me here? I'm bored.

everywhere nothing someone

Dialogue 2

Laura What? Where? Your block of flats hasn't got a lift. Were you at your brother's flat?

Gina No, I wasn't.

Laura Don't tell me you were at the shopping centre!

Gina Ha ha! No, I didn't go shopping without you. I was at my aunt's place. I was going down when, suddenly, the lift stopped! I waited for a few minutes but happened, so I started shouting.

Laura Were you scared?

Gina Of course I was. Luckily, half an hour later, heard me and helped me get out.

D Circle the correct options.

- A:** I'm going to the kitchen. Does **anybody / anything** want a snack?
B: I do. I'd like **something / everything** sweet.
A: OK, I can bring some biscuits.
- A:** I can't find my keys **anywhere / somewhere!**
B: They're probably **somewhere / everywhere** in your room. It's always so messy and that's why you can never find **nothing / anything**.
- A:** Is my red T-shirt on my bed?
B: There is **anything / nothing** on your bed. I put **everything / something** in the wardrobe.
- Hasna is very friendly and **no one / everyone** likes her.

4. Listen (2)

A Look at the unfortunate experiences in the box. Which is the most unpleasant? Which is the least unpleasant? Why?

lose your keys miss the bus
get lost have an accident
lose your wallet

Listen to three people describing an unpleasant experience. Match the names with the pictures. There is one extra picture. Then check your answers with a partner.

Andrew **Oliver** **Luke**



B Listen again and write **T** for True or **F** for False. Then check your answers with a partner.

TIP!

Before you listen, read the sentences carefully and make sure you haven't got any unknown words.

Andrew

- He was late because nobody woke him up.
- He almost lost his keys.
- His friend left without him.

Oliver

- He got lost.
- He was afraid in the beginning, but then he was angry.
- Someone played a joke on him.

Luke

- He hurt his foot.
- He crashed into a tree.
- In the end, someone helped him.



Over to you...

Discuss.

Has anything similar ever happened to you? What would you do if you were in situations like these?

1. Read

Read the dialogue out in pairs and answer the questions below.

Nancy How was your afternoon yesterday?

Emily You won't believe what happened to me! I was visiting a friend in another neighbourhood and I got lost. I couldn't find her street.

Nancy No way! Poor you! What did you do?

Emily First, I asked a few people for directions, but nobody could help me. So then I called my friend, and her mum came and picked me up.

1. What unpleasant experience did Emily have?
2. What phrase does Nancy use to express her sympathy?

2. Speak

A Listen to the phrases in the table and repeat them.

RESPONDING TO BAD NEWS: Expressing sympathy	
• Poor you!	• That's too bad.
• You poor thing!	• That's a shame/pity.
• Oh dear!	• What a shame/pity!
• That's terrible.	• How awful/terrible!
• That's so sad.	• I'm sorry to hear that.

B **ROLE PLAY**

Talk in pairs. Use the ideas below and have a conversation. Then tell the class about your experience.

Student A	Student B
You are waiting for your friend, but he/she is late. Suddenly, you see him/her coming. Greet your friend.	Greet your friend and say you're sorry.
Ask him/her what happened.	Describe the unpleasant experience you had. Say how you feel.
Express your sympathy. Ask him/her for details.	Answer your friend's questions.

*Hi,... You're late!
Hi! I'm so sorry, but I had a bad morning.
What happened?
Well,...
Oh dear!... What did you do?
...*

3. Write

A Read the story and answer the questions. Write **Yes** or **No** and give examples. **Underline words/phrases in the story to justify your answers.**

THE BLACKOUT

It was a rainy Thursday evening and Emma was home alone. Her brother, Henry, was at football practice. She was excited! She could finally play a game on his computer.

Emma was waiting for the game to load when, suddenly, the lights went out. 'A blackout! How boring!' she thought. Emma got a torch and a book and sat on the sofa. She was reading when she heard footsteps outside the front door. Then nothing. Then another sound. 'I hope it isn't a burglar!' she thought. She quietly ran upstairs to her room, closed the door and hid under her bed. Emma was really scared. Suddenly, she heard heavy footsteps on the stairs. They were coming closer and closer. She screamed!

The door opened and Henry shone a torch under the bed, on Emma's shocked face. 'Emma! It's me! I don't have football practice.' Emma and Henry started laughing. She was glad her brother was home.

	Yes / No	Examples
1. Does the writer say when and where the story happened?		
2. Does the writer mention the events in the order in which they happened?		
3. Does the writer use appropriate tenses to describe what happened?		
4. Does the writer use adjectives and adverbs?		
5. Does the writer use linking words?		
6. Does the writer say what happened in the end?		

LEARNING STANDARDS**SB:** R2.1, S5.1, W1.4, W2.2, W2.3**FUNCTIONS**

Responding to bad news
 Expressing sympathy
 Narrating a story

VOCABULARY

blackout burglar cow feed field
 finally (= at last) footstep lights go out loudly
 pick sb up practice return sheep shine
 sound (n.) unluckily while (n.) whistle (v.)

Phrases / Expressions

How awful/unpleasant! I'm sorry to hear that.
 No way! Oh dear! Poor you! That's a shame/pity.
 That's so sad. That's terrible. That's too bad.
 What a shame/pity! You poor thing!
 You won't believe what happened to me.

1. Read R2.1 

- Draw Ss' attention to the dialogue.
- Ask Ss what the dialogue is about (*an unpleasant experience*).
- Have Ss work in pairs, read the dialogue and answer the questions that follow.
- Check the answers with the class.

KEY

1. She wanted to visit a friend in another neighbourhood and got lost.
2. Poor you!

2. Speak**A**

- Draw Ss' attention to the box containing the set phrases used for responding to bad news and expressing sympathy. Check Ss' understanding.
- Remind Ss to use the appropriate intonation when they use these phrases in order to sound as realistic as possible.
- Play the recording and pause after each phrase for Ss to repeat.

B S5.1 

- Ask Ss to read through the prompts and the speech bubble. Make sure they understand everything.
- Allow Ss some time to prepare their answers and encourage them to look at the set phrases in Activity A. Ask them to tick the phrases they want to use to help **lower-performing Ss**.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Tell Ss to swap roles.
- Choose several pairs to act out the dialogue.

KEY*suggested answer*

- A:** Hi, Phil. You're late!
B: Hi! I'm so sorry, but I had a bad morning.
A: What happened?
B: Well, I wanted to catch the 10.30 bus but I missed it. As I was waiting at the bus stop, I wanted to call you but I didn't have my phone, so I went back home to get it. When I got there, I couldn't find my keys. I felt terrible!
A: Oh dear! How awful! What did you do next?
B: I went to my friend's house to call my mum. Luckily, she was coming back home, so I got my wallet and my keys and told her to drive me here.

3. Write**A** R2.1 

- Draw Ss' attention to the title of the story and ask them to tell you if they know what a blackout is (*a time when there is no light because of an electrical power failure*).
- Help Ss deduce the meaning of the word by asking them to divide the compound word into two parts *black-out*. Ask them to look at the pictures accompanying the story, too and understand what the story is about.
- Allow Ss some time to read the story and underline any unknown words they may have at the same time.
- Ask Ss some comprehension questions:

*What was the weather like on Thursday? It was rainy.
 Who is Henry? Emma's brother
 Was he at home? No, he was at football practice.
 Why was Emma excited? Because she could play a game on her brother's computer.
 What happened while Emma was waiting for the game to load? The lights went out.
 What did Emma decide to do? She got a torch and decided to read a book.
 What did she hear outside the front door? footsteps
 Was she scared? Yes, she was.
 Where did she hide? under her bed
 Why did she scream? Because she heard footsteps on the stairs. / Because the footsteps were coming closer and closer.
 Was it a burglar? No, it was Henry.
 How did Emma feel when she saw him? She was glad.*

- Have Ss do the activity. Ask them to underline words or phrases that helped them find the answer to each question.
- Check the answers with the class.

KEY

	Yes / No	Examples
1.	Yes	... <i>Thursday evening</i> ... <i>home</i> ...
2.	Yes	<i>Emma was waiting ... the lights went out...</i> <i>Emma got a torch and a book...</i> <i>She was reading when she heard footsteps..., etc.</i>
3.	Yes	Past Simple / Past Progressive (<i>Emma was waiting..., the lights went out, Emma got a torch... and sat on the sofa, She was reading when she heard..., She quietly ran ... closed the door and hid..., Emma was really scared, ...she heard..., They were coming..., She screamed, etc.</i>)
4.	Yes	Adjectives: <i>rainy, alone, excited, boring, scared, heavy, shocked, glad</i> Adverbs: <i>finally, suddenly, quietly</i>
5.	Yes	<i>when, Then, and</i>
6.	Yes	<i>She was glad her brother was home.</i>

- Explain any unknown words in the text.

B

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

KEY

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

C W2.3

- Draw Ss' attention to the box including information about punctuation marks.
- Remind Ss when capital letters, full stops, commas, question marks and exclamation marks are used.
- Use the examples provided to illustrate the correct and appropriate use of punctuation marks.
- Explain to Ss that they have to read the sentences 1-4 and add the missing punctuation marks.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. **What** were you doing when the accident happened?
2. **My** brother was walking in the forest when he found the kitten.
3. **A:** I lost my new mobile phone.
B: What a pity!
4. Harry was playing a computer game, his sister was reading a book, his father was cleaning the car and his mother was watching TV.

D W1.4, W2.2, W2.3

- Ask Ss to read through the first and the last paragraph of the story.
- Then ask them to look at the pictures and read through the prompts.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to do the activity and go round the class providing support when necessary.
- Have Ss work in pairs and take turns to narrate the main part of the story, each student narrating the part of the story corresponding to two pictures.

KEY

suggested answer

Main Part

1st picture: When he arrived, he helped his grandpa with the chores. They fed the cows and then the sheep.

2nd picture: While they were feeding the rabbits, grandpa's phone rang. Ron decided to go to the barn because he wanted to find Pepper, the horse.

3rd picture: When Ron opened the barn door, Pepper got out and started running towards the field. Ron ran after Pepper, but after a while he couldn't see him. Ron was really worried.

4th picture: When Ron returned to the farm, grandpa was cleaning the barn. Grandpa whistled loudly. Suddenly, Pepper appeared.

- Ask Ss to go to the Workbook page 60 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook page 61 and complete the writing plan before they start writing the task.
- Draw Ss' attention to the page provided in the Workbook for the writing task.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their stories and go round the class providing support when necessary.
- Choose several Ss to read out their stories.

OPTIONAL ACTIVITY

Error correction

- Write some sentences with common errors Ss have made on the board. Do not reveal who made the mistakes.
- Ask Ss to work in pairs or groups, identify the mistakes and correct them.

B Read and complete the sentences with the words in the box.

when while
suddenly luckily unfortunately

WHEN YOU WRITE A STORY:

- use the words **when** and **while** to link two past actions.

When I saw the spider, I screamed.
When I arrived at the beach, my friends were playing volleyball.
While I was studying, I heard a strange noise.
Lena was taking pictures while her brother was riding his bike.

- use adjectives, like **worried, surprised, excited**, etc. to describe how you felt, and adverbs, like **suddenly, (un)luckily** and **(un)fortunately**.

1. We got lost on the island. _____, someone helped us find our way to the hotel.
2. _____ it started raining, the children left the skatepark.
3. I wanted to be here earlier. _____, I missed the bus.
4. It was a sunny Saturday morning. _____, it got dark and it started raining.
5. _____ Nasser was running, he slipped and fell.

C Read the sentences 1-4. Add the missing punctuation marks.

Punctuation marks

- All sentences start with a capital letter and finish with a full stop (.)

My best friend visited his grandparents last weekend.

- Use commas (,) to separate items in a list.

I was feeding the rabbits, my brother was feeding the cows, my cousin was watering the trees and my uncle was cleaning the barn.

- Always use a question mark (?) at the end of a question.

What were you doing at two o'clock yesterday afternoon?

- Use an exclamation mark (!) at the end of a sentence to show strong feelings.

What a shame!

1. what were you doing when the accident happened
2. my brother was walking in the forest when he found the kitten
3. **A:** I lost my new mobile phone
B: what a pity
4. Harry was playing a computer game his sister was reading a book his father was cleaning the car and his mother was watching TV

D Below are the first paragraph and the last paragraph of a story. Look at the pictures and use the prompts to write the main part of the story. **Then go to the Workbook page 61.**

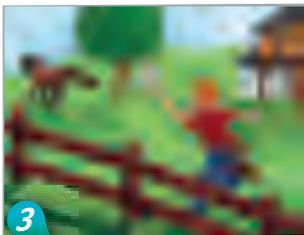
Last weekend, Ron visited his grandparents on their farm. Ron was excited. He wanted to see Pepper, the horse, again.



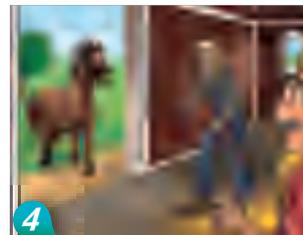
- When / he / arrive / he / help / grandpa / with / chores
- They / feed / cows / and / then / sheep



- While / they / feed / rabbits / grandpa's / phone / ring
- Ron / decide to / go / barn
- He / want / find / Pepper



- When / Ron / open / barn door / Pepper / get out / and / start / running / towards / field
- Ron / run after / Pepper / but / after a while / he / not can / see / him
- Ron / be / worried



- When / Ron / return / farm / grandpa / clean / barn
- Grandpa / whistle / loudly
- Suddenly / Pepper / appear

TIP!

Use the prompts given. Don't forget to make any necessary changes.

'Pepper! I thought you were lost!' shouted Ron. Grandpa laughed and gave Pepper some carrots. 'Fortunately, he knows his way back home,' said Grandpa.

4 Round-up

1. Vocabulary

A Cross out the odd word. Then add one more.

1. knee - arm - ladder - back -
2. afraid - ill - confused - angry -
3. fog - rain - ice - sand -

Score: / 6

B Circle the correct options.

1. My brother and I had an **accident / argument**. He took my tablet without asking me.
2. **A:** Is Sue good at rollerblading?
B: No. Yesterday she **fell / crashed** into a tree.
3. You can easily get **lost / locked** in a big city.
4. Mum, I don't feel very well. Can you come and **pick / wake** me up from school?
5. We heard the fire alarm and then we saw **scream / smoke** coming from the kitchen.
6. I was reading a book when, **suddenly / immediately**, the lights in my room went out.
7. Take an umbrella with you. There are grey clouds in the **sky / land**.
8. The firefighter went into the building and **noticed / rescued** the people from the fire.

Score: / 8

2. Grammar

C Complete with the **Past Progressive** of the verbs in the box.

go ring get not sleep wait

1. Why didn't you answer the phone?
It
2. Noora for me while I ready.
3. **A:** Where Abdullah when you saw him?
B: To the park.
4. Don't worry. We when you called last night.

Score: / 5

D Complete with the **Past Simple** or the **Past Progressive** of the verbs in brackets.

1. I (sprain) my ankle while I (train). That's why I (not play) in the basketball game yesterday.
2. While we (walk) down Maple Street, a man (ask) us for directions.
3. Jameel (talk) on the phone when I (come) home.

Score: / 7

E Complete with **some, any, no**.

1. Good morning, Mrs Stevens. These bags look very heavy. Would you like help?
2. They didn't have crisps so I got us popcorn.
3. There are good films on TV today. Let's go out and play.

Score: / 4

F Circle the correct options.

1. **A:** I think there's **everyone / someone** in the house.
B: What? I didn't hear **anything / something**.
2. He's very famous. **Nobody / Everybody** knows him.
3. This town is so boring. There's **nowhere / nothing** to do around here.
4. I know my keys are **somewhere / anywhere** in my bag, but I can't find them.
5. **A:** Did you know **no one / anyone** at Lucy's barbecue?
B: No, they were all from her new school.
6. I love this book. I take it with me **somewhere / everywhere** I go.

Score: / 7

3. Communication

G Complete the dialogue with the phrases a-d.

- A:** 1
- B:** I didn't go. 2
- A:** Did you lose your ticket?
- B:** No, I've got it. I got stuck in the lift when I was leaving my flat.

- a. No one.
b. How awful!
c. How was the game?
d. You won't believe what happened to me.

- A:** 3 Were you scared?
- B:** Of course I was, so I started shouting and shouting.
- A:** And who heard you?
- B:** 4 Luckily, my phone was working and I called my parents. But it took them half an hour to get back from work.
That's why I missed the game.

Score: / 8

Total score: / 45

Now I can...

- use the Past Progressive
- narrate past events (accidents, adventures, rescues, mishaps, etc.)
- distinguish between the Past Simple and the Past Progressive
- describe my feelings
- form adjectives from nouns
- discuss bad news and respond to it expressing sympathy
- write a story

LEARNING STANDARDS

WB: R2.1, L2.1

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

1. Vocabulary

A

KEY

- | | |
|---------------------------------|-----------------------------|
| 1. cross out: ladder | <i>suggested answers</i> |
| 2. cross out: ill | <i>add: ankle, etc.</i> |
| 3. cross out: sand | <i>add: surprised, etc.</i> |
| | <i>add: snow, etc.</i> |

B

KEY

- | | |
|-------------|-------------|
| 1. argument | 5. smoke |
| 2. crashed | 6. suddenly |
| 3. lost | 7. sky |
| 4. pick | 8. rescued |

2. Grammar

C

KEY

- | | |
|-----------------------------|---------------------|
| 1. was ringing | 3. was ... going |
| 2. was waiting, was getting | 4. weren't sleeping |

D

KEY

1. sprained, was training, didn't play
2. were walking, asked
3. was talking, came

E

KEY

1. some 2. any, some 3. no

F

KEY

- | | |
|----------------------|---------------|
| 1. someone, anything | 4. somewhere |
| 2. Everybody | 5. anyone |
| 3. nothing | 6. everywhere |

3. Communication

G

KEY

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

Now I can

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

LEARNING STANDARDS

SB: R2.1, R4.1, R4.2, S1.1, W2.2, W2.3

A

- Ask Ss to tell you if they know of any famous explorers.
- Elicit answers and encourage Ss to tell you what they have discovered and why they think these people are considered to be famous.
- You can also find pictures of some famous explorers and have Ss match them with their names. Initiate a short discussion.

B

- Ask Ss if they know the name of the famous Moroccan explorer. Elicit answers and draw their attention to the title of the text.
- Draw Ss' attention to the activity and ask the question in the rubric.
- Draw a mind map on the board and write the name of the Moroccan explorer Ibn Battuta in the centre and have Ss come up with as many things as they know about him.
- If Ss do not know anything about the explorer, ask them to guess, e.g. where he was from, when was he born, etc.
- Have Ss read the text and check their answers.

KEY

Ibn Battuta was a famous explorer and great traveller. He was born in 1304 in Tangier, Morocco. He travelled 75,000 miles, and he visited more than 40 countries from West Africa to India.

- Have Ss read the text again and tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

What is the full name of Ibn Battuta?

Abu Abdullah Muhammad Ibn Battuta

When was he born? in 1304

Where was he born? in Tangier, Morocco

What did he study? Muslim Law

How old was he when he left home? 21 years old

How did he mostly travel? on foot and with caravans

What means of transport did he use to travel? He travelled on horse, camel or by boat.

Which places did he explore? some Middle-Eastern countries, East Africa, the Black Sea area and countries like India, Ceylon and Spain

Who helped Ibn Battuta write his book? Ibn Juzayy

What is the full title of Ibn Battuta's book? 'A gift to those who contemplate the wonders of cities and the marvels of travelling.'

C R4.1, R4.2

- Draw Ss' attention to the highlighted words in the text and have them read through the definitions a-e. Make sure they haven't got any unknown words.
- Ask them to use their dictionaries to check the meaning of these words after they have done the matching.
- Allow Ss some time to do the activity. You can have them work in pairs. This will help **lower-performing Ss**.
- Check the answers with the class.

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

D R2.1

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

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

- Have Ss correct the false sentences. This will challenge **higher-performing Ss**.
- Explain any unknown words in the text.

Over to you S1.1

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

KEY

suggested answers

Would you like to travel far one day? If yes, which places would you like to explore?

Yes. I would like to go to the Amazon rainforest in South America and explore it. / No, I wouldn't. I don't really like travelling. It can be dangerous sometimes.

PROJECT W2.2, W2.3

Write a short biography

- Draw Ss' attention to the project.
- Refer Ss to the *Project Skills* section at the back of the Student's Book.
- Ask Ss to think of a famous explorer they want to write about.
- Ask them to read through the questions and make sure they understand everything.
- You can tell them to prepare a fact file in their notebooks to organise their notes better.
- Allow Ss some time to search the Internet to find the information they need. You can recommend some safe websites for Ss to use.
- Tell them to decide on the way they are going to present the information (e.g. *make a poster, a slideshow presentation, etc.*) This will encourage Ss to express themselves according to their learning styles and needs.
- Allow Ss some time to do the activity in class, or assign it as homework.
- Have Ss present their biographies in class.

A Great Explorer: Ibn Battuta

A Do you know of any famous explorers? What did they discover?

B 🗣️ What do you know about the explorer Ibn Battuta? Read and find out more.

Abu Abdullah Muhammad Ibn Battuta was born in 1304 in Tangier, Morocco. He came from a rich family and studied Muslim Law like his father. Ibn Battuta was an amazing traveller. In his **lifetime**, he travelled 75,000 miles and visited over 40 countries from West Africa to India.

When he was 21, he left home to go to Makkah on Hajj. His dream was to visit all the countries of the Muslim world and 'never, if possible, **cover** a road a second time'. Ibn Battuta travelled on foot, but also with caravans because it was safer than travelling alone. He also travelled on horse, camel or by boat. But which places did he visit? He started from some Middle-Eastern countries, then visited Makkah, and from there he went to East Africa. He also explored the Black Sea area and then travelled to countries like India, Ceylon, and Spain.

After twenty-nine years of travelling, Ibn Battuta decided to write a book about his **adventures** with the help of a young man, Ibn Juzayy. The title of the 1000-page book was 'A gift to those who contemplate the **wonders** of cities and the marvels of travelling', but people also know it as 'The Journey' or 'Rihla'.

Ibn Battuta was a very important and **respected** man, who is famous around the world because of his travels and his spirit of adventure.



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C 🔑 Match the highlighted words from the text with their definitions. Then check their meaning in a dictionary.

1. lifetime
2. cover
3. adventure
4. wonder
5. respected

- a. travel over
- b. something that makes you feel great surprise and pleasure
- c. being somebody that others have a good opinion of
- d. how long somebody lives
- e. a very exciting experience

D 🧠 Read again and write **T** for True or **F** for False.

1. Ibn Battuta and his father studied the same subject.
2. He wanted to visit all the countries in the world.
3. He didn't want to travel down the same road twice.
4. He started his travels from East Africa.
5. He wrote a book when he was 29 years old.
6. 'The Journey' was 1000 pages long.

Over to you...

💬 Discuss.

Would you like to travel far one day?
If yes, which places would you like to explore?

PROJECT

Write a short biography!

🧠 Choose a famous explorer and do some research on some of the following questions.

- When and where was the explorer born?
- What are some interesting facts about his/her life?
- Which places did he/she visit?
- What are some of his/her most famous achievements?
- Why is he/she famous?
- Did he/she write about his/her travels?

Write the short biography.

POEM

What a day!

(Modules 3 & 4)

🔊 Complete the poem with the words in the box.
Listen and check your answers. Then say.

lost hurry took phone
get off stuck letter turned

I was looking for the post office, I was in a 1
They told me 'It isn't very far, you don't have to worry.
You have to 2 at the next stop.
The post office is near, and you can walk.'

I got off the bus and waited at the traffic lights
I crossed the street and then I 3 right
I went straight ahead, and then I couldn't find my way
I got 4 in my town at midday!

Two hours later, I posted my 5
But my awful day didn't get any better
I took the wrong bus back home
And then I realised I didn't have my 6

When I finally found my way home through the park
I 7 the lift upstairs, but everything went dark
I shouted and shouted 'Get me out of here soon!'
But I was 8 in the lift all afternoon!

What a day, what a day!
I'm so glad it's over
I'm going to bed
What will it be like tomorrow?

What a day!

- Ask Ss to look at the title of the poem and guess what the poem is about.
- Accept all answers.
- Ask Ss to read through the poem without trying to work out which words go in the gaps.
- Ask Ss to try to complete the poem with the words in the box before listening to it.
- Play the recording and have Ss listen to the poem carefully and check their answers.
- Check the answers with the class and explain any unknown words.

KEY

- | | |
|------------|-----------|
| 1. hurry | 5. letter |
| 2. get off | 6. phone |
| 3. turned | 7. took |
| 4. lost | 8. stuck |

- Play the recording again and have Ss follow along.
- Ask Ss if they've ever had a bad day like the one described in the poem and initiate a short discussion.

OPTIONAL ACTIVITY

- Have Ss work in pairs or groups.
- Ask them to change the following words (*verse 1: post office, verse 3: posted my letter, phone*) in the poem and try to make their own version.
- Have Ss present their own version of the poem.

Speaking Activities

1c

SPOT THE DIFFERENCES

Talk in pairs. Look at the two pictures and find the differences.



In picture A, Lance is wearing...
In picture B, he isn't wearing...
He's wearing...

1e

GUESSING GAME: WHO IS IT?

Look at the information on the cards below and talk in pairs.

Student A: Choose a person, but don't tell Student B. Answer Student B's questions.

Student B: Ask Student A questions and guess which person he/she has chosen.

FRED

PERSONALITY:
messy, outgoing

LIKES:
playing football

KEVIN

PERSONALITY:
friendly, outgoing

LIKES:
playing football

MARK

PERSONALITY:
friendly, outgoing

LIKES:
skateboarding

LOUISA

PERSONALITY:
polite, shy

LIKES:
reading books

SUZIE

PERSONALITY:
polite, tidy

LIKES:
reading books

NORA

PERSONALITY:
polite, shy

LIKES:
playing volleyball

Is it a boy or a girl?

A boy.

What does he look like?

He's tall and chubby, and he's got short wavy hair.

What's he like?

He's outgoing and friendly.

What does he like doing in his free time?

He likes playing football.

Is it Kevin?

Yes, it is.

Speaking Activities

3c

INFORMATION GAP ACTIVITY

Talk in pairs.

Student A

- A** Look up the information needed to complete the fact file about your country. Then answer Student B's questions.

NAME OF COUNTRY:	
Flag	<input type="checkbox"/>
Capital:	.....
Population:	.....
Official language:	.....
Highest mountain:	.....
Largest desert:	.....

- B** Ask Student B questions about his/her country to complete the fact file.

NAME OF COUNTRY:	
Flag	<input type="checkbox"/>
Capital:	.....
Population:	.....
Official language:	.....
Highest mountain:	.....
Largest desert:	.....

*What's the capital city of ...?
It's...*

3e

ROLE PLAY

Talk in pairs.

Student A

- A** Imagine you visit Snow Dunes in Doha Festival City, but it's closed. Student B works there. Ask him/her about the opening and closing hours of Snow Dunes on weekdays and at the weekend.

- B** Imagine you work at the ticket office of an amusement park. Look at the information on the right and answer Student B's questions.

Excuse me. Could I ask you a question?

Sure.

What time...?

I'm sorry but I didn't understand what you said. Could you repeat that, please?

Excuse me. Could I ask you a question?

Sure.

I'd like... How much...?



3c

INFORMATION GAP ACTIVITY

Talk in pairs.

Student B

A Ask Student A questions about his/her country to complete the fact file.

NAME OF COUNTRY:
Flag <input type="checkbox"/>
Capital:
Population:
Official language:
Highest mountain:
Largest desert:

B Look up the information needed to complete the fact file about your country. Then answer Student A's questions.

NAME OF COUNTRY:
Flag <input type="checkbox"/>
Capital:
Population:
Official language:
Highest mountain:
Largest desert:

What's the capital city of...?

It's...

3e

ROLE PLAY

Talk in pairs.

Student B

A Imagine you work at Snow Dunes in Doha Festival City. Look at the information on the right and answer Student A's questions.



Excuse me. Could I ask you a question?

Sure.

What time...?

I'm sorry but I didn't understand what you said. Could you repeat that, please?

OPEN

Weekdays
10 a.m. - 10 p.m.

Weekends
10 a.m. - 12 a.m.
(midnight)

B Imagine you are at the amusement park. You want to buy a ticket for a ride. Student A works at the ticket office. Say which ride you want to go on, and ask him/her how much the tickets are and how long the ride lasts.

Excuse me. Could I ask you a question?

Sure.

I'd like... How much...?

Grammar Reference

Hello

The verb **be**

AFFIRMATIVE		NEGATIVE	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
It is	It's	It is not	It isn't
We are	We're	We are not	We aren't
You are	You're	You are not	You aren't
They are	They're	They are not	They aren't

QUESTIONS	SHORT ANSWERS	
Am I?	Yes, I am.	No, I'm not.
Are you?	Yes, you are.	No, you aren't.
Is he?	Yes, he is.	No, he isn't.
Is she?	Yes, she is.	No, she isn't.
Is it?	Yes, it is.	No, it isn't.
Are we?	Yes, we are.	No, we aren't.
Are you?	Yes, you are.	No, you aren't.
Are they?	Yes, they are.	No, they aren't.

Short forms are more common in spoken language and in informal writing.

Mr Williams isn't a geography teacher. He's a history teacher.

The verb **have got**

- We use the verb **have got**:
 - to express possession.
I've got a computer.
 - to talk about family and relationships.
He's got two brothers.
 - to describe people, animals and things.
Mary has got fair hair.

AFFIRMATIVE

I/You/We/They 've (=have) got
He/She/It 's (=has) got

NEGATIVE

I/You/We/They haven't (=have not) got
He/She/It hasn't (=has not) got

QUESTIONS	SHORT ANSWERS
Have I/you/we/they got?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it got?	Yes, he/she/it has. No, he/she/it hasn't.

Possessive adjectives

PERSONAL PRONOUNS	POSSESSIVE ADJECTIVES
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

Possessive adjectives go before nouns, without articles.

He is my friend. His name is Ted.

Possessive case

We use the **possessive case** to express possession.

FORMATION

Singular nouns take 's .	<i>This is the girl's bag. This is Tom's car.</i>
Regular plural nouns take ' .	<i>That's my parents' house.</i>
Irregular plural nouns take 's .	<i>Here's the children's room.</i>
When two or more people own the same thing, we add 's only to the last owner.	<i>This is Louise and Sally's flat.</i>
When two or more people own two or more different things, we add 's to each owner.	<i>These are Bob's and Rick's bikes.</i>

NOTE

We use **of + noun** to show that something belongs to a thing or to an abstract noun.

The windows of this house are very big.

Prepositions of place

in *The book is in the bag.*
on *The book is on the desk.*
under *The cat is under the table.*

There is / There are

	AFFIRMATIVE		NEGATIVE	
	FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
singular	There is	There's	There is not	There isn't
plural	There are	×	There are not	There aren't

	QUESTIONS	SHORT ANSWERS	
	singular	Is there...?	Yes, there is.	No, there isn't.
plural	Are there...?	Yes, there are.	No, there aren't.

- We use **there is** with singular nouns.
There's a chair in my bedroom.
Is there a watch in my bag?
- We use **there are** with plural nouns.
There are four books on my desk.
Are there two bathrooms in your house?

Plural forms

REGULAR NOUNS	
• most nouns take -s (in the plural)	<i>cat → cats</i> <i>computer → computers</i>
• nouns ending in -s, -ch, -sh, -x, -o , take -es	<i>box → boxes</i> <i>watch → watches</i>
• nouns ending in a consonant + -y , drop the -y and take -ies	<i>country → countries</i> BUT <i>boy → boys</i>
• nouns ending in -f or -fe , take -ves	<i>shelf → shelves</i>

IRREGULAR NOUNS	
<i>man → men</i>	<i>tooth → teeth</i>
<i>woman → women</i>	<i>person → people</i>
<i>child → children</i>	<i>mouse → mice</i>
<i>foot → feet</i>	<i>fish → fish</i>

Adjectives do not have a plural form.
*This is an **old** umbrella. →*
*These are **old** umbrellas.*

This/That/These/Those

SINGULAR	PLURAL
this	these
that	those

- We use **this/these** to point out people, animals or things that are close to us.
This is a book. These are my books.
- We use **that/those** to point out people, animals or things that are far from us.
That girl over there is Maria.
Those boys over there are my friends.

The verb can

AFFIRMATIVE	
I/You/He/She/It	can jump
We/You/They	

NEGATIVE	
I/You/He/She/It	can't (cannot) jump
We/You/They	

QUESTIONS	SHORT ANSWERS
Can I/you/he/she/it/we/you/they jump?	Yes, I/you/he/she/it/we/you/they can. No, I/you/he/she/it/we/you/they can't.

We use the verb **can** to express ability: *He can swim.*

Question words

- Who?:** We use it to ask about people.
A: *Who's that?*
B: *My friend, Kim.*
- What?:** We use it to ask about things, animals and actions.
A: *What's your favourite sport?*
B: *Basketball.*
- Where?:** We use it to ask about places.
I'm from Madrid. Where are you from?
- How?:** We use it to ask about the way in which something happens or to find out about someone's health.
A: *How are you?*
B: *Not bad.*
- How old?:** We use it to ask about ages.
A: *How old are you?*
B: *Twelve.*
- When / What time?:** We use them to ask about time.
A: *When do you play tennis?*
B: *On Mondays and Wednesdays.*
A: *What time do you finish school?*
B: *At 3.30.*
- Whose?:** We use it to ask about possession.
A: *Whose book is this?*
B: *It's my sister's.*
- How many?:** We ask about the number of something.
How many bedrooms are there in your house?
Three.
- Which?:** We use it when we want to select one from a group of things or people.
Which bag do you like? The red bag or the green bag?

Grammar Reference

Module 1

Present Simple

AFFIRMATIVE	NEGATIVE	
	FULL FORMS	SHORT FORMS
I speak	I do not speak	I don't speak
You speak	You do not speak	You don't speak
He speaks	He does not speak	He doesn't speak
She speaks	She does not speak	She doesn't speak
It speaks	It does not speak	It doesn't speak
We speak	We do not speak	We don't speak
You speak	You do not speak	You don't speak
They speak	They do not speak	They don't speak

QUESTIONS	SHORT ANSWERS	
Do I speak?	Yes, I do.	No, I don't.
Do you speak?	Yes, you do.	No, you don't.
Does he speak?	Yes, he does.	No, he doesn't.
Does she speak?	Yes, she does.	No, she doesn't.
Does it speak?	Yes, it does.	No, it doesn't.
Do we speak?	Yes, we do.	No, we don't.
Do you speak?	Yes, you do.	No, you don't.
Do they speak?	Yes, they do.	No, they don't.

NOTE

No **-s** in the 3rd person singular after **does/doesn't**.

FORMATION OF THE 3RD PERSON SINGULAR (he/she/it)

• most verbs take -s	<i>I eat → he eats</i> <i>I like → he likes</i>
• verbs ending in -ss, -sh, -ch, -x, -o take -es	<i>I watch → she watches</i> <i>I go → she goes</i>
• verbs ending in a consonant + -y , drop the -y and take -ies	<i>I study → he studies</i> BUT <i>I play → it plays</i>

We use the **Present Simple**:

- for habits or actions that happen regularly.
I watch TV every day.
He goes out at the weekend.
- for permanent states.
We live in Bristol.
I like ice cream.
- for daily schedules.
She starts work at 8.30 every day.

Prepositions of time

at	six o'clock / half past two, etc. noon / night / midday / midnight the weekend(s)
in	the morning / afternoon / evening my free time
on	Saturday, etc. Friday morning / afternoon, etc. weekdays
till until	We usually work till 5.00 p.m.
before	Jack always has a shower before dinner.
after	My dad has a shower after breakfast.
during	I don't go out during the week.
from... to/till/ until	I have an English class from 9 a.m. to 10.30 a.m.

Adverbs of frequency

	*	***	****	*****
never	sometimes	often	usually	always

We use **adverbs of frequency** to talk about how often we do something. We place them:

- **before** the main verb.
John often plays football on Saturdays.
Peter doesn't usually have breakfast.
Do you always watch TV in the evening?
- **after** the verb *be*.
Sheryl is never late for school.

How often...?

We use **How often...?** to show the frequency of an action:

A: *How often do you go out?*

B: *I go out twice a week, but I never go out on Mondays.*

Present Progressive

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I am playing	I'm playing
You are playing	You're playing
He is playing	He's playing
She is playing	She's playing
It is playing	It's playing
We are playing	We're playing
You are playing	You're playing
They are playing	They're playing

NEGATIVE	
FULL FORMS	SHORT FORMS
I am not playing	I'm not playing
You are not playing	You aren't playing
He is not playing	He isn't playing
She is not playing	She isn't playing
It is not playing	It isn't playing
We are not playing	We aren't playing
You are not playing	You aren't playing
They are not playing	They aren't playing

QUESTIONS	SHORT ANSWERS	
Am I playing?	Yes, I am.	No, I'm not.
Are you playing?	Yes, you are.	No, you aren't.
Is he playing?	Yes, he is.	No, he isn't.
Is she playing?	Yes, she is.	No, she isn't.
Is it playing?	Yes, it is.	No, it isn't.
Are we playing?	Yes, we are.	No, we aren't.
Are you playing?	Yes, you are.	No, you aren't.
Are they playing?	Yes, they are.	No, they aren't.

We use the **Present Progressive**:

- for actions that are happening at the moment of speaking.
What is Kelly doing now?
She's talking on the phone.
- for temporary states.
I'm working at a supermarket these days.

FORMATION OF -ING	
• most verbs take <i>-ing</i>	<i>talk</i> → <i>talking</i>
• verbs ending in <i>-e</i> , drop the <i>-e</i> before the <i>-ing</i>	<i>come</i> → <i>coming</i>
• verbs with one syllable ending in one vowel + one consonant, double the consonant before the <i>-ing</i>	<i>stop</i> → <i>stopping</i>
• verbs with two or more syllables ending in one stressed vowel + one consonant, double the consonant before the <i>-ing</i>	<i>begin</i> → <i>beginning</i> BUT <i>happen</i> → <i>happening</i>
• verbs ending in one vowel + <i>-l</i> , double the <i>-l</i> before the <i>-ing</i>	<i>travel</i> → <i>travelling</i>
• verbs ending in <i>-ie</i> , change <i>-ie</i> to <i>-y</i> before the <i>-ing</i>	<i>lie</i> → <i>lying</i>

TIME EXPRESSIONS
now, at the moment
today, these days
this week / year, etc.

Present Progressive vs Present Simple

- We use the **Present Progressive** for actions that are happening at the moment of speaking.
John is watching TV now.
Listen! She is talking on the phone.
- We use the **Present Simple** for habits, repeated actions and permanent states.
John watches TV at the weekend.
He plays football every day.

TIME EXPRESSIONS	
PRESENT PROGRESSIVE	PRESENT SIMPLE
now, at the moment	usually, always, often, etc.
today, these days	every day/week, etc.
this week / year, etc.	in the afternoons/summer, etc.
	on Mondays, at the weekend, etc.
	once / twice / three times, etc.
	a week/day, etc.

Stative verbs

The following verbs are usually **not** used in the **Present Progressive**. They are called **stative verbs**:

- see, hear, smell, etc.
- like, love, hate, want, need, etc.
- think, understand, know, etc.
- be, have, cost, etc.

Module 2

Past Simple of regular verbs

AFFIRMATIVE	NEGATIVE	
	FULL FORMS	SHORT FORMS
I played	I did not play	I didn't play
You played	You did not play	You didn't play
He played	He did not play	He didn't play
She played	She did not play	She didn't play
It played	It did not play	It didn't play
We played	We did not play	We didn't play
You played	You did not play	You didn't play
They played	They did not play	They didn't play

QUESTIONS	SHORT ANSWERS	
Did I play?	Yes, I did.	No, I didn't.
Did you play?	Yes, you did.	No, you didn't.
Did he play?	Yes, he did.	No, he didn't.
Did she play?	Yes, she did.	No, she didn't.
Did it play?	Yes, it did.	No, it didn't.
Did we play?	Yes, we did.	No, we didn't.
Did you play?	Yes, you did.	No, you didn't.
Did they play?	Yes, they did.	No, they didn't.

SPELLING	
• most verbs take <i>-ed</i>	<i>talk</i> → <i>talked</i>
• verbs ending in <i>-e</i> , take only <i>-d</i>	<i>like</i> → <i>liked</i>
• verbs ending in a consonant + <i>-y</i> , take <i>-ied</i>	<i>try</i> → <i>tried</i> BUT <i>play</i> → <i>played</i>
• verbs with one syllable ending in one vowel + one consonant, double the consonant before the <i>-ed</i>	<i>stop</i> → <i>stopped</i>
• verbs with two or more syllables ending in a stressed vowel + one consonant, double the consonant before the <i>-ed</i>	<i>prefer</i> → <i>preferred</i> BUT <i>happen</i> → <i>happened</i>
• verbs ending in one vowel + <i>-l</i> , double the <i>-l</i> before the <i>-ed</i>	<i>travel</i> → <i>travelled</i> BUT <i>sail</i> → <i>sailed</i>

Grammar Reference

Past Simple of irregular verbs

Irregular verbs don't take **-ed** in the **Past Simple**.

AFFIRMATIVE	I/You/He/She/It/We/You/They	went
NEGATIVE	I/You/He/She/It/We/You/They	didn't go
QUESTIONS	Did I/you/he/she/it/we/you/they	go?

NOTE

Look at the list of irregular verbs.

We use the **Past Simple** for:

- actions that started and were completed at a specific time in the past.
We bought our house five years ago.
- habitual or repeated actions in the past.
I always went to bed early when I lived with my parents.
- for completed actions that happened one after the other in the past.
Yesterday I got up at 8.00, had breakfast and left for school.

TIME EXPRESSIONS

yesterday / yesterday morning, etc.
last night / week / weekend / month / year
last Wednesday / Friday, etc.
last summer / winter, etc.
two days / a week / three months / five years ago
in + year

Past Simple of the verb be

AFFIRMATIVE	I/He/She/It was	I/He/She/It wasn't (=was not)
	We/You/They were	We/You/They weren't (=were not)

QUESTIONS	SHORT ANSWERS
Was I/he/she/it ?	Yes, I/he/she/it was. No, I/he/she/it wasn't.
Were we/you/they?	Yes, we/you/they were. No, we/you/they weren't.

There was / There were

AFFIRMATIVE	NEGATIVE
There was	There wasn't
There were	There weren't

QUESTIONS	SHORT ANSWERS
Was there?	Yes, there was. No, there wasn't.
Were there?	Yes, there were. No, there weren't.

The verb could

AFFIRMATIVE	NEGATIVE
I/He/She/It could	I/He/She/It could not walk
We/You/They walk	We/You/They couldn't

QUESTIONS
Could I/he/she/it walk?
we/you/they

SHORT ANSWERS

Yes, I/he/she/it could.	No, I/he/she/it couldn't.
we/you/they	we/you/they

Could is the past tense of **can**. We use it to talk about ability in the past.

My sister couldn't swim when she was seven.

Adverbs

Adverbs of manner describe how something happens.

*Stan is a good driver. He drives **carefully**.*

We form most adverbs of manner by adding -ly to the adjective.	<i>quiet → quietly</i> <i>careful → carefully</i>
Adjectives ending in a consonant + -y , drop the -y and take -ily .	<i>easy → easily</i>
Adjectives ending in -le , drop the -e and take -ly .	<i>terrible → terribly</i>

IRREGULAR ADVERBS

<i>good → well</i>	<i>late → late</i>
<i>fast → fast</i>	<i>early → early</i>
<i>hard → hard</i>	

Past Simple vs Present Simple

- We use the Past Simple for an action that happened in the past.
- We use the Present Simple for a habit that happens regularly.
I usually play football on Thursday afternoons, but last week I played on Wednesday.

Personal Pronouns

SUBJECT PRONOUNS	OBJECT PRONOUNS
I	me
You	you
He	him
She	her
It	it
We	us
You	you
They	them

- We use **subject personal pronouns** as subjects. They go before the verb.
Look at that girl. She's my sister.
- We use **object pronouns** as objects of verbs. They always go after verbs or after prepositions.
This soup is delicious. Taste it!

Module 3

Must/Have to

THE VERB MUST	
AFFIRMATIVE	I/You/He/She/It/We/You/They must go
NEGATIVE	I/You/He/She/It/We/You/They mustn't go
QUESTIONS	Must I/you/he/she/it/we/you/they go?
SHORT ANSWERS	Yes, I/he/she/it/we/you/they must.
	No, I/he/she/it/we/you/they mustn't.

THE VERB HAVE TO	
AFFIRMATIVE	NEGATIVE
I/We/You/They have to go He/She/It has to go	I/We/You/They don't have to go He/She/It doesn't have to go

QUESTIONS	
Do	I/we/you/they have to go?
Does	he/she/it have to go?

SHORT ANSWERS	
Yes, I/we/you/they do.	No, I/we/you/they don't.
Yes, he/she/it does.	No, he/she/it doesn't.

- We use **must** and **have to/has to** to express obligation in the present and future.
I must/have to wash the car today.
- We use **mustn't** to express prohibition.
You mustn't be late again!
- We use **don't/doesn't have to** to express absence of obligation.
You don't have to come early tomorrow. It isn't necessary.

NOTE

The past tense of **must** and **have to** is **had to** and expresses obligation in the past. The negative form **didn't have to** expresses absence of obligation in the past.

Comparative and Superlative Forms

- We use the **comparative form** of adjectives when we compare two people, animals or things.
- We use the **superlative form** of adjectives when we compare one person, animal or thing with several of the same kind.

FORMATION COMPARATIVE	
adjective + -er	<i>John is older than Peter.</i>
more + adjective	<i>My watch is more expensive than Diana's.</i>

SUPERLATIVE		
the +	adjective + -est	<i>John is the tallest boy in his class.</i>
	most + adjective	<i>This watch is the most expensive of all.</i>

All one-syllable and most two syllable adjectives take -er/est :	<i>clean → cleaner → the cleanest</i> <i>quiet → quieter → the quietest</i>
One-syllable adjectives ending in -e , take -r/-st :	<i>nice → nicer → the nicest</i>
One-syllable adjectives ending in one vowel + one consonant, double the consonant before the -er/-est :	<i>hot → hotter → the hottest</i>
Adjectives ending in a consonant + -y , drop the -y and take -ier/-iest :	<i>easy → easier → the easiest</i>
Adjectives with three or more syllables and some two-syllable adjectives take more + adjective / most + adjective :	<i>expensive → more expensive → the most expensive</i> <i>careful → more careful → the most careful</i>

IRREGULAR COMPARATIVES AND SUPERLATIVES		
POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
good	better	the best
bad	worse	the worst
many / much	more	the most
far	farther/further	the farthest/furthest

NOTE

- Other ways of comparison:
- as + adjective + as**
Debbie's as tall as her brother.
 - not as + adjective + as**
Geography isn't as interesting as history.

Prepositions of place

next to	<i>The museum is next to the post office.</i>
in front of	<i>The bus stop is in front of the museum.</i>
opposite	<i>The library is opposite the museum.</i>
between	<i>The museum is between the bank and the post office.</i>
behind	<i>The park is behind the museum.</i>

Grammar Reference

Prepositions of movement

up	Walk up this road.
down	Go down Elm Street.
into	Don't come into the house with that parrot!
out of	Brian walked out of the room.
through	This road goes through the park.
towards	Walk towards the library.
past	Walk past the newsagent's and turn left.
from... to	Maria drives from her house to work every day.
around	Stop running around the garden!

Module 4

Past Progressive

AFFIRMATIVE

I was eating
 You were eating
 He was eating
 She was eating
 It was eating
 We were eating
 You were eating
 They were eating

NEGATIVE

FULL FORMS

I was not eating
 You were not eating
 He was not eating
 She was not eating
 It was not eating
 We were not eating
 You were not eating
 They were not eating

SHORT FORMS

I wasn't eating
 You weren't eating
 He wasn't eating
 She wasn't eating
 It wasn't eating
 We weren't eating
 You weren't eating
 They weren't eating

QUESTIONS

Was I eating?
 Were you eating?
 Was he eating?
 Was she eating?
 Was it eating?
 Were we eating?
 Were you eating?
 Were they eating?

SHORT ANSWERS

Yes, I was.	No, I wasn't.
Yes, you were.	No, you weren't.
Yes, he was.	No, he wasn't.
Yes, she was.	No, she wasn't.
Yes, it was.	No, it wasn't.
Yes, we were.	No, we weren't.
Yes, you were.	No, you weren't.
Yes, they were.	No, they weren't.

We use the **Past Progressive**:

- for an action that was happening at a specific point of time in the past.
I was watching TV at 7 o'clock yesterday evening.
- for actions that were happening at the same time in the past. In this case we usually use **while**.
While I was watching TV, my mother was cooking.

Past Simple - Past Progressive Time Clauses (when, while, as)

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while** or **as** or **when**.
While/As I was driving, I saw a cat in the street. I was sleeping when the telephone rang.

some/any/no

- **some + uncountable / plural countable nouns** in affirmative sentences and for offers and polite requests.
There is some orange juice in the fridge. Would you like some chips?
- **any + uncountable / plural countable nouns** in questions and negative sentences.
Is there any orange juice in the fridge? There aren't any chips on the table.
- **no (= not any) + uncountable / plural countable nouns** in affirmative sentences to give a negative meaning.
There is no cheese in the fridge. = There isn't any cheese in the fridge.

NOTE

Countable Nouns

- We can count them.
- We can use *a/an* and numbers before them.
- They have singular and plural forms.
one orange five posters a lamp

Uncountable Nouns

- We cannot count them.
- We cannot use *a/an* or numbers before them, but we often use *some* and *any*.
- They have only singular forms.
rice water pasta

Uncountable nouns:

FOOD	meat, sugar, cheese, butter, chicken, chocolate, etc.
LIQUIDS	milk, water, coffee, etc.
MATERIALS	wool, gold, paper, glass, iron, leather, etc.
ABSTRACT NOUNS	love, help, freedom, time, information, news, advice, health, communication, work, experience, traffic, business, etc.
NATURAL PHENOMENA	weather, light, rain, snow, etc.
SOME CONCRETE NOUNS	baggage, furniture, money, luggage, etc.

Compounds of some, any, no and every

	SOME	ANY	NO	EVERY
PEOPLE	someone somebody	anyone anybody	no one nobody	everyone everybody
THINGS	something	anything	nothing	everything
PLACES	somewhere	anywhere	nowhere	everywhere

- These compounds always go with singular verbs.
Someone is behind the door.
Everybody here works very hard.
- We use the compounds of **no** in affirmative sentences with a negative meaning.
There was nobody in the office.
- We use the compounds of **any** in questions and negative sentences.
Do you need anything else?
I can't find my glasses anywhere.

Irregular verbs

IRREGULAR VERBS

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	know	knew	known
beat	beat	beaten	learn	learnt/learned	learnt/learned
become	became	become	leave	left	left
begin	began	begun	lend	lent	lent
bite	bit	bitten	let	let	let
blow	blew	blown	lie	lay	lain
break	broke	broken	lose	lost	lost
bring	brought	brought	make	made	made
build	built	built	mean	meant	meant
burn	burnt/burned	burnt/burned	meet	met	met
buy	bought	bought	pay	paid	paid
catch	caught	caught	put	put	put
choose	chose	chosen	read	read	read
come	came	come	ride	rode	ridden
cost	cost	cost	ring	rang	rung
cut	cut	cut	run	ran	run
do	did	done	say	said	said
draw	drew	drawn	see	saw	seen
dream	dreamt/dreamed	dreamt/dreamed	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	shine	shone	shone
eat	ate	eaten	show	showed	shown
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sink	sank	sunk
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	speak	spoke	spoken
fly	flew	flown	spell	spelt/spelled	spelt/spelled
forget	forgot	forgotten	spend	spent	spent
get	got	got	stand	stood	stood
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
hang	hung	hung	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hide	hid	hidden	understand	understood	understood
hit	hit	hit	wake	woke	woken
hold	held	held	wear	wore	worn
hurt	hurt	hurt	win	won	won
keep	kept	kept	write	wrote	written

Project Skills



BRAINSTORM

PLAN

RESEARCH

CREATE

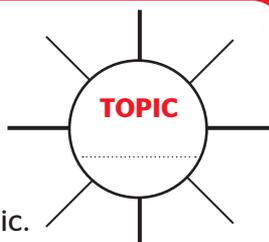
PROOFREAD

PRESENT

STEP 1

BRAINSTORM

- Think of the topic carefully and create a mind map to help you come up with ideas or words related to the topic.



STEP 2

PLAN

- Decide which of the ideas in **Step 1** you would like to include in your project and make a plan to use as a general guide.

STEP 3

RESEARCH

- Do research on the topic. Read books, use the Internet, watch videos or documentaries or even visit a museum.
- Note down key words and important information you have found. Remember: you mustn't copy the information. Use your own words to summarise the ideas.

STEP 4

CREATE

- When you have collected all the information, start working on your project.
- Make your project interesting. Think of a title and find pictures or draw your own.
- You can also write captions underneath the pictures to describe them.

STEP 5

PROOFREAD

- After you finish, proofread your work.
- Make sure you have included all the information and ideas you chose in your project.
- Check your spelling, grammar, vocabulary, etc.

STEP 6

PRESENT

A presentation consists of **3 stages**:

Stage 1: Before the presentation

- Practise presenting your work in front of a mirror or to a friend. This will help you feel more confident.

Stage 2: During the presentation

- First, introduce the topic. (*I would like to talk about... / I am going to talk about...*)
- Use short and simple sentences.
- Speak clearly and confidently.
- Smile at the people in the audience (your classmates) and make eye contact.

Stage 3: After the presentation

- Ask the audience if they have any questions and try to answer their questions. (*Any questions?*)
- Don't forget to thank the audience. (*Thank you for your attention.*)

TIP!

Use the following checklist with the things you need to do. Tick (✓) the boxes when you do them.

Project checklist

- mind map
- plan
- research
- key words
- paragraph/text
- title
- pictures and captions
- checking
- presentation practice

Learning Tips

In class

How to learn better in class

- Look at your teacher and the board and take notes.
- Listen carefully to your teacher and the recording.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pair and group work activities.

Outside the class

How to learn better outside the class

- Read the dialogues and texts from your book and listen to your CD.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read selected texts from English magazines and newspapers.
- Read English websites.
- Watch English TV programmes and DVDs.

Vocabulary

How to learn vocabulary better

- Write down new words in a notebook.
Together with the English word:
 - write the translation in your language,
 - write an example sentence,
 - draw or stick a picture.
- Put words in groups or use diagrams.
- Learn whole phrases (e.g. verb+noun) not just individual words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, write down if they are verbs, nouns, adjectives, etc.
- When you learn new words, use a dictionary to find synonyms and/or opposites of these words, too.
- Refer to the Wordlist.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

Grammar

How to learn grammar better

- Refer to the Grammar Reference.
- Use grammar tables.
- Have a grammar notebook.
In it write:
 - tips and/or rules in your language,
 - example sentences,
 - important grammatical points e.g. *irregular verbs*.
- Make a note of grammatical errors that you often make.

Speak

How to do better when doing speaking tasks

- Before you speak, make sure you understand the task and how you should use the prompts.
- Look at the example given.
- Use the prompts given.
- Use the vocabulary and the language you have learnt.
- Don't be afraid to make mistakes when you speak.
- Speak only in English.

Read

How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the pictures.
- Keep in mind that a text will most probably include unknown vocabulary. There's no need to panic. It does not mean that you won't be able to understand the text as a whole.
- Look for key words in the text to understand the main ideas.
- Try to guess the meaning of unknown words.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Decide in which part of the text you can find the information you need.
- Make sure you understand who or what the pronouns (he, it, this, them, etc.) refer to in the text.

Listen

How to do better when doing listening tasks

- Before you listen, look at the pictures and read the questions and answers carefully. Make sure you haven't got any unknown words.
- Before you listen, try to predict what the speakers are going to talk about.
- Before you listen, try to predict what kind of information is missing.
- While listening, try to understand the general idea, not every single word.
- While listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

Write

How to do better when doing writing tasks

- Make sure you understand what you are asked to write.
- Plan your writing and make notes before you write.
- Plan your paragraphs. Before you start, think of the ideas you are going to include in each paragraph.
- Group relevant information together and put it in the same paragraph.
- Do not write very short sentences. Join your ideas with appropriate linking words: **and**, **but**, **so**, **because**, etc.
- Use pronouns (he, she it, them, there, this, etc.) to avoid repeating the same words.
- When writing to a friend, start and finish your letter/email in an appropriate way. Remember to use set phrases.
- When you narrate events, write the events in chronological order. Use adverbs like **suddenly**, **luckily**, **unfortunately** to make your writing more interesting.
- Use a variety of vocabulary (e.g. adjectives) and grammatical structures in your writing to make it more interesting.
- When writing a note, keep the text short and give only the important information. Remember that you don't have to write full sentences.
- Write your first draft and correct it. Then write your final draft.
- Write neatly.
- After you finish, check your writing. Check punctuation and capital letters, spelling, word order, linking words, grammar and vocabulary.

Wordlist

Hello

baby
box
dictionary
female
floor (of a room)
goldfish
male
notebook
spell
sunglasses
understand
use
watch (n.)

Family

aunt
cousin
daughter
husband
son
uncle
wife

Living room

furniture other items

armchair
coffee table
lamp
painting
rug
shelf
sofa

Module 1

1a

about
after
at the beginning of
at the end of
become
before
begin
choose
coach
competition
different

difficult
easy
excellent
extra
fantastic
finish
gym
hard
like (prep.)
other
perfect
professional
science lab
start
the same... as
think
till / until
train (v.)
training
true

School subjects

biology
chemistry
geography
history
IT (Information Technology)

maths
PE (Physical Education)
physics

Phrases

I can't wait
It's great fun!

1b

active
ask
at all
be careful
both
building
busy
come over
exercise (n.)
feel
floor (of a building)
hang out
help (n.)
housework

invite
lazy
need
relax
remember
take the lift
take the stairs
tired
tiring
Chores
clean the windows
cook
do the washing
do the washing-up
hoover
iron clothes
take out the rubbish
tidy my room
wash the car

Phrases

How often...? Once /
Twice /
Three times a...
Which...?

1c

autograph
boring
cap
draw
drive
famous
from... to...
get ready
guys
hate
know
late
meet
shop (v.)
sign (v.)
wait for
Free-time activities
do arts and crafts
do jigsaw puzzles
do karate
go bowling
go cycling
go rollerblading
go shopping

go skateboarding
go to the
amusement park
go to the cinema
play table tennis
play video games
watch DVDs
watch videos on the
Internet

Phrases

Let's...

1d

age
can't stand
channel
dislike
enjoy
over (= more than)
popular
series
spend (time)
win

TV programmes

cartoon
game show
sitcom
soap opera
talent show
talk show
the news
weather forecast
wildlife
documentary

Phrases

What channel/day/
time is it on?
What kind of TV
programmes...?
What's on?

1e

a bit
be (really) into sth
be a fan of sth
be crazy about sth
bracelet
friendship
make jewellery
neighbour

Appearance

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

Personality

clever
friendly
funny
messy
outgoing
polite
rude
shy
tidy
unfriendly

Phrases / Expressions

What does he/she
look like?
What is he/she like?

Module 2

Cover

astronaut
battery
century
explorer
fly
invent
ocean
pilot
scientist
space
travel

2a

a few
at the age of
be born
because
decide
during
excited
experience (n.)
fall
forget

get a job
get married
give
graduate
grow (old)
happen
last (\neq first)
laugh
lose (= stop having)
practise
present (n.)
put
retire
start a family
try (= test)
university

2b

continue
dangerous
discover
dream (n.)
expedition
fast
for long
hero
however
join
journey
many
North/South Pole
quick
reach
ship
slow - slowly
terrible
top

Points of the compass

east
north
south
west

Nouns in -er

build - builder
climb - climber
drive - driver
explore - explorer
farm - farmer
paint - painter

photograph -
photographer
swim - swimmer
teach - teacher
train - trainer
travel - traveller
win - winner
write - writer

Phrases

How tall...?

2c

backpack
check
compass
dead (= not working)
even
everything
gadget
get dark
go hiking
GPS
heavy
in the past
information
know how to
look (= seem)
map
only
torch

Phrases related to technology

chat online
download apps/
videos
make a video call
post something on a
website
save/delete/print a
document/picture
send/receive emails/
text messages
turn on/off a
computer/laptop /
mobile phone
use the Internet /
an app

Phrases

Don't worry
Forget it
It's a good thing...

2d

almost
be called
billion
degrees
fit (v.)
interesting
land (v.)
last (v.)
million
minus
planetarium
temperature
thousand

Words related to outer space

earth
galaxy
moon
planet
solar system
spaceship
star
sun

Phrases

How far...?
How long...?
What's the weather
like?

2e

3D film
action
bored
bring
bumper car
cloud
detail
flight
flight attendant
full of
hope
little
plane
roller coaster
scared
screen
seat
thirsty
toy
train (n.)

view

Phrases / Expressions

Congratulations!
 Did I tell you about...?
 Good for you!
 Guess what!
 How are things?
 How wonderful/exciting!
 I can't believe it!
 I'm really happy for you.
 Listen to this!
 Lucky you!
 Really?
 That's amazing (news).
 What wonderful news!

Module 3

Cover

sign

Places in a town/city

airport
 bridge
 metro station
 port
 traffic lights
 train station
 tram station

3a

back (adv.)
 be in a hurry
 by + means of transport
 get off
 get on
 helmet
 in the end
 leave
 licence
 make it
 next
 on foot
 pavement
 seat belt
 stop (n.)
 ticket
 way (= direction)

wheel

without

wrong

Means of transport

boat
 coach
 ferry
 helicopter
 motorbike
 tram
 underground

Phrases / Expressions

Hold on!
 How much...?
 Not much.
 Now what?
 Sounds good.
 There's no time.
 Wait a minute.
 Well done.
 What a day!
 What are you up to?

3b

balcony
 calm
 capital (city)
 cheap
 clean (adj.)
 close (adj.)
 comfortable
 crowded
 dirty
 expensive
 find sth (+ adj.)
 glad
 hometown
 impressive
 modern
 noisy
 peaceful
 safe
 sight
 size
 tourist
 tower
 ugly

3c

ancient
 attraction

come from

continent

cover

fact (file)

flag

half

high

important

large

main

nearly

official language

penguin

plant (n.)

population

possible

probably

ruins

species

visitor

Geographical features

coast
 desert
 mountain range
 rainforest

3d

bicycle parking area
 book (v.)
 get a haircut
 magazine
 medicine
 newspaper
 no parking
 park (v.)
 pedestrian crossing
 post a letter
 stamp
 stop sign
 tunnel

Places in a town/city

car park
 chemist's
 farmer's market
 florist's
 hairdresser's
 newsagent's
 petrol station
 post office
 travel agent's

Directions

Go past...
 Go straight on.
 Go up/down...
 Street/Road.
 How do I get to...?
 It's next to / opposite / between...
 It's on your left/right.
 Turn left/right at the...
 Turn left/right into...
 Street/Road.
 Walk towards...

3e

a ten-minute walk
 ask for a favour
 attract
 borrow
 brilliant
 bus station
 castle
 city centre
 festival
 for example
 free
 hill
 look for
 lovely
 picnic
 show (v.)
 something else
 stadium
 take place
 tourist information office
 two/three, etc.
 blocks away
 volcano
 would like to
Phrases / Expressions
 Can/Could/May I...?
 Don't mention it.
 Excuse me.
 How can I help you?
 How long does it take to...?
 How much is it?
 It takes...

No problem.
Sorry, I've got
another question.
Thank you so much.
You're welcome.

Module 4

Cover

break (v.)
have an argument
ill
wake up

4a

all day
ambulance
answer (the phone)
block of flats
fire
fire alarm
firefighter
front door
have an accident
hear
jump (out of)
ladder
mud
paint (n.)
ring (v.) (telephone)
scare (v.)
scream (n. + v.)
shampoo
smoke (n.)
suddenly
wall

Parts of the body

ankle
arm
back
finger
knee
wrist

Verbs / Phrases related to accidents

crash into
fall down/off
hit
hurt
slip
sprain

4b

alone
appear
around
arrive
call for (help)
dolphin
exactly
expect
fish (v.)
fortunately
immediately
keep
move
noise
notice
protect
rescue
rock (n.)
save
seagull
shark
shore
strange
strong
weak

Emotions

afraid
angry
confused
embarrassed
shocked
surprised
worried

4c

at that moment
blow (v.)
carry
deep
fall asleep
forever
hide
land (n.)
perhaps
sand
shout
sink (v.)
sky
still

turn sth over
wave
wild

Words related to weather

cloud - cloudy
fog - foggy
ice - icy
rain - rainy
snow - snowy
sun - sunny
wind - windy

4d

catch a bus/train...
keys
leave (= not take sth
with you)
luckily
miss (= feel sad)
move (house)
play a joke on sb
unfortunately
**Phrases related
to mishaps**
be/get lost
get a flat tyre
get locked out
get stuck in a lift
lose one's wallet
miss the bus/train

4e

blackout
burglar
cow
feed
field
finally (= at last)
footstep
lights go out
loudly
pick sb up
practice
return
sheep
shine
sound (n.)
unluckily
while (n.)
whistle (v.)

Phrases / Expressions

How awful/
unpleasant!
I'm sorry to hear
that.
No way!
Oh dear!
Poor you!
That's a shame/pity.
That's so sad.
That's terrible.
That's too bad.
What a shame/pity!
You poor thing!
You won't believe
what happened to
me.

Module 1

1b

4. Listen

1.

A: Hey, Jane. Can you help me?

B: What? That's your job, Tina. I don't know how to iron clothes.

A: Oh, come on, Jane!

B: I've got housework to do, too, Tina.

A: Yeah, you get all the easy stuff. You always do the washing-up and take out the rubbish after dinner. Please! Help me iron the clothes before Mum gets home, and I'll help you do the washing-up later.

B: Deal!

2.

A: Oh, where is it? I can't find my chemistry notebook.

B: Well, no wonder! Look at your room, Brian! It's so messy! Do you ever tidy it?

A: Of course. On Sundays and Thursdays.

B: Well, tidy it up today, and maybe you'll find your notebook.

A: No, today's Friday. I never tidy my room on Fridays.

1d

2. Listen (1)

A: Hello. I'm doing a survey on TV programmes. Can I ask you some questions?

B: Sure.

A: Thanks. So, how old are you?

B: I'm 14.

A: Do you enjoy watching TV in your free time?

B: Yes, I do.

A: Nice. How often do you watch TV?

B: Every day. You see, I always watch TV in the afternoon after I finish my homework.

A: OK. How many TV programmes do you watch?

B: Well, these days, I'm watching about six or seven different TV programmes.

A: OK... so over five. What kind of TV programmes do you watch?

B: Well, I love watching sitcoms and game shows. They're my favourite kinds of TV programmes. Sitcoms are funny and game shows are so interesting.

A: Nice. Are there any TV programmes you hate watching?

B: Hmm... I can't stand soap operas. They're so boring!

A: OK. Thank you for your time.

B: You're welcome.

4. Listen (2)

A

1. It's the first day of spring, but it won't be sunny or warm, I'm afraid. In the north of the country, it's rainy and cloudy today, so take an umbrella with you! In the south...

2. A local boy saved a dolphin today on West Palm Beach. Ricky Rogers, a twelve-year-old boy found the dolphin on the beach at 11 a.m. this morning and immediately called for help. The dolphin was...

3. Good evening, everyone! I'm your host, Andy Colbert. Welcome back to our show: *Are you sure about that?* Our final category for today is TV. There are four questions left. Each correct answer gets ten

points. Our next question is for Mary. Are you ready?

4. Do you know how dolphins sleep? They don't close both eyes like other animals. Look at this dolphin. It's sleeping, but one of its eyes is open. It's very interesting...

B

Host: Good evening, everyone! I'm your host, Andy Colbert. Welcome back to our show: *Are you sure about that?* Our final category for today is TV. There are four questions left. Each correct answer gets ten points. Our next question is for Mary. Are you ready?

Mary: Yes, I am.

Host: Great! Johnny Simpson is a famous actor and stars in a popular sitcom. What is the name of the sitcom?

Mary: Umm... Is it *The IT Team*?

Host: No. Sorry, the correct answer is *Friends like Us*. No points for Mary in this round. Next question is for Jake. What kind of TV programme is *Special Days*?

Jake: Oh, I know! It's a soap opera!

Host: Correct! Do you watch it?

Jake: No, I hate soap operas, but my mum loves them. She watches *Special Days* every day.

Host: Well, thanks to your mum you get ten points! Next question is for Mary. What channel is the famous talent show *You're the Next Star* on?

Mary: Hmm... I think it's on NBW.

Host: Sorry, Mary, wrong again!

Mary: Oh, no. I'm losing.

Host: Well, let's see your points. Mary, you've got forty-five points, but Jake you are in the lead with fifty-five.

Jake: Yeah!

Host: What a game! Let's continue now. Next question...

Module 2

2b

3. Listen B

Jacques Cousteau was a famous French explorer. He was born on 11 June 1910 and he died on 25 June 1997, at the age of 87.

As a child, Cousteau could swim very well - he learnt to swim when he was just four years old. He loved the ocean and he quickly discovered that he wanted to explore the underwater world.

He wrote lots of books and made over 120 documentaries - some in the form of films and others in the form of TV series about his underwater expeditions in the world's oceans.

With his ship, *Calypso*, Cousteau and his sons explored the seas and filmed everything they saw. *The Undersea World of Jacques Cousteau* was one of his most popular TV series.

2c

4. Listen

1.

A: Check out my new laptop, Bobby.

B: Oh, cool. It's purple! My old laptop was exactly just like that.

A: Really?

B: Yeah, but I gave it to my younger brother.

A: Why?

B: Well, I bought a tablet. It's great.

2.

A: Look at this picture I took. Do you like it?

B: Oh, wow, it's really cool. How did you add text and colours to it?

A: Oh, it wasn't hard. I just downloaded an app.

B: Nice! Can you print it for me?

A: Print the picture from my phone? Don't we need a computer for that?

B: No, we don't. I didn't know how to do it, but my sister showed me. Look, you just click on this icon, and then on this one. Now, you choose the printer.

A: OK. Oh, you're right. It works!

2d

2. Listen (1) B

A: What are you doing?

B: I'm looking at a website about our solar system. It's got very interesting facts.

A: Like what?

B: Well, to begin with, there are eight planets in our solar system, not nine. Pluto is not one of them anymore.

A: Yeah, I know. Scientists consider Pluto a dwarf planet now. So, in our solar system there's Mercury, Venus, Saturn, Jupiter... Is Jupiter the red planet?

B: No, Mars is the red planet, silly.

A: Oh, right. And then there's Neptune and...

B: Neptune is the farthest from the Sun. It's very cold there. Do you know the average temperature on Neptune?

A: No, I don't. How cold is it usually?

B: Listen to this! -214 °C.

A: Wow. That's very cold! Hey, what does it say there about Mars?

B: A year on Mars is longer than an Earth year - it's 687 days.

A: Well, an Earth year is 365 days, right?

B: Right.

A: Well, imagine living on Mars! How long would each season be?

B: Do you want to hear how big the Sun is?

A: How big?

B: Very, very big. Just imagine that the Earth can fit in it about one million times.

A: A million times? That's amazing!

3. Grammar D

1.

B: Well, to begin with, there are eight planets in our solar system, not nine. Pluto is not one of them anymore.

2.

B: Do you want to hear how big the Sun is?

A: How big?

B: Very, very big. Just imagine that the Earth can fit in it about one million times.

4. Listen (2) A & C

Guide: ... and here we can see part of Apollo 11. Do you know what's special about Apollo 11, kids?

Boy 1: Umm, it's a spaceship.

Guide: But not just any spaceship. Astronauts went to the moon in this spaceship for the first time. Who knows when?

Boy 1: In 1969?

Guide: Yes, Apollo 11 left Earth on 16 July 1969. Four days later, on 20 July, the astronauts walked on the moon.

Boy 2: Cool! How many astronauts were in the spaceship?

Guide: There were three astronauts in the spaceship, Neil Armstrong, Edwin Aldrin and Michael Collins, but only two of them walked on the moon. Michael Collins stayed in the spaceship.

Boy 2: How long did they stay on the moon?

Guide: They were on the moon for almost a day. Actually, it was twenty-one hours and thirty-six minutes in total, but they also slept for seven of those hours.

Boy 1: Did they visit any other places in space after they left the moon? Like another planet?

Guide: After they left the moon, they started their journey home. On 24 July 1969, they arrived back on Earth and landed in the Pacific Ocean. However, they didn't go straight home. They couldn't see their families and friends for twenty-one days, because doctors wanted to be sure they were healthy and didn't have any illnesses. When they came out of...

Module 3

3b

4. Listen A & B

A: Hey, Laura. What do you think of your new house?

B: Well, I like it more than our old house because it's bigger and it's got a beautiful garden.

A: Oh, that's nice. Your old house didn't have a garden, right?

B: No, just a balcony.

A: And, what's your bedroom like?

B: Well, it's a bit smaller than my old bedroom, but I don't mind.

A: Really?

B: Yes, my brother, Charlie, got the big bedroom, but that's OK because I've got a beautiful view of the garden.

A: And what about the neighbourhood?

B: It's great because it's more peaceful than my old neighbourhood. I can finally get some peace and quiet!

A: Yeah, your old neighbourhood was a bit noisy. The park next to your house was very popular, and lots of kids went there to play every afternoon.

B: Well, that won't be a problem anymore. In my new neighbourhood, the nearest park is a ten-minute bike ride away. But at least now I can use my bike to get around.

A: Really? Is your new neighbourhood safer than your old one?

B: Yep. And my school's closer, too. I don't have to take the bus to get there. I can go on foot or by bike. But my brother Charlie always takes the bus to school. He's so lazy sometimes!

A: Ha ha. So, do you like your new school?

B: Well, it's OK, but I miss my old school and my friends, of course.

A: Don't worry. You'll make new friends.

B: I guess.

4. Listen C

1. What does Laura think about her new house?

2. Why does Laura like her new neighbourhood? What does she think about it?

3d

2. Listen (1)

1.

- A:** Oh, I don't believe this! Why is it taking so long?
B: Relax, Nelly. The hairdresser's closes at six. We still have lots of time.
A: Well, not really. I also have to get a magazine for my sister.
B: Don't worry! There is a newsagent's opposite the hairdresser's. Oh look! There it is.
A: Oh, great. It's almost full.
B: Don't worry. We don't have to sit down. We can stand. Come on, let's get on.

2.

- A:** Hello. Is there a florist's near here?
B: Yes, it's not far.
A: How do I get there?
B: Go down Park Road and turn left at the traffic lights. That's Victoria Road. Then go past the park and turn right at the car park. The florist's is between the car park and the bank.
A: OK. So, I go down Park Road and then I turn right...
B: No, you turn left at the traffic lights, and then right at the car park.
A: Oh, yes. OK. Thank you.

4. Listen (2)

- A:** Oh, no. I think we're lost.
B: Don't worry. Let's check the GPS on my phone. So, where are we now?
A: This is Park Road. There's a train station on the left and a petrol station on the right.
B: OK. Now, let's see. Turn right into the next street. It's called Station Road.
A: Well, now I can't. I just went past it. Maybe I can turn around and...
B: No problem. Just go straight on and turn right at the traffic lights.
A: OK. Into Victoria Road, right?
B: Yes, go past the bus stop and turn left into...
A: OK, I turn left here, at the shopping centre.
B: Wait, not yet. Go past the shopping centre, past the traffic lights at the pedestrian crossing, and then turn left into Mill Road.
A: OK. Is this Mill Road? I can't see the street name.
B: Yes, it is. It's not far now. Go past the supermarket and turn right into Main Street. The computer shop is on the right, opposite a bookshop.
A: There it is. Finally!

3e

1. Listen A

Dialogue 1

- A:** Excuse me. Could I ask you a question?
B: Sure.
A: We'd like to visit the Sports Museum. How can we get there?
B: The Science Museum. Well, let me think...
A: Not the Science Museum! The Sports Museum.
B: Oh, OK! I'm sorry. You can walk there. It's two blocks away. Let me show you on the map... It's here. It's right next to the police station.

- A:** Great. May I take the map?
B: Of course. It's free.
A: Thank you very much.
B: You're welcome.

Dialogue 2

- A:** Excuse me. We need some help.
B: Hello, kids. How can I help you?
A: Well, we want to go to the amusement park. Which bus do we take?
B: Bus 27 from that stop over there.
A: Sorry, I've got another question. How long does it take to get there?
B: About fifteen minutes. And remember. The stop for the amusement park is right after the stop for the shopping centre. You can also ask the bus driver.
A: Thank you for your help.
B: No problem.

Module 4

4b

5. Listen & Write A & B

- A:** Hello?
B: Hi, Jack.
A: Oh, hello, Carl.
B: How was the trip to the beach with your dad? You sound tired.
A: I am. We arrived at the beach at half past six this morning.
B: Why so early?
A: Because we wanted to go fishing first.
B: I see. So, did you have a good time?
A: Well, not exactly. My dad had an accident.
B: What happened?
A: Well, we were fishing when we heard an animal crying. It was a seagull and it was stuck in between two rocks. My dad wanted to help it, so he climbed up to get closer. And, while he was trying to free the seagull, he slipped and fell.
B: What, in the water?
A: On the rocks. And you know how rough they are.
B: Did he hurt himself? Is he OK?
A: He fell on his left side and hurt his leg and arm really badly.
B: Oh, my. Those rocks are very dangerous.
A: Yeah, and when he tried to stand up, he couldn't move. I was so worried!
B: Did you call for help?
A: Of course. I immediately called for an ambulance. And while we were waiting, I also called my mum. Anyway, half an hour later, we were at the hospital.
B: And where's your dad now?
A: He's at home, but he's in pain.
B: Don't tell me he broke his leg.
A: Well, he hurt it really badly, but it's his arm that's worse.
B: Really? Did he break it?
A: Yep.

4. Listen & Write C

- 1.** What does Jack mean when he says 'A: And, while he was trying to free the seagull, he slipped and fell.'
B: What, in the water?
A: On the rocks. And you know how rough they are.?'

2. What does Jack mean when he says 'He's at home, but he's in pain.'?

4d

2. Listen (1)

Dialogue 1

- A:** Hey, Matt. What are you doing out here?
B: I got locked out, Steve.
A: Oh, no! Did you lose your keys?
B: No. I forgot to take them with me and no one's at home now.
A: I see.
B: My dad is at work and my mum went shopping with my sister.
A: Did you call anyone?
B: I called my dad, but he can't come right now. So, I'm just waiting.
A: Is there anything I can do for you?
B: Could you wait with me here? I'm bored.
A: Sorry, I can't. I have to go home and look after my baby brother, but you can come to my house and wait for your dad there. We can also have lunch there together.
B: Really? Thanks!

Dialogue 2

- A:** Gina! You're late!
B: I know, I know. Don't be angry. I'm sorry, Laura. I didn't miss the bus this time.
A: Oh, I see. So, were you talking on the phone again?
B: No, not this time.
A: Let me guess... You were playing video games!
B: No, I wasn't, Laura. I got stuck in a lift.
A: What? Where? Your block of flats hasn't got a lift. Were you at your brother's flat?
B: No, I wasn't.
A: Don't tell me you were at the shopping centre!
B: Ha ha! No, I didn't go shopping without you. I was at my aunt's place. I was going down when, suddenly, the lift stopped! I waited for a few minutes but nothing happened, so I started shouting.
A: Were you scared?
B: Of course I was. Luckily, half an hour later, someone heard me and helped me get out.
A: You're lucky! Last month, I got stuck in a lift for an hour!
B: Oh, no!

4. Listen (2) A & B

Andrew

Yesterday morning, I didn't hear the alarm clock. I woke up because my friend Ted called me. He was waiting for me at the bus stop. I quickly got ready and ran out the door. While I was running, I heard keys jingling behind me. Luckily, I stopped and turned around. And there were my keys, on the ground. 'Phew!' I thought. I was putting them back into my bag when I heard someone call my name. It was Ted. The bus was coming! It reached the stop and Ted waved at me and got in. I had to wait for the next one!

Oliver

Last Saturday, I went hiking with my cousins. At one point, I saw an eagle and stopped to take pictures of it. Five minutes later, I noticed that my cousins weren't there anymore. I thought I was lost, but I wasn't. I was on the right trail. I was very scared. I started calling their names,

but there was no answer. Then, while I was walking, I heard a strange noise from behind some trees. I thought it was a wild animal and screamed. That's when my cousins jumped out and started laughing. They thought it was very funny, but I didn't, so I started shouting at them!

Luke

Last Saturday, I was riding my bike to the park to meet my friends, when suddenly a cat jumped out in front of me. I tried not to hit it and ended up crashing into a tree! Luckily, I was OK, but my bike wasn't. It had a flat tyre. I couldn't continue on foot because the park was far, and I couldn't call anybody for help because I didn't have my phone with me. Fortunately, a few minutes later, one of my neighbours drove by and saw me. He took me home and my dad fixed the flat tyre.

HELLO

- A.**
 1. Mexican 2. China 3. Indonesian
 4. Korea 5. Qatari 6. Peru
 7. Spanish 8. UK 9. Japanese
 10. Canada 11. Irish 12. Italy

- B.**
 1. brother 2. parents 3. mother
 4. sister 5. husband 6. Aunt
 7. Uncle 8. daughter 9. son
 10. cousins 11. wife 12. grandparents
 13. grandmother 14. grandfather

- C.**
 1. cat's 2. Layla's and Maha's
 3. Aunt Kathy's 4. children's
 5. parents' 6. Pat and Mia's

- D.**
 1. WEDNESDAY 2. DECEMBER
 3. MARCH 4. APRIL 5. JANUARY
 6. NOVEMBER 7. OCTOBER
 8. MONDAY 9. WINTER
 10. SEPTEMBER 11. MAY

- E.**
 1. a quarter to nine.
 2. a quarter past five.
 3. ten past six.
 4. five to eight.
 5. half past one.
 6. six o'clock.

- F.**
 1. in, on 2. - 3. on 4. -

- G.**
 1. children 2. watches 3. houses
 4. shelves 5. dates 6. boxes
 7. teeth 8. goldfish 9. babies
 10. monkeys

H.

D	F	I	C	A	B	P	L	E	Y
D	I	C	T	I	O	N	A	R	Y
V	A	W	V	F	X	H	M	G	P
D	R	A	H	G	Q	U	P	J	M
S	U	N	G	L	A	S	S	E	S
L	G	H	K	P	J	L	F	S	V
W	Q	R	T	H	W	A	T	C	H
A	F	D	G	J	K	P	L	P	E
V	O	P	A	I	N	T	I	N	G
G	D	W	E	R	U	O	S	H	Y
J	L	A	F	E	I	P	X	O	U

1. DVDS 2. SUNGLASSES
 3. DICTIONARY 4. RUG 5. PAINTING
 6. LAPTOP 7. WATCH 8. TV
 9. BOX 10. LAMP

- I.**
 2. There is a mobile phone in the bag.
 3. There is a boy on the sofa.
 4. There is a bag on the coffee table.
 5. There are books (on the rug) under the coffee table.
 6. There is a notebook on the coffee table.
 7. There is a pencil case in the bag.

- J.**
 1. k 2. c 3. g 4. d 5. e 6. j
 7. h 8. f 9. a 10. i 11. b

K.
 open answers

MODULE 1

1a

A.

C	Y	P	H	A	S	I	C	S
G	E	O	G	R	A	P	H	Y
E	H	C	E	I	O	H	E	M
B	I	O	L	O	G	Y	M	A
Y	S	L	C	L	Y	S	I	L
H	T	U	P	E	H	I	S	H
S	O	G	B	I	O	C	T	E
P	R	M	A	T	H	S	R	Y
H	Y	I	H	S	O	R	Y	S

1. MATHS 2. BIOLOGY
 3. GEOGRAPHY 4. IT 5. PHYSICS
 6. CHEMISTRY 7. HISTORY 8. PE

- B.**
 1. competition 2. about
 3. gym, science lab 4. difficult
 5. different 6. easy

- C.**
 1. starts 2. leaves 3. trains
 4. don't go 5. studies
 6. doesn't come 7. does 8. studies
 9. watches 10. works
 11. doesn't stay 12. goes

- D.**
 1. Do, don't 2. Does, doesn't
 3. Do, don't 4. Does, does

- E.**
 1. in 2. at 3. in 4. before 5. In
 6. until 7. After 8. at 9. at 10. in

- F.**
 1. Hi, Alex! How's your new school? Do you like it?
 2. Yes, I do. There's a really cool science lab!
 3. Cool! What other facilities are there?
 4. Well, there are two gyms and a pool!
 5. Wow! Pools are fantastic! How many students are there?
 6. Hmm... I think there are about 350.
 7. That's a lot! What time do your classes finish?
 8. That's the one bad thing. We finish at four o'clock!

1b

- A.**
 1. take 2. tidy 3. cook
 4. wash 5. do

- B.**
 1. a. busy b. active c. lazy
 2. a. tired b. tiring

3. a. Come over b. hang out

- C.**
 1. I don't usually do the washing-up after dinner.
 2. I never invite people to my house on weekdays.
 3. Jessica is always careful when she irons her clothes.
 4. My mum often cooks spaghetti on Fridays.
 5. Omar sometimes relaxes on the sofa for an hour before he does his homework.

- D.**
 2. How often does Mandy do the washing-up?
 Every
 3. How often does Mandy help her mum cook dinner?
 Twice
 4. How often does Mandy clean the windows?
 Once

- E.**
 1. b 2. d 3. e 4. a

F.
 open answers

1c

- A.**
play
 video games
 table tennis
watch
 DVDs
 videos on the Internet
go to
 the amusement park
 the cinema
go
 skateboarding
 cycling
 shopping

- B.**
 1. Are ... watching, 'm not watching, 'm studying
 2. Are ... playing, are doing
 3. is ... talking, is calling
 4. are ... doing, Are ... shopping, 'm not shopping, 'm waiting

- C.**
 1. does ... go, rides, is training, goes
 2. Are ... getting, 'm not getting, don't want
 3. are ... driving, take, 'm not working
 4. Is ... sleeping, isn't sleeping, is working
 5. is ... drawing, loves, know, Do ... like, don't like

- D.**
 1. does Judy want
 2. is James wearing
 3. does Brian do in his free time
 4. do you go bowling
 5. are they going today

E. L2.1

1. a 2. b

1d

A.

- weather forecast
- wildlife documentary
- game show
- talent show
- cartoon

B.

suggested answers:

- enjoy doing the washing-up, but they can't stand playing video games. They like going to the cinema, but they dislike watching talk shows.
- Jack dislikes doing the washing-up, but likes playing video games. He enjoys going to the cinema, but he can't stand watching talk shows.

C.

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

D. R2.1

- (new American) soap opera / TV programme
- 6 p.m.
- cartoons
- about two hours
- sitcom

1e

A.

- slim/thin 2. straight 3. shy
- polite 5. messy/untidy

B.

- Karen is short and slim. She's got short black hair and blue eyes.
- Daisy is short and slim. She's got long black/dark hair.
- Penny has got curly fair hair. She is very tall and slim.
- Sally is short and chubby. She has got short brown hair and brown eyes.

C.

- Noora has got long wavy hair.
- Mrs Williams doesn't go shopping at the weekend.
- My maths teacher is friendly.
- Are the girls reading comics right now?

D.

1. d 2. c 3. b
- 2.
4. a 5. f

Writing: A description of a person

suggested answer

My best friend's name is Mark. We live in the same neighbourhood and we go to the same school. He's fourteen, like me. He's tall and slim, and he's got short dark hair and blue eyes.

Mark is very friendly and outgoing. We usually study together at the weekend, and we hang out at the park in our neighbourhood. In our free time, we play computer games, or we watch our favourite series, but our favourite activity is making model planes or trains. We spend hours making them. These days, we're making a model plane. It's great!

1 Round-up

A.

suggested answers:

- biology, geography, PE
- hoover, tidy my room, iron clothes
- weather forecast, cartoon, game show
- friendly, shy, polite
- chubby, slim, tall

B.

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

C.

- Does ... like, loves, don't enjoy, like
- Are ... cooking, aren't cooking, are doing
- are buying, works, isn't working
- studies, is studying

D.

1. b 2. b 3. a 4. a 5. c 6. b
7. a 8. c

E.

- Elsie doesn't enjoy watching DVDs.
- Hasna loves drawing.
- I can't stand watching talent shows.

F.

1. a 2. b 3. b 4. b 5. a

G. R2.1

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

H. R2.1

- There are thirteen students.
- He is very friendly.
- He has a physics exam (on Thursday).
- He's going to the skatepark.

I. L2.1

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

J. L2.1

1. T 2. F 3. F

MODULE 2

2a

A.

1. job 2. born 3. married 4. retired
5. experience 6. graduate

B.

- practise 2. last 3. pilot
- excited 5. present 6. century
- Ocean

C.

- didn't laugh, wasn't
- played, were, didn't come, was
- got
- decided
- didn't give

- did ... retire, was
- forgot, didn't have

D.

- Hanan didn't eat machboos during her lunch break.
Hanan/She ate a meat pie during her lunch break.
- The 21st century didn't begin on 1 January 1901.
The 21st century/It began on 1 January 2001.
- Amelia Earhart wasn't an explorer.
Amelia Earhart/She was a pilot.

E.

open answers

2b

A.

- TRAVELLER 2. EXPLORER
- PAINTER 4. FARMER 5. DRIVER
- CLIMBER 7. WRITER 8. TRAINER
- PHOTOGRAPHER 10. WINNER

The word in the red boxes is: EXPEDITION

B.

- a. North b. West c. East d. South

C.

- quickly 2. happily 3. well
- carefully 5. terribly 6. late
- slowly 8. easily

D.

- carefully 2. slow 3. terrible
- quickly 5. late 6. easy

E.

- People couldn't fly to other places in the 19th century, but now they can.
- Cliff couldn't climb Mt Everest fifteen years ago, but now he can.

F.

open answers

G. L2.1

1. b 2. c 3. a

2c

A.

- online 2. turn off 3. text 4. save
- post 6. apps 7. make

B.

- backpack 2. app 3. gadget
- map 5. dark 6. information

C.

- enjoyed 2. walks, drove
- go, went 4. read, did
- comes, came 6. ate

D.

- My sister always watches documentaries, but yesterday she watched videos on the Internet.
- Lisa plays tennis twice a week, but last week she tried karate.
- I don't do household chores, but last Monday I washed the car.
- We usually have dinner at home every day, but last night we ate at a restaurant in Villagio Mall.

- E.**
1. d 2. f 3. b 4. g 5. a 6. e 7. c
- F.**
open answers

2d

A.

M	N	P	L	A	N	E	T	A
O	O	G	S	O	L	A	R	X
S	P	A	C	E	S	H	I	P
U	A	L	A	X	T	A	Y	S
N	C	A	P	L	A	N	E	D
C	E	X	E	A	R	T	H	U
P	O	Y	X	R	M	O	O	N

1. STAR 2. MOON 3. GALAXY
4. PLANET 5. SOLAR 6. SPACESHIP
7. EARTH 8. SUN

B.

2. six thousand, two hundred and nine
3. sixty-seven billion, four hundred and seventy million
4. two million, eight hundred and sixty-eight thousand

C.

1. My friends visited Purple Island. I wanted to go with them.
2. Carl is polite and funny. I like him a lot.
3. These are Janet's sunglasses. Please give them to her.
4. Where is my jacket? I can't find it.
5. Omar and I were at the park. Did you see us?

D.

1. you 2. I 3. it 4. us 5. us 6. we
7. him 8. them 9. them 10. you

E.

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

F. R2.1

1. Because they needed a man to go into space and go around the Earth.
2. (It was called) *Friendship 7*.
3. For five hours.
4. It helped NASA learn a lot of new things about space.
5. He travelled into space a second time.
6. (It went around the Earth) 134 times.

2e

A.

1. full 2. cloud 3. flight attendant
4. flight 5. thirsty 6. hope
7. Congratulations 8. bored

B.

2. Kevin is afraid of flying, so he always takes the train.
3. Neptune is a planet in our solar system and it has got over ten moons.

4. Lena did not have a good time in Toronto, because the weather was bad.

5. Abdullah is good at chemistry, but he is not good at physics.

C.

1. c 2. a 3. d 4. b 5. f 6. h
7. e 8. g

Writing: An email to a friend about a first-time experience

suggested answer

Hi Bob,

I hope you are well. Last weekend, my family and I visited a camel farm. I was very excited because it was the first time I rode a camel. Camels are amazing animals! It went a bit fast, but I wasn't scared at all. It was amazing! My brother had his camera with him, so he took a lot of pictures of me on the camel. The ride lasted half an hour. We also tried some delicious dates there. I can't wait to ride a camel again!

Bye for now,

Tom

2 Round-up

A.

1. b 2. b 3. a 4. b 5. a 6. a
7. b 8. a

B.

1. ship 2. be called 3. hero
4. screen 5. bored

C.

1. Did ... know, were 2. graduated
3. did ... last, didn't finish
4. tried, didn't like 5. got

D.

1. early 2. carefully 3. badly 4. well

E.

1. I 2. it 3. them 4. we 5. They
6. we 7. She 8. her 9. me 10. you

F.

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

G.

1. takes out
2. Did, didn't, don't watch
3. cooks, made
4. chat, couldn't

H.

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

I. R2.1

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

J. R2.1

1. They were computer scientists.
2. He studied physics.
3. He got a job at CERN.
4. Robert Cailliau.

K. L2.1

1. F 2. T 3. F

L. L2.1

1. the USA 2. bike 3. four

MODULE 3

3a

A.

P	X	F	V	F	Y	C	N	F	Q	P
B	V	Z	C	E	Q	E	C	P	Y	Z
U	N	D	E	R	G	R	O	U	N	D
P	B	Q	N	R	J	T	A	B	J	X
R	Y	P	Z	Y	X	R	C	O	A	R
T	X	F	J	R	Q	A	H	A	C	Y
R	H	E	L	I	C	O	P	T	E	R
A	C	V	P	M	X	J	Y	B	F	V
M	O	T	O	R	B	I	K	E	L	W

1. BOAT 2. MOTORBIKE 3. TRAM
4. FERRY 5. COACH 6. HELICOPTER
7. UNDERGROUND

B.

1. traffic light 2. on 3. helmet
4. hurry 5. off 6. port 7. licence

C.

1. d 2. b 3. c 4. b 5. d 6. b 7. d 8. c

D.

2. You don't have to / mustn't / can't bring your own lunch on a plane.
3. You mustn't / can't leave your car on the pavement.
4. In a car, you must / have to wear your seat belt.
5. You must / have to be a pilot to fly a helicopter.

E.

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

F.

suggested answers:

- They must / have to buy tickets.
- They mustn't eat on the roller coaster.
- They mustn't drink on the roller coaster.
- They must / have to be over 12 years old to ride the roller coaster.
- They don't have to wear a helmet to ride in the bumper cars.

3b

A.

1. safe 2. dirty 3. expensive
4. noisy 5. ugly

B.

1. safe 2. expensive 3. dirty
4. noisy 5. ugly

C.

1. isn't as expensive as
2. is as long as
3. isn't as big as
4. is as impressive as

5. is as peaceful as
6. isn't as dirty as

D.

1. peaceful 2. busier 3. cleaner
4. bigger 5. more impressive
6. more expensive 7. better
8. crowded

E.

1. isn't as busy as Salem.
2. is farther/further from the sun than Mercury.
3. aren't as noisy as the students in the science lab.
4. is as messy as Betty's room.

F.

2. as tall, T 3. faster, F 4. as long, F
5. bigger, F 6. stronger, T 7. slower, F
8. older, F

3c

A.

1. desert 2. ancient ruins
3. rainforest 4. flag
5. mountain range 6. coast 7. plant
8. continent

B.

1. half 2. attraction 3. official
4. main 5. population 6. possible

C.

1. b 2. c 3. a 4. b 5. c 6. a
7. c

D.

1. as 2. more 3. in 4. most 5. than
6. the 7. of

E.

1. The blue car is the most expensive of all.
The white car is cheaper than the red car.
2. Neptune is the coldest planet in the solar system.
Jupiter is warmer than Saturn.
3. Daisy's hair is longer than Maxine's hair.
Liz's hair is as long as Daisy's hair.
4. Yellow Mountain is the highest mountain of all.
Forest Mountain isn't higher than / is not as high as Green Mountain.

F. L2.1 

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

3d

A.

1. florist's 2. newsagent's
3. hairdresser's 4. travel agent's
5. post office 6. farmer's market
7. chemist's 8. petrol station
9. car park

B.

1. opposite 2. next to
3. between, next to 4. next to
5. between 6. opposite

C.

1. help 2. How 3. right 4. left
5. past 6. opposite

D.

1. into, out of 2. to, from
3. through, towards 4. up, down
5. past 6. around

E.

Polly's house

3e

A.

1. stadium 2. city centre
3. bus station 4. borrow 5. attracts

B.

1. Can/Could/May I borrow your/the car tonight?
2. Can/Could you post this letter for me?
3. Can/Could/May I see your train ticket please?

C.

1. **They** had a great time.
2. We go **there** every Saturday.
3. I always try to show **them** round.
4. I come **here** once a week.
5. **It** is the most popular one in the world.

D.

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

Writing: A description of one's town/city

suggested answer

I live in London, the capital of the United Kingdom. It's one of the biggest cities in the world, and about 9,000,000 people live here.

London has got a lot of amazing sights to visit. The Tower of London, for example. This is close to the city centre, and it is one of the most famous places in the world. London is also famous for its huge clock, Big Ben. Many tourists visit London to see it and take photos of it. There is also a very famous park here, Hyde Park. It attracts lots of tourists every year. People can relax, have a picnic or even do sports there.

London is an amazing place to live. I enjoy walking around the busy streets with my friends. We usually go shopping in Oxford Street, London's most famous shopping street. It's never boring here!

3 Round-up

A. suggested answers:

2. seat-belt underground
3. hometown mountain range
4. tunnel chemist's

B.

1. tower 2. tickets 3. capital
4. magazines 5. crowded 6. port
7. park

C.

1. from 2. through 3. opposite
4. into 5. between

D.

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

E.

1. cheaper
2. long
3. good, better, best
4. close, farthest/furthest
5. cleaner, messier
6. larger, largest

F.

2. Vancouver, Canada isn't as hot as Madrid, Spain.
3. The football stadium is as popular as the Modern Art museum.
4. The Buenos Aires underground isn't as old as the London underground.
5. Rashid is as young as Majed.

G.

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

H. R2.1 

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

I. R2.1 

1. It's more modern and impressive, and it's much larger.
2. Every six minutes.
3. You can travel to more than 160 places around the world.
4. Because the airport has more than 30 cafés and restaurants.

J. L1.1 

c

K. L2.1 

1. c 2. b 3. a

MODULE 4

4a

A.

1. He hurt his back.
2. She broke her arm.
3. He hit his knee.
4. She sprained her ankle.

B.

1. accident 2. argument
3. crashed into 4. ill 5. smoke
6. slipped, fell down

C.

2. Tammy was taking out the rubbish.
3. Melanie and Liz were making jewellery.
4. Roger was reading a book.
5. Heather was sending an email.
6. Grandma Jane was talking on the phone.
7. Mittens was sleeping.

D.

2. Was Ted driving an ambulance yesterday morning?
Yes, he was.
3. Were Diane and Valerie travelling by ferry yesterday afternoon?
No, they weren't. They were travelling by train.

4. Was Ray parking his/the car an hour ago?
Yes, he was.
- E.**
- I was painting my room when I slipped and fell off the ladder.
 - Oh, no! Did you hit your head?
 - No. I only sprained my wrist, but I'm better now. Do you want to hear the funny part?
 - Funny part? What could possibly make it funny?
 - When I fell off the ladder, I got paint all over me and I didn't have any more to finish painting.
 - You're right, that is funny!

4b

- A.**
1. embarrassed 2. shocked 3. angry
4. surprised 5. worried 6. confused
- B.**
1. weak 2. shore 3. move 4. protect
5. notice 6. dolphins 7. strange
- C.**
1. a 2. b 3. c 4. a 5. b 6. a
- D.**
1. was getting 2. called 3. ran 4. saw
5. had 6. found 7. wasn't moving
8. didn't know 9. called 10. came
11. took 12. crashed 13. was flying
14. saved
- E.**
- The men were exploring a jungle when they saw a monkey.
 - While Roberta was waiting for her flight, a helicopter landed.
 - Andy was calling out for help when the firefighters arrived.

F.
suggested answers:

- Khalifa was watching a film when his friends arrived. / While/As Khalifa was watching a film, his friends arrived.
- We were looking for the chemist's while/as Eric was parking the car. / While/As we were looking for the chemist's, Eric was parking the/his car.
- My brother gave me a present while/as I was having breakfast.
- While/As they were walking on the bridge, they noticed a bear in the river. / They were walking on the bridge when they noticed a bear in the river.

4c

- A.**
1. rainy 2. foggy 3. windy 4. icy
5. snowy 6. sunny 7. cloudy
- B.**
1. deep 2. land 3. wild 4. sky
5. sand
- C.**
food: butter, cheese, meat
liquids: water, tea, milk
materials: paper, glass, wool
abstract nouns: help, time, news

natural phenomena: snow, fog, rain
concrete nouns: money, furniture, luggage

- D.**
1. any, no, some 2. some, any, some
3. no, some 4. any, some 5. no, some
- E.**
- Are there any waves in the sea?
No, there aren't any waves in the sea. There are no waves in the sea.
 - Is there any snow on the mountains?
No, there isn't any snow on the mountains. There is no snow on the mountains.
 - Are there any ships on the sea?
No, there aren't any ships on the sea. There are no ships on the sea.

F. L2.1

1. a 2. a 3. a

4d

- A.**
1. stuck 2. missed 3. locked
4. wallet 5. tyre
- B.**
1. missed 2. lost 3. missed 4. losing
5. missed 6. loses 7. loses 8. miss
- C.**
1. b 2. d 3. b 4. d 5. a 6. d 7. a
8. c
- D.**
1. 1. anywhere 2. anything 3. nothing
4. someone
2. 5. everywhere 6. nowhere
7. somewhere 8. everybody

E. R2.1

1. M 2. C 3. B 4. C

4e

- A.**
1. sheep 2. feed 3. loudly 4. field
5. picked 6. Luckily
- B.**
1. d 2. c 3. b 4. a
- C.**
1. while 2. In the beginning,
3. after a while 4. Suddenly, 5. While
6. fortunately
- D.**
2. We heard a strange noise while we were walking on the beach.
3. I got lost in the city, but luckily someone helped me.
4. Tom and Mike were having a picnic in the forest when suddenly they saw a bear.
5. My brother fell and hurt his leg, but fortunately he didn't break it.

Writing: A story

suggested answer

Last Saturday, my friends and I went for a picnic in the forest near our town. The weather was sunny and we were excited!

When we arrived there, we started playing different games like football and volleyball. We were all happy! When we finished playing, we were very hungry. While we were eating our sandwiches, the weather started to change. There were black clouds everywhere in the sky, and it started raining heavily. We tried to find a place to hide, but there was nothing around. We were all cold, wet and scared.

Suddenly, we heard a car coming and we saw some lights. Luckily, it was my dad! He knew that we were in the forest. When he saw the storm coming, he came to pick us up. We were all very happy to see him!

4 Round-up

- A.**
1. footsteps 2. missed 3. shout
4. embarrassed 5. saved 6. sank
- B.**
1. for 2. up 3. over 4. of 5. in
6. out 7. on
- C.**
1. shocked 2. carry 3. hurt 4. whistle
5. appeared
- D.**
1. was explaining, was writing
2. was not sleeping, was looking
3. were playing
4. weren't watching, were cleaning
5. were ... doing
6. was ... doing, was washing
- E.**
1. were walking, started
2. slipped, fell, broke
3. were sleeping, woke, heard
4. wanted, didn't have
5. answered, was sleeping
- F.**
1. d 2. a 3. a 4. b 5. b 6. b
- G.**
1. g 2. b 3. a 4. d 5. c 6. f 7. e
- H.**
open answers
- I. R2.1**
- T
 - T
 - F
 - F
- J. R2.1**
- It fell out of his pocket and got lost in the sand.
 - The sandstorm became stronger and it got dark.
 - Because he was calling them and they weren't answering.
 - Their cousin (Khalid) came to pick them up.
- K. L2.1**
a. 3 b. - c. 1 d. 2
- L. L2.1**
1. F 2. T 3. T 4. F 5. F 6. T

Module 1

1c

E

1.

A: Joe? It's Mark.

B: Hi, Mark.

A: Do you want to come over and play video games?

B: Sure, why not? But I can't come until after lunch. You see, my dad's washing the car now, so he can't drive me to your place.

A: Why aren't you helping him?

B: I hate doing that chore! Anyway, I'm kind of busy.

A: What? Are you watching a DVD? I can hear noise.

B: Actually, I've got a new car racing video game. I'm checking it out right now.

2.

A: Hi, Jill. Where is your sister? Is she cycling at the park?

B: Well, she usually goes cycling in the park in the afternoon, but right now she's upstairs cleaning the windows.

A: Is she helping your mum?

B: Well, yeah, but my mum's at the shopping centre now.

Round-up

A: Tom! Look at the house! It's so messy! Let's tidy it now.

B: Oh, Vicky, I know, but I can't stand housework! Anyway, I'm watching TV right now.

A: Are you watching that silly game show again? How can you watch it every day?

B: I like it, but at the moment there's a very interesting documentary on about African lions.

A: Ugh! You're so lazy, Tom! You never do anything to help out around the house.

B: That's not true. OK, I can't stand chores, especially Hoovering and washing the car, but I tidy my bedroom every weekend. Not like you! Mum always tidies your room for you.

A: Anyway, I really need your help! I can't do everything, you know!

B: OK, OK! So, what exactly do you want me to do?

A: Here, take this. Can you clean the windows of all the rooms in the house, upstairs and downstairs?

B: OK. It's the only chore I like doing.

A: OK. And can you take out the rubbish?

B: What? Look at all those bags! Sorry, but I think I need help with that! I can't take all six bags alone.

A: Well, let's do that together now, then. You take three and I'll take three.

B: OK.

A: After that, I can do the washing-up.

Module 2

2b

G

A: My uncle Mike just got home from an expedition to Mount Everest.

B: Cool. Your uncle is very active and does lots of sports. He taught you how to skateboard and how to rollerblade, right?

A: No. That was Uncle James. Uncle Mike doesn't know how to skateboard. But he taught me how to swim.

B: So, he can swim and climb well. Did your uncle reach the top of Mount Everest?

A: Yeah, he did. He's an excellent mountain climber.

B: And how many days was his expedition? A week?

A: Well, it usually takes a mountain climber about eight weeks to do this expedition.

B: Eight weeks! That's a very long time!

A: Yeah, but my uncle was there for ten weeks. It was very difficult, you see.

B: And tiring.

A: Yes! He wanted to travel to China or India after the expedition because they are near Mount Everest. However, when he climbed down, he was so tired that he decided to come straight home.

B: What an experience!

Round-up

Teacher: Good morning, class. Today's lesson is about two very famous brothers called Orville and Wilber Wright. Now, who knows what the Wright brothers did? Yes, Barry?

Barry: Did they make the first telephone?

Teacher: No, they didn't. A man called Alexander Graham Bell invented the telephone.

Greg: Mr Weston, I know! The Wright brothers were from England and they were the first people to fly a plane.

Teacher: Well done, Greg. They were the first to build and fly a plane. However, the Wright brothers weren't from England. They were from the USA. Wilber was born in 1867 and four years later, in 1871, Orville was born.

Greg: Oh, OK.

Teacher: Now, the two brothers were always good at making things. In the 1890s they used to make bikes. They had a bike shop, but they didn't want to make bikes forever. They wanted to make something that could fly. After years of hard work, they made a plane. On 17 December 1903, the Wright brothers flew their plane for the first time just outside a small town in North Carolina.

Barry: Who was the pilot? Was it Wilber?

Teacher: Well, the brothers made four flights on that day. During the first flight, Orville was the pilot. Wilber was the pilot on the second flight. That day, they became the first people in the world to fly a plane.

Greg: Wow!

Module 3

3c

F

- Presenter:** Welcome to another 'World Atlas' show. Ron and Wendy are answering questions about Australia today. Are you ready?
- Ron:** Yes!
- Wendy:** Yes, I am!
- Presenter:** OK, let's see how much you know. First question: Sydney and Melbourne are two big cities. Is the population of Sydney larger than that of Melbourne? Ron?
- Ron:** Yes, it is. I think that about five million people live in Sydney.
- Presenter:** Correct! The population of Melbourne is about four and a half million. Right... the next question. What's the capital of Australia? Wendy?
- Wendy:** Sydney is the capital of Australia. The Olympic Games in 2000 were in Sydney.
- Presenter:** The Olympic Games in 2000 were in Sydney, but it's not the capital of Australia. Ron, do you know?
- Ron:** I think it's Canberra.
- Presenter:** That's right, Ron! You are winning! But Wendy, maybe you can answer the last question. Is China bigger than Australia or not? Ron?
- Ron:** No, it isn't. I think Australia is bigger than China.
- Presenter:** I'm sorry, Ron. China is bigger than Australia. No points for that question. But congratulations, Ron, you're the winner of today's show!

Round-up

- Brad:** Ginny, I don't think this is the way to the travel agent's.
- Ginny:** Brad, doesn't your mobile have GPS?
- Brad:** It does, but the battery is dead!
- Ginny:** Well, let's ask that man for directions.
- Brad:** Erm... excuse me. How can we get to the travel agent's on King Street?
- Man:** To get there, go straight on and turn right after the pedestrian crossing. Then turn right again at the traffic lights. That's King Street.
- Ginny:** So, we turn left after the pedestrian crossing?
- Man:** No, not left, right. Have you got a map of the city centre?
- Ginny:** No, we haven't.
- Man:** Let me show you on my mobile... look. When you get to King Street, go past the supermarket and then look for a car park. The travel agent's is opposite the car park.
- Ginny:** How long does it take to get there?
- Man:** About twenty minutes on foot. But you can also take the A30 bus. It's only a five-minute ride, and the bus stop is over there.
- Ginny:** Yes, I see. In front of the newsagent's.
- Brad:** It's not a newsagent's, Ginny. It looks like a post office.
- Man:** Well, actually, it's a bookshop.
- Ginny:** Oh, I see. Thanks for your help.

- Man:** No problem. So, are you new in town?
- Brad:** Ha ha! No, we aren't. We just don't know this part of the town well! Thanks!
- Ginny:** Come on, Brad, let's go and wait for the bus.
- Brad:** Why don't we go on foot? It isn't very far.
- Ginny:** OK, sounds good!

Module 4

4c

F

- A:** Hi, Sue! How are you?
- B:** Well, something terrible happened to me yesterday.
- A:** What happened?
- B:** I went to the park because it was a beautiful day. It was nice and sunny, so I was wearing my green hat. Anyway, I was walking in the park when I noticed some beautiful flowers.
- A:** Really?
- B:** Yes - they were blue! I stopped to look at them and, at that very moment, the wind blew my hat away!
- A:** Oh, no! Did you lose it?
- B:** Well, no. I started running after it. It's my favourite hat, you see! But I wasn't very careful. I slipped on some water and I fell!
- A:** Oh, no!
- B:** Yes, and I sprained my...
- A:** (interrupting) Don't tell me you sprained your ankle again. Last time that happened you couldn't walk for two weeks.
- B:** Well, it's not my ankle this time. It's my wrist. And now I can't play tennis, and I'm in the team. We have a match tomorrow!
- A:** Oh, Sue, that's too bad. I hope you feel better soon.
- B:** Thanks, Frank.

Round-up

- Linda** You won't believe what happened to me yesterday. I was in a hurry to catch the bus. When I reached the bus stop, I slipped and landed on my back. I wasn't even running, but you see, it was so icy on the pavement. Fortunately, I didn't hurt myself or break my arm or anything! I was so embarrassed because everyone on the bus was looking at me! When I got on the bus, lots of people asked, 'Are you OK?'
- Tracy** Listen to this! Last Sunday, I was sitting in the kitchen eating lunch with my family when suddenly a tennis ball hit the kitchen window. My mum screamed and I almost fell off my chair! Two minutes later, our neighbour, Mr Watson, arrived at our front door. He told us that he was playing tennis and that it was an accident. Of course, no one got angry about it. We just had to clean up the broken glass.
- Jill** Last Saturday, my friends and I were enjoying a picnic in the park when a kid kicked his football in our direction. Unfortunately, it landed on our picnic food! And then after just ten minutes, the ball came towards us again. But this time the football missed the food and hit me on my back. I was wearing a white dress and it got covered in mud! After that, I wanted to leave and go home immediately, so I called my dad and asked him to pick me up.

Think it through 1 (Higher-order thinking skills: Classification)

A Stage 1: Familiarising

- Draw Ss' attention to the headings of the two categories (*What does he/she look like? – What is he/she like?*) and the words in the box.
- Explain to Ss that they have to write the words in the correct category.
- Ask Ss to use what they learnt in *Module 1* in order to understand the difference between these two questions (*What does he/she look like? refers to one's physical appearance / What is he/she like? refers to one's personality*) and do not give any further explanations at this stage. This will challenge **higher-performing Ss**.
- Have Ss do the activity.
- Check the answers with the class.

KEY

What does he/she look like?	What is he/she like?
short	messy
good-looking	shy
slim	outgoing
tall	friendly
chubby	rude

- Remind Ss of the difference between the two questions. This will help **lower-performing Ss** understand the two categories better.

B Stage 2: Developing

- Draw Ss' attention to the words/phrases and read the rubric of the activity.
- Explain to Ss that they have to cross out the word that doesn't belong, think about what the other three have in common, and find the corresponding superordinate category.
- Help Ss understand by writing the following on the board: *talent show sitcom soap opera chemistry*
- Ask Ss to tell you the odd one out (*chemistry*). Also, ask them to tell you what the other three words have in common (*They are types of TV programmes*).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. cross out: *science lab* (the other three words are **school subjects**)
2. cross out: *do jigsaw puzzles* (the other three phrases are **household chores**)
3. cross out: *gym* (the other three words are **types of TV programmes**)
4. cross out: *funny* (the other three words are **adjectives describing someone's hair**)
5. cross out: *tidy my room* (the other three phrases are **free-time activities**)
6. cross out: *boring* (the other three words are **adjectives with a positive meaning**)

C Stage 3: Applying

- Draw Ss' attention to the activity and explain to them that they have to make their own odd one out activity. They can use words/phrases from *Module 1* or words they already know.
- Encourage them to think of the superordinate category first and then come up with words related to it.
- Have Ss do the activity in class, or assign it as homework.
- When they have finished, have them work in pairs, and ask their partners to find the word that doesn't belong, think about what the other three words/phrases have in common and find the corresponding superordinate category.

KEY

suggested answers

1. classroom gym ~~history~~ computer room
The other three words/phrases are **school facilities**.
2. rude unfriendly messy ~~polite~~
The other three words are **adjectives with a negative meaning**.

Think it through 2 (Higher-order thinking skills: Sequencing)

A Stage 1: Familiarising

- Draw Ss' attention to the pictures. Explain to them that they should look at the 3 sets of pictures and try to figure out the sequence of the events depicted by logical deduction.
- Help Ss understand the meaning of logical sequence of events by writing the following on the board:
He went to school.
He woke up.
He brushed his teeth.
- Ask Ss to tell you which action is logical to have occurred first, second and third (1. *He woke up.* 2. *He brushed his teeth.* 3. *He went to school.*).
- Ask them to look carefully at the pictures and try to figure out the order in which the events happened.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. a. 2 b. 3 c. 1
2. a. 2 b. 3 c. 1
3. a. 1 b. 3 c. 2

B Stage 2: Developing

- Draw Ss' attention to the rubric of the activity and the timeline.
- Ask Ss to tell you what a timeline is (*a series of events in chronological order*).
- Have them read through the life events a-h and ask them to try to identify which one begins the sequence (*I was born*). Ask Ss to pay attention to specific words/phrases (*school/ university/ etc.*) in order to understand which events come first and which ones follow.
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY

1. g 2. a 3. f 4. d 5. b 6. c 7. h 8. e

Think it through

C Stage 3: Applying

- Draw Ss' attention to the activity and explain to them that they have to continue the timeline in Activity B.
- Ask Ss to look at the pictures and tell them to sequence these events logically and complete the timeline as in Activity B.
- Explain to Ss that they have to think of one more event and add it to the timeline. Encourage Ss to take into consideration Carl's interests and make a logical deduction.
- Have Ss do the activity.
- When they have finished, have them present the event they added to Carl's timeline.

KEY



suggested answer

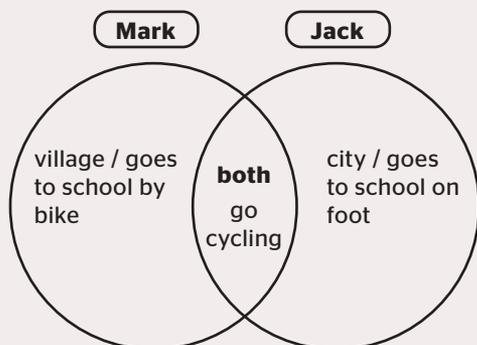
12: He became famous and a reporter interviewed him.

Think it through 3

(Higher-order thinking skills: *Comparison and Contrast*)

A Stage 1: Familiarising

- Write the words *Compare* and *Contrast* on the board and ask Ss if they understand their meaning (*When we **compare** two or more elements we are looking for similarities among them, while when we **contrast** we are looking for differences*).
- Help Ss understand by writing the following on the board:
Mark lives in a village. He loves going cycling and he rides his bike to school every day.
Jack lives in a city. He enjoys riding his bike with his friends at the park. He goes to school on foot.
- Explain to Ss that they are going to use the *Compare* and *Contrast* strategy to figure out what's similar and what's different.
- First provide Ss with some criteria in order to help them identify the similarities and the differences. Write the following questions on the board: *Where do they live? / What do they enjoy doing? / How do they get to school?*
- Tell Ss to use these questions and find the answers in the sentences.
- You can draw a graphic organiser on the board, such as a **Venn Diagram**, to help Ss organise the similarities and the differences.



- Explain to Ss that first they should identify specific information in the sentences separately and then compare and contrast the information provided.
- Draw Ss' attention to the sets of pictures and the sentences accompanying them.
- Ask Ss to look carefully at the pictures, read through the sentences and try to understand the similarities and the differences.
- Remind Ss to describe the items separately first and then apply the *Compare* and *Contrast* strategy.

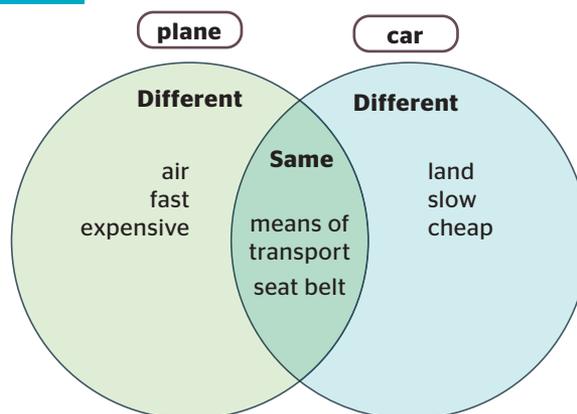
KEY

- 1. Similarities:** They give information about (wild) animals. / They have got pictures.
Differences: Book: You read it. / DVD: You watch it. / It has got sound.
- 2. Similarities:** They are brown. / They are animals. / They have got legs.
Differences: Bird: It has got wings. / Bear: It can swim.

B Stage 2: Developing

- Write the words *plane* and *car* on the board and ask Ss to tell you what they already know about these two means of transport. Encourage them to think of ideas for each of them separately first. Elicit answers and write them on the board.
- Ask Ss to look carefully at the words/phrases in the box. Explain to them that they are going to compare and contrast these two means of transport using the ideas in the box.
- Draw Ss' attention to the **Venn Diagram** and explain to them that it will help them organise the differences and the similarities between these two means of transport. Explain to Ss that they are going to write the differences in the outer circles and the similarities in the inner circle.
- Allow Ss some time to do the activity.
- Draw the Venn Diagram on the board and check the answers with the class.

KEY



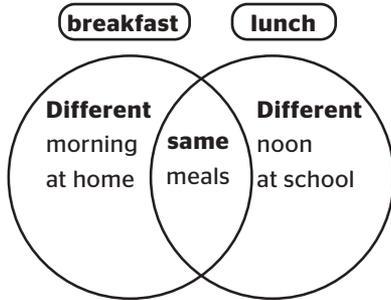
C Stage 3: Applying

- Draw Ss' attention to the pairs and explain that they are going to follow the same procedure as in Activity B to compare and contrast these sets.
- You can have Ss work in pairs and ask them to choose a set to compare and contrast. Have them come up with at least one difference and one similarity.
- Ask them to use a Venn Diagram in order to organise the similarities and the differences they've found.

- Have Ss do the activity in class, or assign it as homework.
- Choose several pairs to present their diagrams.

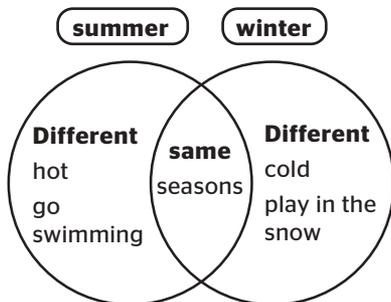
KEY

suggested answers



Similarities: They are meals.

Differences: Breakfast: I eat breakfast in the morning. / I eat breakfast at home. / Lunch: I eat lunch at noon. / I eat lunch at school.



Similarities: They are seasons.

Differences: Summer: It's hot in summer. / I go swimming. / Winter: It's cold in winter. / I play in the snow.

Think it through 4

(Higher-order thinking skills: Cause and effect)

A Stage 1: Familiarising

- Write the words *cause* and *effect* on the board and the following sentence: *We didn't go to the skatepark because it was raining.*
- Write the questions *What happened?* / *Why did it happen?* and have Ss answer them (**What:** *We didn't go to the skatepark* / **Why:** *because it was raining.*)
- Explain to Ss that a *cause and effect relationship* describes something that happens and why it happens. A cause is the first thing that happens and the effect is what happened because of the cause.
- Ask Ss to circle the cause and underline the effect (*We didn't go to the skatepark because it was raining.*).
- Draw Ss' attention to the pictures and ask Ss to identify the cause and effect.
- You can also ask Ss to form sentences in order to show the cause and effect relationship (e.g. *I took an umbrella because it was raining.*)
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY

1. a. E b. C
2. a. C b. E

3. a. C b. E

B Stage 2: Developing

- Draw Ss' attention to the short paragraph and explain to Ss that they are going to read a short story about Mark's day.
- Before they start reading the paragraph, have them read through the *cause* → *effect* chart and make sure they understand everything.
- Point out to Ss that when the effect is given to them they should ask themselves *Why did it happen?* in order to find the cause in the paragraph. When they are given the cause they should try to find the answer to the question *What happened because of that?* in order to find the effect.
- Allow Ss some time to read the paragraph and complete the chart.
- Check the answers with the class.

KEY

1. He woke up late for basketball practice.
2. He slipped and fell.
3. His leg hurt a lot.
4. He was stuck in the lift for two hours.

C Stage 3: Applying

- Draw Ss' attention to the activity and the chart.
- Explain to them that they have to think of causes or effects for the situations given in the chart.
- Write the words *What* and *Why* on the board in order to remind Ss of the cause and effect relationship.
- Allow Ss some time to do the activity, or assign it as homework.
- Have Ss present their chart in class.

KEY

suggested answers

Cause: Cindy fell off her bike.

Effect: Charlie was late for school.

Cause: Tina didn't know how to use the app.

Effect: Tim got lost.

Portal to English 7A
Teacher's Book

H. Q. Mitchell - Marileni Malkogianni

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