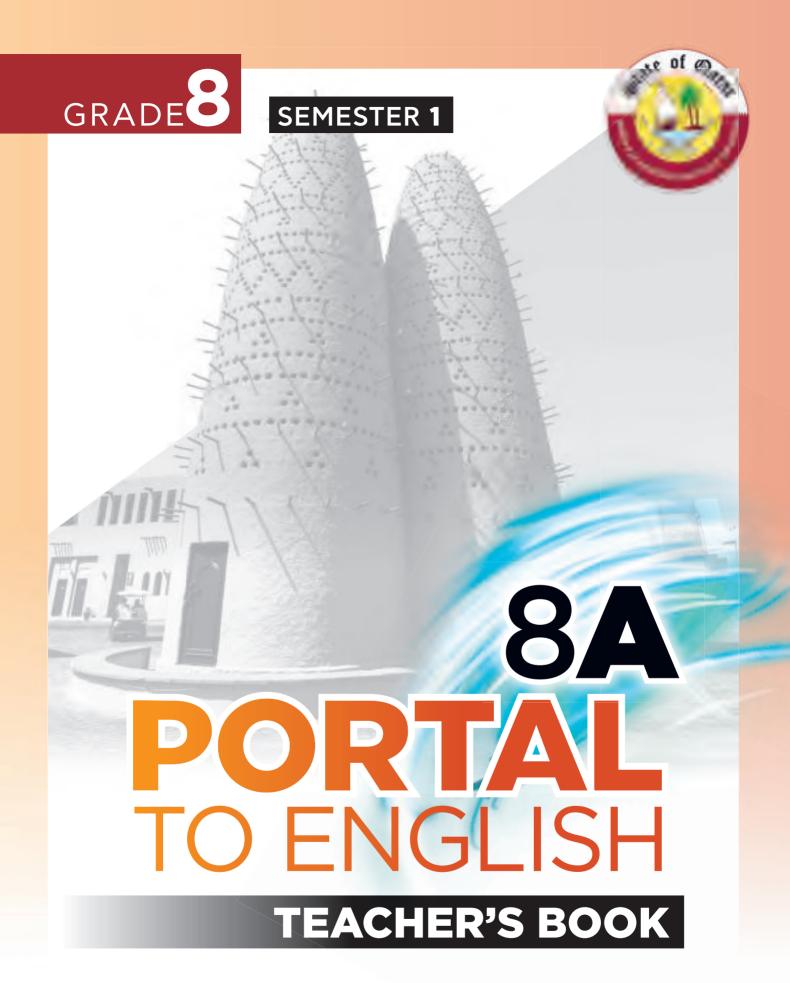


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## النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءُ قَسَمًا بِمَنْ نَشَرَ الضِّياءُ سيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِياءِ الأَنْبِيَاءُ وَحَمَائِمٌ يَـوْمَ السَّلامُ جَوَارِحٌ يَـوْمَ الفِـدَاءُ

قَطَرٌ سَتَبْقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِياءُ قَطَرٌ بِقَلْبِي سِيرَةٌ عِنِّ وَأَمْجَادُ الإبَاءُ قَطَرُ الرِّجَالِ الأَوَّلِين حُمَاتُنَا يَوْمَ النِّدَاءُ

## Contents of Teacher's Book

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#### **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 8 brings Ss to A2 High 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 multicultural 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 century 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
- Eight modules, each divided into a cover page, five lessons and a Round-up page
- A speaking section including pair-work activities
- A writing reference section with helpful writing plans guiding Ss to effective writing
- 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

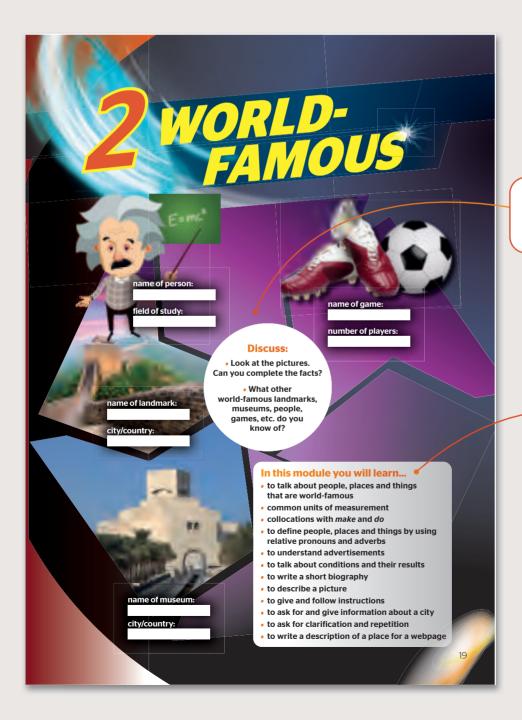
#### **MODULES 1-8 (an overview)**

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.



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

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 have the same function that 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 make educated guesses. Ss are occasionaly 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 listening to or 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 openended 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 (buildingblock 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 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 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.

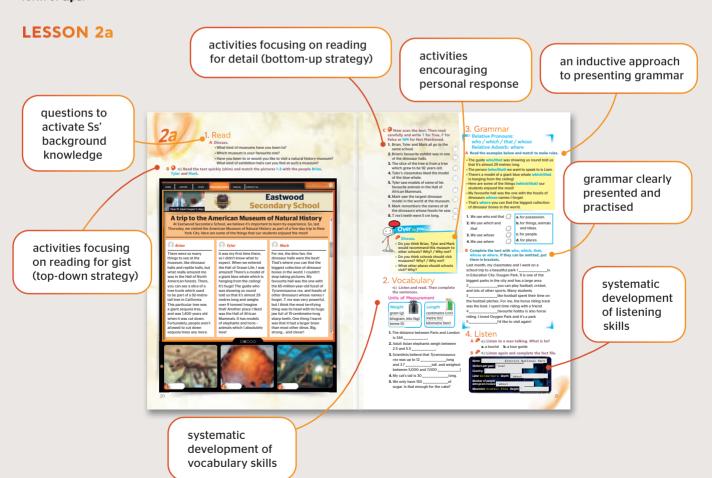
#### **Speaking**

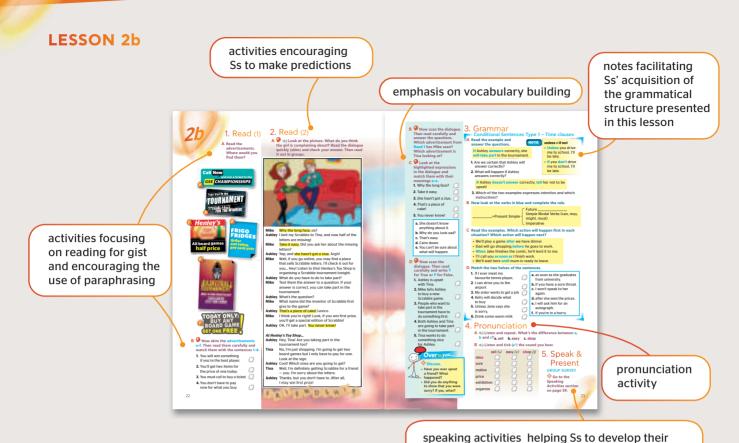
Speaking tasks provide Ss with further practice of the vocabulary, structures and functions presented, and they progress smoothly from controlled to freer practice. Ss are engaged in meaningful communication and emphasis is placed on communicating for a particular purpose. Ss usually work in pairs or 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**.

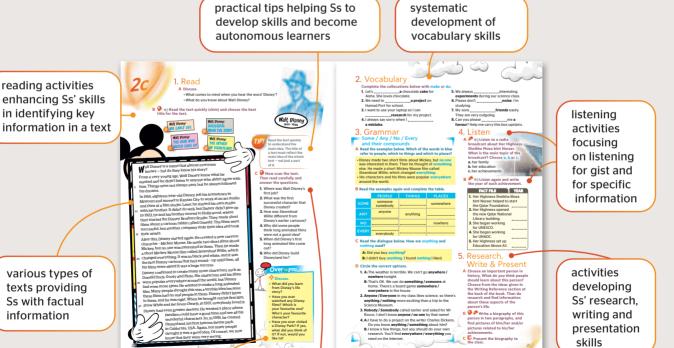






activities promoting critical thinking and

personal response



systematic development of reading

skills through various types of activities

communication, collaboration and presentation skills while practising the language presented.

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#### **LESSON 2d**

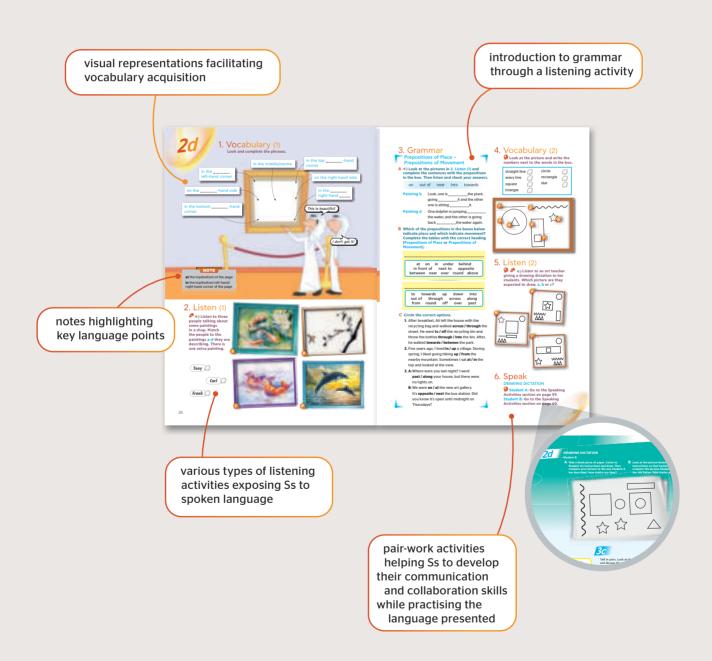
#### In this lesson, there is a special emphasis on listening.

Ss are exposed to a variety of spoken text types and task formats, enabling them to develop useful strategies. Occasionaly, 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, build their confidence and also develop their communicative competence using the language that has been presented.



#### **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 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, 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 is a variety of activities corresponding to lesson e in the Student's Book, the focus of which is developing the writing skills. These 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

A: article
WO: word order

P: punctuation

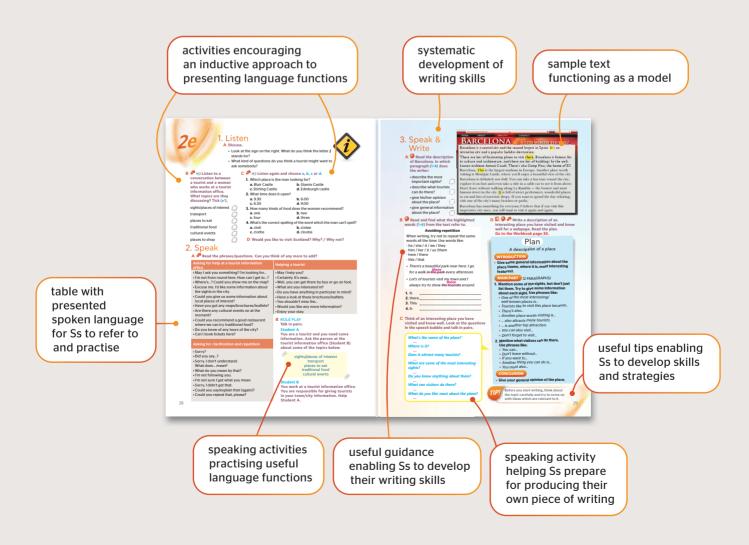
\*: something missing

T: tense

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**.



#### Round-up

The Round-up section consists of exercises 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.



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.

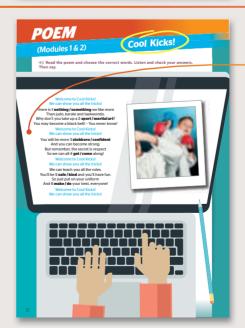


texts giving cultural information about Ss' own culture

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 creating a positive learning environment

#### Workbook

The Workbook is in full colour and is closely linked to the Student's Book. It consists of fourteen-fifteen 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

extra vocabulary and grammar practice for each lesson

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. In this section, critical thinking skills are extensively practised upon completion of each module, giving Ss the opportunity to develop specific higher-order thinking skills.

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





communication activity practising key language functions in the lesson

various types of reading texts

#### 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.

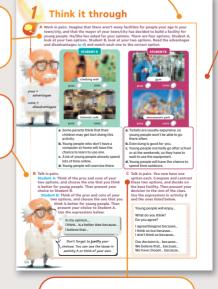
Ss are introduced to each skill through structured/ visual representations of situations / problems (text, pictures, drawings, tables, graphs), and are then presented with a more challenging situation, encouraging them to delve deeper. Finally, they are introduced to a similar situation which gives them 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.

Higher-order thinking skills: comparing, contrasting and making decisions

visual representations facilitate Ss' acquisition of the critical thinking skill

Ss are introduced to the skill

Ss delve deeper into the skill



Ss apply the skill they have acquired

#### 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

- 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/lowerperforming 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.

step-bystep guide to teaching

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



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

further comprehension questions to enhance Ss' understanding of the text

Background information box providing teachers with further information on the topic of the lesson

strategies to support differentiated instruction

#### **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

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 CD/CD-ROM 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**

 Supplementary material for extra practice 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 them to do by doing the first item. This is especially recommended in all speaking activities.

- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging 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
p. – page
pp. – pages
pp. – pages
e.g. – for example

etc. – et cetera
sb – somebody
sth – something
SS – students
SA – student A
SB – Student'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
- 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 colourcoded 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 8. 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

#### 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 problemsolving can apply to various activities in different ways, depending on the level of the students.

### Ways to integrate problem-solving into the

• 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 wellbeing 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.

CONTE	VIS			
Modules	Vocabulary	Grammar	Functions	Reading
Teen life p. 7	<ul> <li>Personality adjectives</li> <li>Conversational English</li> <li>Words/Phrases related to technology</li> <li>Activities and sports</li> <li>Collocations related to sports</li> <li>Hobbies</li> <li>Phrases expressing like and dislike</li> </ul>	<ul> <li>Present Simple vs Present Progressive</li> <li>Stative verbs</li> <li>Past Simple</li> <li>Used to</li> <li>Comparison of adjectives and adverbs</li> </ul>	<ul> <li>Distinguishing between habitual actions, current activities and future plans</li> <li>Guessing the meaning of unknown words/phrases</li> <li>Discussing past habits and situations</li> <li>Making comparisons</li> <li>Expressing opinion</li> <li>Expressing agreement/disagreement</li> <li>Expressing like and dislike</li> <li>Describing personality</li> <li>Starting, maintaining and ending a conversation</li> <li>Introducing oneself and presenting aspects of one's life (family, friends, where one lives, school life, interests, etc.)</li> </ul>	<ul> <li>A comic strip: Billy B's new video</li> <li>A survey questionnaire: Tech habits</li> <li>A magazine article: The digital detox challenge</li> <li>A magazine article: Cool kicks!</li> </ul>
World- famous p. 19	Units of measurement     Conversational English     Collocations with     make and do     Phrases used when     describing a picture     Shapes	<ul> <li>Relative pronouns: who, which, that, whose</li> <li>Relative adverb: where</li> <li>Conditional Sentences Type 1</li> <li>Time Clauses</li> <li>Some, any, no, every and their compounds</li> <li>Prepositions of place and movement</li> </ul>	<ul> <li>Defining people, places and things</li> <li>Understanding advertisements</li> <li>Guessing the meaning of unknown words/phrases</li> <li>Talking about conditions and their results</li> <li>Describing a picture</li> <li>Giving and following instructions</li> <li>Asking for and giving information</li> <li>Asking for clarification and repetition</li> <li>Describing places/sights</li> </ul>	<ul> <li>A school blog:     A trip to the     American     Museum of     Natural History</li> <li>Six brief     advertisements</li> <li>A dialogue     about a game</li> <li>A biography:     Walt Disney:     The man who     never gave up</li> </ul>
	: The Museum of Islam s 1 & 2): Cool Kicks! p.			
Have you ever?	Conversational English     Collocations and words related to education     Phrasal verbs     Words easily confused	<ul> <li>Present Perfect Simple</li> <li>Present Perfect Simple vs Past Simple</li> <li>for - since</li> <li>Reflexive pronouns</li> </ul>	<ul> <li>Talking about experiences</li> <li>Guessing the meaning of unknown words/phrases</li> <li>Linking past and present time</li> <li>Focusing on the result of an action</li> <li>Distinguishing between words easily confused</li> <li>Exchanging personal information</li> <li>Giving and responding to good/bad news</li> <li>Showing enthusiasm and expressing sympathy</li> <li>Indicating that you are following what someone is saying</li> </ul>	<ul> <li>A comic strip: The Spelling Bee</li> <li>A digital diary: My Argentinian diary</li> <li>A factual text: Hacking the teenage brain!</li> </ul>
A taste of adventure p. 45	<ul> <li>Conversational English</li> <li>-ed/-ing adjectives</li> <li>Words related to adventure and danger</li> <li>Adverbial phrases</li> <li>Camping gear</li> </ul>	<ul> <li>Past Progressive</li> <li>Past Simple - Past Progressive</li> <li>Time clauses (when, while, as)</li> <li>Adverbs (manner, frequency, time, degree, place, sequence)</li> <li>Clauses of result</li> </ul>	<ul> <li>Narrating past events</li> <li>Guessing the meaning of unknown words/phrases</li> <li>Describing feelings</li> <li>Sequencing past actions and events</li> <li>Expressing result</li> <li>Apologising, giving an explanation and responding to an apology</li> </ul>	<ul> <li>A comic strip: The photo</li> <li>A blog: Danger is my middle name</li> <li>An adapted extract from a book about Salah al-Din</li> </ul>
Culture Page 2	2: Nasser Salih Nasser A	bdullah Al-Attivah p.	57	•

**Culture Page 2:** Nasser Salih Nasser Abdullah Al-Attiyah *p. 57* **Poem (Modules 3 & 4):** Things that go bump in the night *p. 58* 

Listening (Pronunciation*)	Speaking	Writing	QNCF competencies
<ul> <li>Four monologues (people giving reviews about four blogs)</li> <li>Three monologues (people talking about their hobbies)</li> <li>Two short conversations in public places</li> <li>*/tʃ/, /dʒ/</li> </ul>	<ul> <li>Class discussion about siblings and friends</li> <li>Class discussion about tech habits</li> <li>Group work: Expressing and justifying opinion, expressing agreement/ disagreement, and speculating about future events and outcomes</li> <li>Pair work: Talking about someone you like spending time with</li> <li>Pair work (Role play): Starting, maintaining and ending a conversation</li> <li>Presentation: Presenting aspects of one's life (family, friends, where one lives, school life, interests, etc.)</li> </ul>	Two paragraphs describing a person you like spending time with A blog post presenting yourself  Developing skills: Correction code: self-correcting and editing work Using appropriate tenses Linking words (and, but, so, because, or)	<b>♀</b> • • • • • • • • • • • • • • • • • • •
<ul> <li>A tour guide talking about a national park</li> <li>A radio broadcast about Her Highness Sheikha Moza bint Nasser</li> <li>Three monologues (people talking about some paintings in a shop)</li> <li>An art teacher giving a drawing dictation to students</li> <li>A conversation between a tourist and someone who works at a tourist information office</li> <li>* /s/, /z/, /ʃ/</li> </ul>	Group work (Survey): Talking about conditions and their results, and reporting answers     Presentation: Presenting information about an important person in history     Pair work: Giving and following instructions (drawing dictation)     Pair work (Role play): Asking for and giving information about a town/city     Pair work: Describing places/sights	Doing research and writing a short biography of an important person in history     A description of a place for a webpage      Developing skills:     Avoiding repetition	<b>♀</b> ❖ <b>©</b>
<ul> <li>A conversation between two friends about a student exchange experience</li> <li>Three short conversations about learning a language</li> <li>A man calling a language school</li> <li>A conversation between a boy and his sister about recent events</li> <li>* /əu/, /au/</li> </ul>	<ul> <li>Class game (Find someone who):         Looking for classmates who have         done the things on a list, and reporting         answers</li> <li>Pair work: Interviewing each other about         your English-learning habits</li> <li>Pair work (Role play): Giving good and         bad news, and responding to it</li> </ul>	Completing a form     Writing a questionnaire     A letter or an email giving news      Developing skills:     Set phrases for letters/emails     Paragraphing	<b>⊶</b> <b>⋄</b> <b>⋄</b>
<ul> <li>A radio programme with the continuation of the story of Salah al-Din</li> <li>Four short conversations related to camping holidays</li> <li>A man speaking on a radio show about an adventure he had</li> <li>A conversation between a girl and her brother about something that happened at the amusement park</li> </ul>	<ul> <li>Pair work: Talking about unfortunate incidents</li> <li>Presentation of a book</li> <li>Presentation of an outdoor adventure</li> <li>Pair work (Role play based on visual prompts): Apologising, giving an explanation, and responding to the apology</li> <li>Group work: Putting a picture story in order, thinking of an ending and narrating the story using prompts</li> </ul>	A narrative paragraph based on visual and verbal prompts     Completing a summary     A story based on visual and verbal prompts      Developing skills:     Linking words/phrases (time - sequence, contrast, result - consequence, cause - reason)	<b>♀</b> �� Q. <b>©</b>











LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
	STUDENT'S BOOK	
R1.1	Creative and critical thinking	1a, 2. Read B, p. 8
R4.1	Creative and critical thinking	1a, 2. Read C, p. 9
R4.2	Problem-solving	1a, 2. Read C, p. 9
R2.1	Creative and critical thinking	1a, 2. Read D, p. 9
S1.1	Cooperation and participation	1a, 2. Read - Over to you, p. 9
S1.1	Cooperation and participation	1a, 4.Speak, p. 9
R1.1	Creative and critical thinking	1b, 1. Read B, p. 10
R4.1	Creative and critical thinking	1b, 1. Read C, p. 11
R4.2	Problem-solving	1b, 1. Read C, p. 11
R2.1	Creative and critical thinking	1b, 1. Read D p. 11
S1.1	Cooperation and participation	1b, 1. Read - Over to you, p. 11
S1.1	Cooperation and participation	1b, 4. Speak, p. 11
R1.1	Creative and critical thinking	1c, 1. Read B, p. 12
R4.2	Problem-solving	1c, 1. Read (TIP!), p. 12
R2.1	Creative and critical thinking	1c, 1. Read C, p. 12
S1.1	Cooperation and participation	1c, 1. Read - Over to you, p. 12
S2.4	Cooperation and participation	1c, 5. Speak, p. 13
L1.1	Communication	1d, 2. Listen (1) B, p. 14
L2.2	Communication	1d, 2. Listen (1) C, p. 14
L3.1	Creative and critical thinking	1d, 2. Listen (1) D, p. 14
L1.1	Communication	1d, 4. Listen (2) A, p. 15
L2.1	Communication	1d, 4. Listen (2) B, p. 15
S2.2	Inquiry and research	1d, 5. Speak & Write A, p. 15
W1.3	Creative and critical thinking	1d, 5. Speak & Write B, p. 15
W2.2	Communication	1d, 5. Speak & Write B, p. 15
W2.3	Communication	1d, 5. Speak & Write B, p. 15
W3.2	Creative and critical thinking	1d, 5. Speak & Write (TIP!), p. 15
L2.1	Communication	1e, 1. Listen A, p. 16
S1.1	Cooperation and participation	1e, 2. Speak B, p. 16
W2.1	Creative and critical thinking	1e, 3. Speak & Write A, p. 17
W2.2	Communication	1e, 3. Speak & Write B, p. 17
W2.3	Communication	1e, 3. Speak & Write B, p. 17
W1.1	Creative and critical thinking	1e, 3. Speak & Write C, p. 17
W2.2	Communication	1e, 3. Speak & Write C, p. 17
W2.3	Communication	1e, 3. Speak & Write C, p. 17
	WORKBOOK	
L2.1	Creative and critical thinking	1b, Listen F, p. 9
S1.1	Cooperation and participation	1d, Answer C, p.13
W2.1	Creative and critical thinking	1e, Write and Speak C, p. 15
R2.1	Creative and critical thinking	Round-up 1, Read H p. 20

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

#### 1a

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

#### 1<sub>b</sub>

- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use with a lot of support key features of a simple print or digital monolingual dictionary for learners of English to check meaning (R4.2)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out independently more detailed personal information (S1.1)
- follow and identify independently the detail in longer simple texts (L2.1) WB

#### 1c

- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- recognise and use with a lot of support key features of a simple print or digital monolingual dictionary for learners of English to check meaning (R4.2)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out independently more detailed personal information (S1.1)
- express opinions about future plans and events (S2.4)

#### 1d

- follow and identify independently the main ideas in longer simple texts (L1.1)
- follow and identify with support attitudes and opinions in longer simple texts (L2.2)
- guess independently the meaning of unknown words important for comprehension in longer simple texts from clues provided by other known words they hear (L3.1)
- follow and identify independently the detail in longer simple texts (L2.1)
- describe with a little support the character of a real or fictional person (S2.2)
- describe with a little support the character of a real or fictional person (W1.3)

- spell with some support most familiar high frequency words accurately in independent writing (W2.2)
- punctuate with support written work with moderate accuracy (W2.3)
- plan, and draft a short, simple text of two paragraphs or more independently and modify the draft\* in response to feedback (W3.2)
- communicate or find out independently more detailed personal information (S1.1) WB

#### 1e

- follow and identify independently the detail in longer simple texts (L2.1)
- communicate or find out independently more detailed personal information (S1.1)
- organise, and sequence ideas independently into two or more coherent paragraphs using basic coordinating conjunctions and reference pronouns (W2.1)
- spell with some support most familiar high frequency words accurately in independent writing (W2.2)
- punctuate with support written work with moderate accuracy (W2.3)
- communicate independently more detailed personal information about themselves or others in a simple paragraph (W1.1)

#### 1 Round-up

 understand and respond independently to detail in simple texts of two paragraphs or more (R2.1) WB

## 1 TEEN LIFE

- Draw Ss' attention to the title of the module. Draw a mind map on the board with the phrase teen life in the centre.
- Have Ss come up with as many words/ideas related to teen life as they can. Initiate a discussion and encourage Ss to express themselves.
- Draw Ss' attention to the cartoons. Explain to Ss that cartoons are used in order to raise awareness about a variety of issues in a funny way.
- Have Ss work in pairs or groups and read the captions/ bubbles accompanying the cartoons. Ask them to try to understand the issue depicted.
- Elicit answers (teenage issues such as family, technology habits, free time).
- Ask Ss to look at the cartoons again, and have them think what makes the cartoons funny (the dialogue, visual symbols, facial expressions). Then draw Ss' attention to the first question in the Discuss section and ask them which one they like the most and why.
- · Elicit answers.
- Draw Ss' attention to the second question and elicit answers.

#### **KEY**

suggested answers

## Read the cartoons. Which one do you like the most? Why?

I like the one where the mother is talking to her daughter. I think it's funny because the girl doesn't look interested in her phone.

## Are you in any way similar to the teens in the cartoons?

I think I am because I use technology a lot, especially my phone. My parents tell me not to but I can't stop using it because I enjoy chatting with my friends.

- 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 work in pairs or groups and think of a teenage issue they would like to draw a cartoon about. You can find some funny cartoons on the Internet to help Ss come up with ideas.
- · Have them draw their cartoon.
- Ask them to think of a dialogue/caption to accompany their cartoon.
- Have Ss present their cartoons in class. You can ask them to decide on the one they like the most.



# **1a**

## 1. Vocabulary

Listen and read. Which are positive and which are negative qualities? Write P or N. Do you have any of these qualities?

- A confident person feels sure about what he/she can do.
- **2.** A **stubborn** person doesn't change his/her mind easily.
- **3.** A **bossy** person likes telling others what to do all the time.
- **4.** A **kind** person cares about others and is helpful and friendly.
- **5.** An **easy-going** person is relaxed and happy, and not easily upset, annoyed or worried.
- **6.** A **quick-tempered** person gets angry quickly, without having a good reason.
- **7.** An **outgoing** person is friendly and enjoys meeting other people.
- **8.** A **selfish** person doesn't think about other people's feelings or needs.



## 2. Read

#### A Discuss.

- Do you like watching videos on the Internet?
- What is a vlog?
- Have you got any favourite vloggers? What are their videos about?

B • Look at the first picture. What is the young man with the cap doing?
Look at the last picture.
Why do you think the boy is angry? Read the three dialogues quickly (skim) and check your answers. Then read them out in groups.

## BILLY B'S NEW VIDEO



**Billy B** This is Billy B live from Park Station.
Today's topic is siblings. Hello there!

**Dylan** Billy B! I love your videos!

Andy Same here!

**Billy B** Thanks! Can you tell me who you are and if you have got any brothers or sisters?

**Andy** I'm Andy and this is Dylan. I've got an older brother. He's studying at university.

Billy B What about you, Dylan?

**Dylan** I've got an older brother too.

Billy B Do you get along with your brother?

**Andy** It's hard not to. He's very easy-going, you see.

Billy B What's your brother like?

**Dylan** Well, he's very confident and outgoing, but I can't say that we get along. He's bossy and a bit quick-tempered. He always tells me what to do... and if I don't do it, he shouts at me, and we often argue.

Billy B Ouch! I've got an older brother too, so I know the feeling. I hope things get better. Hang in there. Don't forget to check out my vlog.

#### 2 At Dylan's home...

**Jack** Dylan! Take out the rubbish immediately!

**Dylan** Here we go again!

Jack Dylan! Are you listening to me? Hey! What are you waiting for?



**Dylan** I'm watching the new video that Billy B has just uploaded.

Jack Billy B? Erm... I'm going to my room for a minute and when I come back, I don't want to see the rubbish here.

Dylan Yeah, yeah.

#### **LEARNING STANDARDS**

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

#### **FUNCTIONS - TOPICS**

Describing personality

Talking about family and friends

Distinguishing between habitual actions and current activities

Discussing future plans and arrangements

#### **STRUCTURES**

Present Simple vs Present Progressive Stative verbs

#### **VOCABULARY**

a bit annoyed argue care about change one's mind feeling fight (v.) get along with give up (=stop trying) immediately need (n.) others (=people in general) reason shout at sb upload (a video) upset vlog vlogger without

#### Personality

bossy confident easy-going helpful kind outgoing quick-tempered relaxed selfish stubborn

#### **Phrases**

Got it? Hang in there. Here we go again! I know the feeling. Same here! What are you waiting for? What's he/she like?

#### 1. Vocabulary

- Play the recording and have Ss listen and read.
- Draw Ss' attention to the words in bold and explain to them that these are adjectives describing somebody's personality. Ask them if they know any of these adjectives. Elicit answers.
- Remind Ss that when they encounter an unknown word, they should try to identify what part of speech it is (noun, verb, adjective, etc.) and that the other words in the sentence can help them understand its meaning.
- · Have Ss read through the sentences and try to understand which adjectives are positive and which are negative qualities.

#### **KFY**

#### 1. P 2. N 3. N 4. P 5. P 6. N 7. P 8. N

- Ask Ss to tell you if they have any of these qualities and initiate a short discussion.
- Ask Ss to write five sentences using the adjectives from the activity. This will challenge higherperforming Ss.
- · Write some sentences on the board without writing the adjectives. Ask Ss to complete the sentences. This will give lower-performing Ss extra practice.

#### 2. Read

- Draw Ss' attention to the first question. Elicit answers and initiate a short discussion. You can also ask Ss to tell you what kind of videos they usually watch, if they've watched any funny videos recently and why most teenagers enjoy watching videos on the
- Ask Ss the second question. Write the words blog and vlog on the board and ask Ss if they know what they refer to and if there is any difference.
- Elicit answers and encourage Ss to express their opinion.

#### **Background information**

A **blog** is an electronic diary where bloggers express their thoughts, opinions and experiences for other people to read and add their comments and material. Many blogs provide commentary on a particular subject; others function as more personal online diaries.

A **vlog** is a video blog where vloggers publish videos on their thoughts, opinions and experiences on various topics.

• Ask Ss the third question to enable them to elaborate on the topic of the lesson.

#### **OPTIONAL ACTIVITY**

- · Have Ss choose their favourite video and watch it in class
- · You can ask Ss some questions on the topic of the video and generate a short discussion.

#### B R1.1



- Draw Ss' attention to the title of the story and the first picture. Ask them to guess what the man with the cap is doing (he's interviewing two teenage boys).
- Have Ss look at the last picture of the dialogue and guess why the boy is angry (because he heard his brother Dylan saying he's bossy and quick-tempered on Billy B's video).
- Elicit answers but do not correct Ss at this stage.
- Have Ss read the story and check their answers.
- Have Ss read the story again and underline any unknown words at the same time.
- Ask Ss some comprehension questions:

What's the topic of Billy B's new video? siblings Who loves Billy B's videos? Dylan and Andy Has Andy got a sister? No, he's got a brother. What's he like? He's very easy-going.

What's Dylan's brother like according to Dylan? He's confident and outgoing but also bossy and a bit quick-tempered.

Why does Dylan often argue with his brother? Because he always tells him what to do and if he doesn't do what he says, his brother shouts at him.

Does Billy B understand how Dylan feels? Yes, because he's got an older brother, so he knows the feeling.

Why is Jack shouting at Dylan in picture 2? Because he wants Dylan to take out the rubbish but he's watching Billy B's video.

#### **OPTIONAL ACTIVITY**

- Ask Ss to think of a different title for the text.
- Have higher-performing Ss work with lowerperforming Ss.
- · Allow Ss some time to think of a catchy title and have them share their ideas in class.
- You can have Ss choose the most interesting title.

#### C R4.1, R4.2 P

- Draw Ss' attention to the highlighted expressions in the text and have them read through the definitions a-f. Make sure they haven't got any unknown words.
- · Point out that in order to understand the meaning of these expressions they have to read the whole sentence they are in and understand the meaning from the context.

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

D R2.1

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

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

• Explain any unknown words in the text and choose Ss to act out the dialogues.

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

#### **OPTIONAL ACTIVITY**

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

#### Over to you \$1.1 🗞

 Ask Ss the questions in the box. Elicit answers and initiate a short discussion. If necessary, write some key phrases/expressions on the board to help lowerperforming Ss.

KEY suggested answers

#### Have you got any brothers or sisters? What are they like?

I've got a sister who is very kind and outgoing. Sometimes she is a bit stubborn and doesn't change her mind easily even if she's wrong.

#### 3. Grammar

• Draw Ss' attention to the three boxes in the Grammar section and explain that they are going to match sentences 1-3 with a-c.

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

- · Ask Ss when we use the Present Simple. Elicit the answer for permanent states, for habits or regular actions and for general truths. Refer Ss to the dialogue and ask them to underline any examples of the Present Simple (This is Billy B ... / Today's topic is ... / I love your videos. / ... tell me who you are ... / ...if you have got ... / I'm Andy ... / ... this is Dylan. / I've got an older brother. / Do you get along ... / It's hard not to. / He is very easygoing ... / ... you see. / What's your brother ...? / He's very confident / ... we get along. / He's bossy ... / He always tells me .../ ...if I don't do it .../ He shouts at me / ...we often argue. / I've got an older ... / I know the feeling. / I hope things ... / Don't forget to check ... / Here we go again! /.. when I come back .../ I don't want ...).
- Ask Ss when we use the Present Progressive, Elicit for temporary states, for actions happening at the moment of speaking, and for future arrangements. Refer Ss to the dialogue and ask them to underline any examples of the Present Progressive (He's studying ... / Are you listening ...? / What are you waiting for? / I am watching the new video... / I'm going to my room ...).
- You can draw two columns on the board with headings Present Simple and Present Progressive. Write the following time expressions/adverbs and have Ss put them in the correct columns: now, always, tomorrow, sometimes, this week, on Mondays, next week, often.

- Draw Ss' attention to the Note in the fourth box with Stative Verbs and explain these verbs are normally not used in the Present Progressive. Make sure Ss are familiar with these verbs. Refer Ss to the dialogue and ask them to underline any examples (This is Billy B ... / Today's topic is ... / I love your videos. / ... if you have got ... / ... this is Dylan. / I've got a older brother ... / He's very easy-going ... / ... you see. / I know the feeling. / Don't forget ... / I don't want ...).
- Refer Ss to the Grammar Reference.

- · Have Ss do the activity. Before filling in the gaps, ask Ss to underline words in the activity that will help them identify which tense should be used (e.g. never, always, at the moment). This will help lowerperforming SS do the activity.
- · Check the answers with the class.

- KEY 1. goes, does, 's studying
  - 2. 'm not coming, 'm watching, we're having
  - 3. Do.... get, don't fight, argue, 're moving, are arguing, want

#### 4. Speak s1.1 \*\*

- Draw Ss' attention to the questions.
- Read the prompts in the red box and explain that they can use these phrases to answer the questions. Explain any unknown words.
- Allow Ss some time to prepare their answers. Encourage them to use as many of the adjectives they've learnt in this lesson as possible.
- · Ask Ss to elaborate more on the questions by justifying their answer. This will challenge higherperforming Ss.
- Demonstrate the activity with the help of a student.
- Have a pair of Ss demonstrate the activity at the front of the class.
- · Have Ss do the activity and go round the class providing support when necessary.
- Choose several pairs of Ss to act out the dialogue at the front of the class

#### KEY suggested answers

- We usually get along fine, but sometimes we argue about silly things, such as clothes and TV programmes.
- I believe the two most important qualities are being confident and kind. It's really important to feel sure about what you can do and be friendly to other people.

#### **OPTIONAL ACTIVITY**

#### **Error Correction**

- · Have Ss work in pairs or small groups.
- Write the following sentences on the board and ask Ss to find and correct the mistakes:
- 1. Jack is not here. He works at the moment.
- 2. My bus is leaving at eight o'clock.
- 3. Shh! The baby sleeping.
- 4. I'm wanting to buy a new computer.
- 5. She usually get up at seven o'clock.
- · Ask Ss to justify their answers. This will challenge higher-performing Ss.

#### KEY

- 1. is working
- 4. want
- 2. leaves
- 5. gets
- **3.** is (*missing*)



**Dylan** ... He's bossy and a bit quick-tempered...

**Jack** Me? Bossy? Quick-tempered? Dylaaan!

- C Look at the highlighted expressions in the dialogues and match them with their meanings a-f. Then check your answers in a dictionary.
  - 1. Same here!
  - 2. I know the feeling.
  - **3.** Hang in there.
  - 4. Here we go again!
  - **5.** What are you waiting for?
  - **6.** Got it?
    - a. Don't give up.
    - b. Oh, not again!
  - c. I understand.
  - **d.** Did you understand?
  - e. Me too.
  - **f.** Why don't you do it now?
- D Now scan the dialogues.
  Then read carefully and write
  T for True or F for False.
  - **1.** The boys have watched Billy B's videos before.
  - **2.** Dylan is the youngest in his family.
  - **3.** Andy doesn't get along with his brother.
  - **4.** Dylan's brother is easy to get along with.
  - **5.** Jack went to his room to do his homework.

## Over to you... Discuss.

- Have you got any brothers and/or sisters?
- What are they like?

## 3. Grammar

**Present Simple vs Present Progressive** 

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

#### PRESENT SIMPLE

**1.** He always **tells** me what to do.

#### PRESENT PROGRESSIVE

- 2. He's studying at university.
- 3. I'm watching the new video that Billy B has just uploaded.

<b>a.</b> right	<b>b.</b> usually or	<b>c.</b> this period
now 🦳	repeatedly 🔵	of time

NOTE

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

B Complete with the Present Simple or the Present Progressive of the verbs in brackets.

1.	Rashid never	(go) out with friends after
	school. He always	(do) his homework. At
	the moment, he	(study) for a maths test.
2.	A: Sorry, I	(not come) to the barbecue
	tomorrow. I	(watch) a match with
	my brother.	
	<b>B:</b> Don't worry about it. We	(have)
	a barbecue next weeken	d too!
3.	A: you ar	nd your sister
	(get) along?	

	annorone annigo.	
4:	We	(move) house next week and
	my sister and I	(argue) about the
	hedrooms. We both	(want) the big one

**B:** Well, we \_\_\_\_\_ (not fight) every day, but we sometimes (argue) about

## 4. Speak

different things

**CLASS DISCUSSION** 

Discuss the following. Use the prompts in the red box.

- Do you always get along with your brothers/sisters/ cousins/friends?
- Which two qualities do you consider most important in a brother/sister/cousin/friend?
- We usually get along fine, but we sometimes argue about...
- I believe the two most important qualities are...

#### **Survey: Tech habits**

How many electronic devices (smartphone, laptop, tablet, etc.) do you use every day?

How many hours a day do you spend online?

How many people do you communicate online with in a day?

How many messages/emails do you send/receive every day?

How often do you check your smartphone for notifications?

How many apps do you have on your phone?

## 1. Read

A Answer the survey questions. Then read the facts and discuss the questions.

## TEENS AND TECH FACTS

- The average teenager in the UK spends around nine hours a day online.
- Over 70% of teens in the US have a smartphone.
- An average person (18-33 years old) in the UK checks their phone **85 times a day**.
- Do you think these facts are true for teenagers in your country?
- Do you think people use technology too much? Why? / Why not?
- Which electronic devices do people your age use?

B P Read the title and the first paragraph of the article. What is a digital detox challenge? Then read the whole article quickly (skim) and find out more.

## 

Can you imagine a whole week without the Internet or any electronic devices, like your smartphone or tablet? That's what teenagers at Highfield Secondary School in England

5 experienced last month when they took part in the digital detox challenge.

'With smartphones and laptops, teens are constantly online,' said headteacher Brent Hamilton. 'Today's teenagers have never lived in a world without technology. They use their phones to watch videos, play games, communicate with friends and use social media.' He believes that this is bad both for students' performance at school and their social skills. 'Our goal was

to show teenagers that they can turn off their devices every now and then and still enjoy life,' he continued. 'Technology has many advantages, but teenagers have to find the right balance.

Technology shouldn't control their lives. By

20 turning off their devices, I hoped they would connect more with the world around them.'

## What happened when the teenagers started the challenge?

Brian, 16: 'On the first day, I felt very anxious. I kept putting my hand in my pocket to get my phone.'

Jane, 15: 'It was so boring in the beginning. I didn't know what to do! After a few days though, things got better. I read books, I rode my bike and I had time for my favourite hobby – painting!'

#### What did the teens learn from the challenge?

Oliver, 15: 'It used to take me hours to finish my homework. I couldn't concentrate because I used to check my phone all the time for notifications. Now I realise it's OK to just disconnect.'

Leslie, 16: 'My friends and I used to check our phones constantly when we were together. Now we put them aside for a while. We talk more and have more fun.'

#### **LEARNING STANDARDS**

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

**WB:** L2.1

#### **FUNCTIONS - TOPICS**

Talking about technology habits
Discussing past habits and situations

#### **STRUCTURES**

Past Simple used to

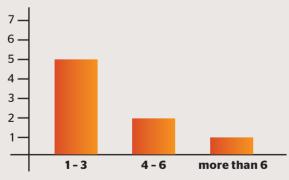
#### **VOCABULARY**

advantage anxious app communicate concentrate connect constantly control (v.) digital disconnect electronic device every now and then experience (v.) fact goal headteacher imagine keep (=continue doing sth) last (v.) notification performance pocket realise receive send skills smartphone social social media survey take part though turn off while (n.)

#### 1. Read

A

- Draw Ss' attention to the survey. Write the abbreviation tech on the board and ask Ss to tell you which word it derives from (technology).
- Have them read the topic of the survey and answer the questions. Have Ss read through the questions and encourage them to understand the meaning of any unknown words from the context of the whole sentence.
- Allow Ss some time to write their answers.
- You can have them compare and contrast their answers with their partners' as soon as they finish.
- You can organise the results of this survey on the board in three columns by writing the following as headings: 1-3 / 4-6 / more than 6 and the number of Ss falling into each category, or you can present the results for each question using a **bar graph** or a **pie chart**. Do the first as an example on the board and choose Ss to do the same for the rest of the questions.
- As for the fifth question (How often do you check your smartphone for notifications?), you can have more columns with the following headings: every hour, every two hours, etc.



- Draw Ss' attention to the facts about technology habits in the UK and the USA and read them aloud.
- Have Ss read the questions and encourage them to compare and contrast these facts with the situation in their country.
- · Elicit answers and initiate a short discussion.

#### B R1.1



- Draw Ss' attention to the title of the text and write the word *Detox* on the board.
- Ask Ss if they can understand the meaning of the abbreviation (detox stands for detoxification, which means that you stop doing anything harmful to your health, physically or mentally).
- Ask Ss if they can understand the meaning of the title The digital detox challenge and have them read the first paragraph of the text.
- Ask Ss the question in the rubric. Elicit answers but do not correct Ss at this stage (a digital detox challenge refers to teenagers' stopping using their smartphones so much on a daily basis).
- Have Ss read the text and check their expectations.
- Have Ss read the text again and underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Who experienced the digital detox challenge? teenagers at Highfield Secondary School When did the digital detox take place? last month Who is Brent Hamilton? the headteacher of Highfield Secondary School

Does Hamilton believe that teenagers spend too much time on technological devices? Yes, he does.

How did Jane feel at the beginning of the challenge? She was bored because she didn't know what to do.

What's Jane's favourite hobby? painting

Why did it take Oliver hours to finish his homework? Because he used to check his phone all the time for notifications and couldn't concentrate.

Who is having more fun with his/her friends now? Leslie

#### C R4.1, R4.2 🚇 🔎

- Draw Ss' attention to the highlighted words in the text and have them read through the meanings 1-5.
- Point out that in order to understand the meaning of these expressions they have to read the whole sentence they are in and understand the meaning from the context.
- · Have Ss do the activity.
- Check the answers with the class.

#### KEY

anxious
 goal
 constantly
 concentrate
 advantages

#### D R2.1

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

#### **KEY**

- 1. It lasted a week.
- **2.** They use their phones to watch videos, play games, communicate with friends and use social media.
- **3.** Because it's bad for their performance at school and their social skills.
- Teens have to find the right balance. They can turn off their devices every now and then and still enjoy life.
- 5. He was very anxious.
- **6.** She read books, rode her bike and painted.
- 7. He learnt that it's OK to disconnect, especially when he does his homework.
- 8. They talk more and have more fun.
- Explain any unknown words in the text to Ss.

#### Over to you s1.1 🍄

 Ask Ss the question in the box. Elicit answers and initiate a short discussion. If necessary, write some key phrases/expressions on the board to help lowerperforming Ss.

#### KEY suggested answers

## Would you like to take part in a digital detox challenge? Why? / Why not?

I would like to take part in a digital detox challenge because I think it would help me do more interesting things in my free time than use the Internet and chat all day. / I wouldn't take part in a digital detox challenge because I think it's difficult not to use my phone. I can find the right balance without having to turn off my phone for about a week.

#### 2. Grammar

A

• Draw Ss' attention to the yellow box and the verb tense in blue and ask the questions.

**KEY** It is the Past Simple. The verbs end in ed.

Check their previous knowledge of the formation of the Past Simple. (the Past Simple of regular verbs is formed by adding -ed to the base form. The auxiliary verb did is used for the Negative and Interrogative forms.)

B

 Ask Ss to find as many verbs as they can in the Past Simple tense in the pink box of the reading text. Ask them if they are regular or irregular and how they know.

Verbs: felt, kept, was, got, read, rode, had
They are irregular. Regular verbs end in
-ed whereas irregular verbs do not follow

Ask Ss why the speakers are using the Past Simple.

a specific pattern.

KEY

The speakers are using the Past Simple because they are talking about what happened last month when they took part in a digital detox challenge.

 Ask Ss when the Past Simple is used and elicit for actions that started and were completed at a specific time in the past, for repeated or habitual actions in the past and for completed actions that happened one after

D

 Draw Ss' attention to the sentence in the yellow box and the verb in blue. Have them read the two sentences (a and b) in the box below and decide which one has the same meaning.

#### KEY

- Ask Ss when *used to* is used and elicit for an action that happened repeatedly or regularly in the past.
- Draw Ss' attention to the formation of 'used to' in the Affirmative which is 'used to' and the base form of the verb, The Interrogative and Negative are formed with 'did', 'use to' (without ed) and the base form of the verb.
- · Refer Ss to the Grammar Reference.

E

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

#### **KEY**

- 1. went, watched, decided, was, couldn't, were
- 2. were you, didn't hear, woke
- 3. didn't have / didn't use to have, did / used to do

## **OPTIONAL ACTIVITY**Guessing Game

- Have Ss work in pairs. Give each pair the name of a famous invention (smartphone, TV, email, laptop, etc.) and have Ss write two sentences about what people used to do / didn't use to do before the specific invention.
- You can write the following on the board to help **lower-performing Ss**: Before the smartphone..., People today send emails, but..., Many years ago, people...,
- As soon as Ss have finished, have each pair read their sentences in class without revealing the name of the invention. The rest of the Ss should try to guess the invention.

#### 3. Speak



- 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 student.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Have Ss do the activity and go round the class providing support when necessary.
- Have several pairs of Ss act out the dialogue at the front of the class.

#### KEY

#### suggested answers

- I got my first tablet when I was ten years old.
- I used to have a PSP (Play Station Portable) to play games, but now I use my phone. / I used to have a camera, but now I take pictures with my phone.
- I like visiting sites with online games. I also visit my favourite skateboarder's blog. He posts tips and videos on how to do tricks.

C Look at the highlighted words in the text and try to guess what they mean. Match them with the meanings 1-5. Then check your answers in a dictionary.

1. worried:
<b>2.</b> something you hope to do:
<b>3.</b> all the time:
<b>4.</b> to think very carefully about
something;
to focus on something:

Now scan the text. Then read carefully and answer the questions.

**5.** good qualities:

- **1.** How long did the digital detox challenge last?
- **2.** What do teenagers use their phones for?
- **3.** According to Hamilton, why is this bad for teenagers?
- **4.** What does Hamilton think teens must do?
- **5.** How did Brian feel at the beginning of the challenge?
- **6.** What did Jane do in her free time during the challenge?
- **7.** What did Oliver learn from the challenge?
- **8.** What changed for Leslie and her friends after the challenge?



### 2. Grammar

#### Past Simple

A Look at the verbs in blue. What tense is this? How do you know?

What **happened** when the teenagers **started** the challenge?

- B Find and underline all the examples of the Past Simple in the rest of the text in the pink box. Are these verbs regular or irregular? How do you know?
- C Why are the speakers using the Past Simple?

#### The verb used to

D Read the example below and choose the correct meaning a or b.

I **used to check** my phone all the time for notifications. Now I realise it's OK to just disconnect.

- **a.** I checked my phone all the time for notifications in the past and still do so today.
- **b.** I checked my phone all the time for notifications in the past but don't anymore.
- E Complete with the Past Simple of the verbs in brackets. Use used to where it is appropriate.

1. Yesterday I	(go) to Saleh's house
and we	(watch) some funny videos
on the Internet. Then we	e(decide)
to make a video of us sk	rateboarding. It
(be) great, but we	(not can) upload
it. We	(be) very upset.
<b>2. A:</b> Hey, why	(you / be) late for
school today?	
B:  (	not hear) my alarm clock and
I(	wake) up at 9 a.m.
3. In the past, Sandy	(not have) a

## 3. Speak

can do her homework anywhere.

🍄 Talk in pairs. Discuss the following.

laptop. She \_\_\_\_\_(do) her homework on

a desktop computer. Now she's got a laptop, so she

- At what age did you get your first phone/laptop/ tablet?
- Which electronic devices did you use to have but don't have any longer?
- Which sites do you usually visit when you're online?

## 1. Read

#### A Discuss.

· Have you heard of the martial arts below?

karate taekwondo aikido kung fu judo

- Do you know anyone who practises a martial art?
- · Do you like martial arts?

B Look at the picture. What kind of martial art do you think these boys are into? Read the text quickly (skim) and check your answers.

#### Harry Thompson, 16

I started practising taekwondo when I was six. This year, I finally became a black belt. I'm really proud because it's the highest belt colour and grade a person can get. I used to do judo too, but not for long. Judo was easier to learn than taekwondo, but it was less exciting for me. It's all about trying to throw your opponent to the ground. Taekwondo mostly focuses on different kicking techniques, and that is what I like about it. It's my dream to open up my own school one day and teach others this incredible sport. All kids should take up a martial

15 art. They're great exercise and a lot of fun – and,

when you follow the rules, they're actually just as

thing they teach you is how to be a better person

safe as any other contact sport. The most important

Good Mels

#### Ross Patterson, 15

I love martial arts. When I was a kid,
I used to watch martial arts films
and copy the different moves!
I started out with judo when I
was very young and managed
to get the highest belt. Recently,
I started doing taekwondo. It's
the most popular form of martial
art at my school, and it's easy
to see why! It has all these cool
kicks. I'm not learning taekwondo
ickly or as easily as I learnt judo, but
ertainly not the worst student in the

kicks. I'm not learning taekwondo as quickly or as easily as I learnt judo, but I'm certainly not the worst student in the group! My instructor says that if I practise a lot and don't give up, I can be just as good 15 as him one day. He competed in the World Taekwondo Championships when he was younger! Isn't he brilliant?

TIP!

Look up unknown words in a dictionary. There, you can find a lot of useful information about a word: pronunciation, word class (noun, verb, etc.), meaning and example sentences.

and how to respect yourself and others.

## C PNow scan the text. Then read carefully and choose a, b or c.

- 1. Who took up a new martial art recently?
  - a. Harry
- b. Ross
- c. Both
- 2. Why did Harry stop doing judo?
  - **a.** It was difficult.
- **b.** He got the
- **c.** He wasn't enjoying it.
- black belt. enj **3.** Who wants to become a martial arts instructor?
  - **a.** Harry
- **b.** Ross
- c. Both
- 4. What is Ross's opinion about taekwondo?
- **a.** It's easy.
- **b.** It's difficult.
- **c**. It's boring.

## Over to you...



Which of the martial arts above do you find most interesting? Why?

## 2. Vocabulary

A •() Write the words in the correct category. Then listen and check your answers.

snowboarding skydiving sailing scuba diving tennis ice skating volleyball parachuting

Ball games	Water sports
Air sports	Winter sports
Air sports	Winter sports

#### **LEARNING STANDARDS**

SB: R1.1, R4.2, R2.1, S1.1, S2.4

#### **FUNCTIONS - TOPICS**

Talking about martial arts and other sports Making comparisons

#### **STRUCTURES**

Comparative forms of adjectives/adverbs
Superlative forms of adjectives/adverbs
(not) as + adjective/adverb + as

less + adjective/adverb + than / the least + adjective

#### **VOCABULARY**

agree air athlete belt championship compete disagree focus on give up (=stop doing) incredible instructor kick - kicking manage martial arts move (n.) one's own practise proud recently respect (v.) rule take up (a sport) tournament **Sports/Activities** 

do aerobics do athletics do exercise do gymnastics do judo do karate do taekwondo go ice skating go jogging go parachuting go skydiving go snowboarding play handball play water polo

#### 1. Read

Δ

• Write the word *martial arts* on the board and draw Ss' attention to the first question. Have them read the martial arts in the box and elicit answers. Provide Ss with background information about each one of them.

#### **Background information**

**Karate** originated on the island of Okinawa, Japan and means *empty-handed*. It involves a rapid use of hands and legs and it will make its first appearance as an Olympic Sport in 2020, in Tokyo.

**Taekwondo** is a Korean martial art that mainly entails the use of kicks from a mobile stance. It is included in the Olympic sports along with judo.

**Aikido** is a relatively new martial art. It involves less fighting and less strength compared to other martial arts.

**Kung-fu** means *skill* in Chinese, and this term is used for Chinese martial arts collectively. It focuses on three areas: strength, speed and stamina.

**Judo** is a Japanese martial art focusing mainly on defensive moves. The word *judo* means *the gentle way* in Japanese (*ju-gentle and do-way*). It was the first martial art to become an Olympic sport.

- · Ask Ss the rest of the questions and elicit answers.
- You can ask Ss if they know any other martial arts (*Jiu-Jitsu, Muay Thai*) and if they know anything about them.

#### KEY

suggested answers

- My brother has recently taken up karate. He enjoys it very much and he wants to become a black belt.
- I've never tried any martial arts because I think they are dangerous. / I love martial arts and especially judo. They are safe because you wear special equipment.

#### B R1.1

Draw Ss' attention to the picture and the title of the text.
 Ask Ss the question in the rubric. Elicit answers but do not correct Ss at this stage (taekwondo).

- Have Ss read the text, check their answer.
- Have Ss read the text again and underline any unknown words at the same time.
- Ask Ss why they think the title of the text is Cool Kicks (because the boys are talking about taekwondo which focuses mostly on kicking techniques).
- Ask Ss some comprehension questions:

How old was Harry when he started practising taekwondo? six

At what age did he become a black belt? at the age of sixteen

What's the main difference between judo and taekwondo? In judo you try to throw your opponent to the ground while taekwondo mostly focuses on different kicking techniques.

How can you keep safe in taekwondo? by following the rules/if you follow the rules

What is the most important thing in taekwondo according to Harry? It teaches you how to be a better person and respect yourself and others.

What did Ross use to do when he watched martial arts films? He tried to copy the different moves.

What does Ross enjoy the most in taekwondo? the cool kicks

Is he the best student in the group? No, he isn't. Who has competed in the World Taekwondo Championships? Ross' instructor

#### C R2.1, R4.2 P

- Before Ss do the activity draw their attention to the TIP and explain it.
- · Check the answers with the class.
- Ask Ss to justify their answers by referring to the texts.
   This will challenge higher-performing Ss and help lower-performing Ss do the activity more effectively.

#### KEY

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

• Explain any unknown words in the text to Ss.

#### Over to you s1.1 🍄

- Draw Ss' attention to the questions in the box.
- Elicit answers. You can have Ss work in pairs or groups in order to come up with many ideas. If necessary, write some key phrases/expressions on the board to help lower-performing Ss.

#### KEY

suggested answers

## Which of the martial arts above do you find most interesting? Why?

I find taekwondo interesting because it's very fast and the kicks look fun to do. Also you don't need an opponent to practise this martial art. You can practise the moves by yourself too.

#### 2. Vocabulary

A

- Draw Ss' attention to the heading of each category. Make sure they understand which sports they refer to.
- Encourage them to start with the words they know first.
   If they don't know a word, tell Ss to divide the words into two parts. Ask them to tell you if they understand in which category the word snowboarding falls into (winter sport because of the word snow).
- Allow Ss some time to do the activity.

- · Play the recording and have Ss check their answers.
- · Check the answers with the class.

Ball games: tennis, volleyball Water sports: sailing, scuba diving Air sports: skydiving, parachuting Winter sports: snowboarding, ice skating

B

- Draw Ss' attention to the words in blue play, go, do and explain that they have to use them with the appropriate sports/activities 1-10.
- · Write the following on the board and use the Language Plus box to explain to Ss how they are

play + a ball sport

go + -ing

do + an exercise

#### Language Plus

The verb **play** is used to talk about ball sports and activities in which two people/teams compete. The verb do is used for individual activities/sports in which a ball is not used. The verb go is often used with activities and

· Have Ss do the activity.

sports that end in -ing.

- Play the recording and have Ss check their answers.
- · Check the answers with the class.

#### **KEY**

- 1. go rock climbing
- 2. do aerobics
- 3. play water polo
- 4. do gymnastics
- 5. go surfing
- 6. play handball
- 7. do athletics
- 8. go jogging
- 9. go hiking
- 10. do exercise

#### 3. Grammar

- · Draw Ss' attention to the four sentences in the yellow box and especially the words in blue. Ask them questions a and b and elicit answers.

**a.** 1, 3 **b.** 2, 4

- Ask Ss if they recognise the structures. (Comparative and Superlative forms).
- Ask Ss how many people, animals or things we are comparing in the comparative form and elicit that we are comparing two. Ask Ss what word follows the comparative adjective and elicit than.
- · Ask Ss how many people, animals or things we are comparing in the Superlative form and elicit we are comparing one to several of the same kind. Ask Ss what words come before and after the adjective and elicit that the word the comes before and of/in come after.
- Draw Ss' attention to sentences 3 and 4. Write on the board: Football is less exciting than basketball. Then write Basketball is more exciting than football. Explain that both sentences mean the same thing. Explain we use the structure less + adjective + than and the least + adjective + of/in as another form of comparison.
- Point out that we form the Comparative and Superlative form of adverbs in the same way.

• Have Ss read the sentence in the box focusing on the words in blue and decide which one of the three sentences in the box further down has the same meaning.

#### KEY

- Explain to Ss that we use the structure (not) as +adjective + as as another form of comparison.
- Refer Ss to the text and ask them to underline all the phrases containing comparative and superlative structures (the highest belt colour / Judo was easier to learn than taekwondo but it was less exciting to me. / The most important thing they teach you is.../... managed to get the highest belt / It's the most popular form of martial arts / I'm not learning taekwondo as quickly or as easily as I learnt judo.../ etc.)
- · Refer Ss to the Grammar Reference.

- · Have Ss do the activity. Tell Ss to underline key words in each sentence (the, as... as, than). This will help lower-performing Ss do the activity.
- · Check the answers with the class.

KEY

- 1. highest 2. early 3. most difficult
- **4.** smaller **5.** least **6.** big, less
- 7. more carefully

#### 4. Pronunciation

- Play the recording and tell Ss to listen and identify the difference in pronunciation between the highlighted sounds in the words **ch**erry and **J**erry.
- · Have Ss repeat what they hear.
- Elicit the answer that *cherry* has a /tʃ/ sound while *Jerry* has a /dz/ sound. If necessary, play the recording again.

- · 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.

/tí/: teach, future, match, actually /dz/: judo, technology, gymnastics, advantage

## 5. Speak

S2.4 🗱

- Divide Ss into groups. Ask Ss to read through the activities and the adjectives in the boxes.
- Draw Ss' attention to the box with the adjectives and the speech bubble. Have them read through it and make sure they understand what they have to do.
- In addition to the prompts provided, you can write the following prompts on the board to help lowerperforming Ss: That's a great idea..., Let's..., Yes, that's true but...
- Demonstrate the activity with the help of two Ss.
- · Have a group of Ss demonstrate the activity at the front of the class.
- · Have Ss do the activity and go round the class providing support when necessary.
- Choose several groups of Ss to act out the discussion at the front of the class.

#### KEY

suggested answer

SA: I think we should include a tennis tournament in our competition because it's the most exciting.

SB: I disagree. I think cycling is more exciting and it's easier too!

SC: I agree with Saleh. We should have a cycling competition because more people know how to cycle than play tennis.

				ALC: UNKNOWN
	(a) What verb do we use for the sports/active Then listen and check your answers.	rities below?	? Write play, g	o or do.
	1. rock climbing 5.	surfina	9.	hikina
	<b>2.</b> aerobics <b>6.</b>	_	10.	
	3. water polo 7.			
	4. gymnastics 8.			
3	. Grammar	4.	Pronu	ncia
	Comparison of adjectives and adve	rbs	A 📢 ) Listen	and repe
	Read the examples and answer questions a an		difference a. cherry	
	<b>1.</b> Judo was <b>easier</b> to learn <b>than</b> taekwondo.		B () Listen	and tick
	2. It's the most popular form of martial art at		you hear.	
	my school.  3. Judo was less exciting than taekwondo.			herry /tʃ
	<b>4.</b> Judo is <b>the least exciting</b> martial art of all.		judo	
	4. Judo is the least exciting that the art of all.		technology	$\tilde{}$
	a. In which sentences are two things		teach	
	compared?			
	<b>b.</b> In which sentences are more than two		future	
	things compared?		gymnastics	
	Read the example and decide what it means.	•	ma <b>tch</b>	
	Choose a, b or c.		advantage	0
	Martial arts are actually just as safe as any		actually	Ŏ
	other contact sport.	_	<b>C</b>	
	a. Martial arts are safer than any other	5.	Speak	
	contact sport.		Talk in gro	uns Ima
	<b>b.</b> Other contact sports are safer than		school has de	
	martial arts.		National Spo	
	<b>c.</b> Martial arts and other contact sports		sports compe	
	are equally safe.		asked to plan	
C	Complete the sentences with the correct for	m of	list of the act	
	the adjectives or adverbs in brackets.	• .	recommende	
	1. Kevin Lee jumped the(high	)	would be the why. You can	
	of all the athletes that took part in the athleti		yellow box to	
	tournament.			`ompotiti
	2. My mum doesn't get up as		basketball	ompetiti handba
	(early) as my dad.		football	water
	<b>3.</b> My cousin says that karate is the		skateboarding	
	(difficult) martial art, but I don't agree.			
	4. A table tennis ball is (small)		exciting b	oring
	than a tennis ball.		safe dange	erous p
	<b>5.</b> Of the four films, <i>Angry Birds</i> is the			
	(little) boring.	٠)	I think we sh	
	6. My new phone is not as (big as my old one and it was	Į)	basketball c	-
	(little) expensive too.		it's the most about you?	popular
	7. Who drives (carefully), Mar	·k	I disagre	e. I think
	Carciany, War			

or Tom?

# nunciation

Listen and repeat. What's the ference between a and b?

hiking exercise

- herry **b. J**erry
- Listen and tick ( hear.

	cherry /tʃ/	Jerry /dʒ/
judo	0	
technology	/	
tea <b>ch</b>		
future		
gymnastic	s O	
match		
advantage		
actually		

# eak

k in groups. Imagine that your has decided to celebrate al Sports Day by holding competitions. You are in the its' committee and have been to plan the event. Below is a the activities which have been mended. Discuss which of these be the best to include and ou can use the adjectives in the box to justify your opinion.

#### Competitions ball handball volleyball water polo tennis parding taekwondo cycling

boring easy difficult dangerous popular tiring

k we should include a etball competition because e most popular sport. What t you?

lisagree. I think football is more popular and...

# 1d

# 1. Vocabulary (1)

Discuss.

• Which of the hobbies below are popular with teenagers in your country?

sculpture model car making blogging camel racing camping falconry horse riding jewellery making baking astronomy making soaps/candles coin collecting

- What hobbies do you do? Why do you like them?
- · What hobbies would you like to start in the future? Why?

# 2. Listen (1)

A Do you read blogs? What kind of blogs do you like to read?

В	Listen to four people giving reviews about four
	blogs. What type of blog is each speaker reviewing?
	Choose from the words in the blue box above.

<b>1.</b> Anthony	
<b>2.</b> Harry	
<b>3.</b> Alice	
<b>4</b> . Bridaet	



C Disten again. Which people gave a positive review and which gave a negative review? Write P for Positive and N for Negative.

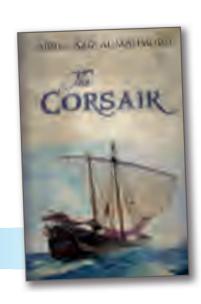
1. Anthony	
2. Harry	Ŏ
<b>3.</b> Alice	Ŏ
<b>4.</b> Bridget	Ŏ

- D (a) Listen to the following extracts from the blog reviews. What do the following phrases mean?
  - 1. it's something else
    - **a.** It's something extra.
    - **b.** It's something that is really good.
- 2. were not my thing
  - a. weren't somethingl am interested inb. did not belong to me
- E Which of the four blogs would you be interested in reading? Why?

# 3. Vocabulary (2)

Read the sentences. Which of the phrases in bold mean like and which dislike? Write L for Like or D for Dislike.

- **1.** Tony **is crazy about** geography. He knows all the capital cities of the world.
- **2.** I can't stand studying maths. It gives me a headache.
- **3.** My brother George **is interested in** astronomy. He wants to learn all about the universe.
- **4.** Lucy **is really into** coin collecting. She's got over two hundred coins.
- **5. A:** Do you want to come to a football match with me? I've got two tickets.
  - **B:** No, thanks. Football is not my thing.
  - A: Really? I'm a big fan of football.
- **6.** I can't stop reading Abdulaziz Al-Mahmoud's book. **It's something else!**



#### **LEARNING STANDARDS**

SB: L1.1, L2.2, L3.1, L2.1, S2.2, W1.3, W2.2, W2.3, W3.2

**WB:** S1.1

#### **FUNCTIONS - TOPICS**

Talking about hobbies Expressing likes/dislikes Describing personality

#### **VOCABULARY**

#### **Hobbies**

astronomy bake blogging camel racing camping candle coin collecting falconry model car soap sculpture

Phrases: like/dislike

be a (big) fan of be crazy about be interested in be into sth be one's thing can't stand find sth interesting/exciting, etc. It's something else!

#### 1. Vocabulary (1)

- Write the word hobbies at the top of the board. Ask Ss to come up with as many words as possible related to this topic and make a list. Encourage them to think of as many hobbies as possible, etc. Elicit answers and write them on the board.
- Draw Ss' attention to the list of hobbies and ask them
  the first question. Elicit answers. Ask Ss to elaborate
  on their answer and explain why they like the specific
  hobby/hobbies, and how they feel when they are
  doing the hobby/hobbies, e.g. relaxed, excited, etc.
  Encourage Ss to express themselves.
- Ask Ss the second and the third questions. Have Ss tell you what hobbies they do and what they would like to start in the future and why.

#### **KEY**

suggested answers

- Teenagers in Qatar have got many different hobbies. It depends on what they like. Coin collecting and camel racing are popular with young people in Qatar.
- I am interested in astronomy. I like it because I want to know what is in space. I also like being able to understand what I am looking at when I look up at the night sky.
- I would really like to take up sculpture in the future because I like the idea of using my hands to make things.

#### 2. Listen (1)

A

 Ask Ss if they read blogs and if yes, what the blogs they read are about. Initiate a short discussion on what kind of information can be found in blogs.

#### B L1.1 🍮

- Tell Ss they are going to hear four people giving reviews about four blogs and they will have to write what type of blog each speaker is reviewing beside his /her name.
- Make sure Ss haven't got any unknown words.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- Check the answers with the class.

#### KEY

- 1. model car making
- 3. astronomy
- 2. horse riding
- 4. jewellery making

#### C L2.2

- Tell Ss that they are going to listen to each speaker again, decide whether the review about the blog is positive or negative and write P for positive and N for negative.
- Play the recording and have Ss compare their answers in pairs.
- · Check the answers with the class.

#### KEY

 1. Anthony: N
 3. Alice: P

 2. Harry: P
 4. Bridget: N

#### D L3.1 🔓



 Have Ss read the phrases in bold. Explain that they are going to hear two extracts from the listening in which the phrases in bold are in context. Tell Ss to decide what each phrase means by choosing a or b.

#### KEY

**1.** b **2.** a

#### Ē

- · Ask Ss the question and elicit answers.
- · Initiate a short discussion.

#### KEY

suggested answers

I would be interested in the blog about horses because I want to learn more about them. I hope to take horse-riding lessons in the future.

#### 3. Vocabulary (2)

- Draw two columns on the board and write the words *like* and *dislike* as headings. Draw Ss' attention to the words in bold. Explain that they have to decide which phrases mean *like* and which mean *dislike*.
- Ask Ss to draw the columns on their notebook and try to understand the meaning of these phrases from the context of the sentences they are in. Encourage them to start with the ones they are already familiar with.
- Allow Ss some time to read through the sentences and classify the phrases. As soon as they finish, have them compare their answers with their partners'.
- · Have Ss do the activity.
- Check the answers with the class.

#### **KEY**

like (ⓒ)

is crazy about is interested in is really into I'm a big fan of It's something else dislike ((:)) can't stand is/ are not my thing

- Explain to Ss that they have to use the appropriate intonation and stress to show how strong or weak the phrase they want to use is. They can also use the appropriate facial expressions to reinforce what they want to say.
- Ask Ss to write five sentences using the phrases from the activity. This will challenge higher-performing Ss.
- Write some sentences on the board and leave out the preposition or one of the words from the expressions (e.g. about, in, into, of, else, my). Ask Ss to complete the sentences. This will give lower-performing Ss extra practice.

# **OPTIONAL ACTIVITY**Guessing Game

- Have Ss work in pairs. SA has to think of two things he/she likes and then of one thing that is not true for him/her. SA then says three sentences, one about each thing.
- Encourage them to use the phrases in Activity A to express themselves.
- SB has to ask SA questions until he/she guesses which sentence is not true. Then they swap roles.
- You can help Ss by giving them a common topic, such as camping.

e.g

- A: I'm really into camping. I can't stand coin collecting. I'm crazy about model car making.
- B: What's your favourite hobby?
- A: Jewellery making.
- B: Do you like coin collecting?
- A: I'm really into coin collecting.
- **B:** The sentence 'I can't stand coin collecting' is not true.
- A: Correct!

#### 4. Listen (2)

#### A L1.1 🍜

- Explain to Ss that they are going to listen to three teenage girls talking and that they have to match the names with the pictures according to what they're talking about.
- Draw Ss' attention to the fact that there is one extra picture that they do not need to use.
- Draw Ss' attention to the pictures and the TIP. Explain it and have them look at the pictures and note down some key words/phrases for each one of them (a. baking/ biscuits, b. soap, c. sculpture, d. coin collecting). This will help lower-performing Ss.
- Play the recording and have Ss compare their answers in pairs.
- Check the answers with the class.

#### KEY

Noora **b** Sara **d** Ameena **a** 

## B L2.1 🍜

- Have Ss read the three multiple choice questions and make sure they haven't got any unknown words.
- Play the recording and have Ss do the activity.
- Alternatively, to challenge higher-performing Ss, you may change the activity from multiple choice to open-ended questions. Write questions 1-3 on the board (without the options) and ask Ss to cover activity B in their books, listen and answer the questions. To help lower-performing Ss, you may eliminate one of the incorrect options.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

#### KFY

1. c 2. a 3. a

#### 5. Speak & Write

#### A S2.2

- Draw Ss' attention to the speech bubble.
- Tell Ss to refer to the previous vocabulary sections in Module 1 and you can also write the following prompts on the board to help **lower-performing Ss**: *fun, interesting, clever, happy, funny, friendly.*
- · Allow Ss some time to make notes.
- Demonstrate the activity with the help of a student.
- 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 of Ss to to ask and answer the questions in the speech bubble at the front of the class.

#### KEY

suggested answers

I like to spend time with my father.

He's really athletic and clever.

I like that he teaches me new things.

He's into coin collecting.

He plays basketball.

We play basketball and talk about interesting things like travelling and sports.

#### B W1.3, W3.2 🚰 , W2.2, W2.3 🍜

- Ask Ss to read through the plan and elicit examples of what they have to write about. Explain the different parts of the plan.
- 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.
- · Choose several Ss to read out their descriptions.

# 4. Listen (2)

A P N Listen to three teenage girls talking. Which hobby does each girl do? Match the names with the pictures. Choose a. b. c or d.

Before you listen, look at the pictures carefully. Try to predict what the topic is about.

Noora

Sara

Ameena









## B 🍑 🜓 Listen again and choose a, b or c.

- 1. What did Noora use to make?
  - a. soaps
  - b. candles
  - c. model cars
- 2. Who helps Sara with her hobby?
  - a. her dad
  - **b.** her best friend
  - c. both of them
- **3.** Why did Ameena take up her new hobby?
  - a. because she was bored
  - **b.** because her mum told her to
  - c. because she read a book about it

# 5. Speak & Write

A Think of a friend or a family member who you like spending time with. Look at the questions below and make some notes. Then talk in pairs.

Who is this person?

What is he/she like?

What do vou like/dislike about him/her?

What kind of hobbies has he/she got?

What other interests has he/she got?

What do you do together?

B A teen forum is asking people to write about a person they like spending time with. Write two paragraphs describing the person you discussed in activity A. What can you say about this person? You can use the prompts given below.

A person I like spending time with

#### PARAGRAPH 1

Give some general information about the person (name, relationship to you). Describe his/her personality. Mention good and bad qualities.

- He/She is very / really / quite / a bit...
- He/She is the one who...
- The best/worst thing about him/her is that he/she...
- He/She is also...

#### PARAGRAPH 2

Describe his/her hobbies/interests and what you do together.

- We're both interested in...
- · His/Her favourite hobby is...
- He/She is into...

finish, check your writing.

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

# 1. Listen

A P (a) Listen to two dialogues and answer the guestions.

#### Dialogue 1

- 1. What is the relationship between the two airls?
  - **a.** They are sisters.
  - **b.** They are friends.
  - c. They don't know each other very well.

Choose a, b or c.

- **2.** Where is the dialogue taking place?
  - a. on a bus
  - **b.** in the street
  - c. at a shopping centre
- B Look at the phrases on the right from the dialogues. Which phrases are used to start a conversation and which are used to end a conversation? Write S for Start or E for End.

#### Dialogue 2

- **3.** What is the relationship between the two boys?
  - a. They are close friends.
  - **b.** They are complete strangers.
  - c. They don't know each other very well.
- 4. What are they talking about?
  - a. their interests
  - **b.** people they both know
  - c. where they are going now
- 1. Oh, got to go.
- 2. Charlie, is that you?
- 3. Fancy meeting you here!
- 4. Well, it was nice seeing you again.

# 2. Speak

A Read the phrases. Can you think of any more to add?

- Hi there! What's new?
- How's it going?
- Fancy seeing/meeting you here!
- I haven't seen you for ages. How are things?
- Hello. Great to see you again!
- Long time no see!
- Hev! You're Jane's sister, aren't you?
- · Charlie, is that you?

#### Starting a conversation | Maintaining a conversation

#### Asking about the past

- So, how did you do in your exams?
- · Where did you go for the holidays?
- Do you remember the skatepark we used to go to?
- Did you watch the new game show last night?

#### **Asking about habits**

- Do you still go to that gym on River Street?
- So, what do you do in your free time?

#### **Asking about current activities**

- · So, what do you think of this café?
- Your new phone is so cool! Is it easy to use?
- I love your trainers! Are they new?
- What are you doing after school today?
- Are you still working on that project?
- Have you studied for the test on Monday?
- Have you talked to Steve at all today?
- Are you going to football practice later?

#### Ending a conversation

- See you later. Bye!
- Take care.
- Got to go now.
- Give me a call sometime, OK?
- I'm off. It was nice seeing you again.
- Time for me to go.
- I have to run. It was great chatting with you.
- Have a nice day!
- It's getting late. I should go.

#### **B** ROLE PLAY

- Talk in pairs. Choose two of the situations.
- You are cycling in the park and you meet an old friend from primary school. You haven't seen this person for years. Greet each other and ask questions to find out about each other's lives.
  - You meet a close friend in the supermarket. Have a conversation.
    - You are at a neighbour's barbecue and you meet someone from school who you don't usually hang out with. Start a conversation.



- Speak clearly.
- Don't worry if you make a mistake. Correct vourself if you can, otherwise continue speaking.
- If you can't remember a word, don't stop. Try to use other words.

#### **LEARNING STANDARDS**

SB: L2.1, S1.1, W2.1, W2.2, W2.3, W1.1

**WB:** W2.1

#### **FUNCTIONS**

Starting, maintaining and ending a conversation Presenting yourself

#### **VOCABULARY**

close friend complete stranger create especially globe in fact join make sure primary school regularly relationship springtime take place

#### **Phrases: starting a conversation**

Fancy seeing/meeting you here. How are things? How's it going? I haven't seen you for ages. Long time no see!

#### Phrases: ending a conversation

Give me a call sometime. Got to go. I have to run. I'm off. It was great chatting with you. Take care. Time for me to go.

#### 1. Listen

#### A L2.1

- Ask Ss to read through the questions in each dialogue and the corresponding options. Make sure they haven't got any unknown words.
- Play the recording and pause it after each dialogue for Ss to choose their answers.
- Alternatively, to challenge higher-performing Ss, you may modify the activity from multiple choice to open-ended questions. Write questions 1-4 on the board (without the options) and ask Ss to cover activity A in their books, listen and answer the questions. To help lower-performing Ss, you may eliminate one option.
- Play the recording again and have Ss compare their answers in pairs.
- · Check the answers with the class.

KEY Dialo

**Dialogue 1: 1.** b **2.** a

**Dialogue 2: 3.** c **4.** a

#### В

- Draw Ss' attention to the phrases 1-4 from the dialogues.
- Ask Ss to write S next to the phrases used to start a conversation and E next to the ones used to end a conversation.
- Tell Ss to pay attention to the verbs in the sentences (*go, meeting, etc.*) in order to understand whether the phrase is used to start or end a conversation.
- Allow Ss some time to do the activity.
- Play the recording and have Ss compare their answers.
- Check the answers with the class.

KEY 1.E 2.S 3.S 4.E

#### 2. Speak

#### A

- Draw Ss' attention to the box with the set phrases used for starting, maintaining and ending a conversation.
- Have Ss take turns in reading the phrases. Explain any unknown words they may have.
- Explain to Ss that in order to maintain a conversation they can ask about somebody's past, habits or current activities. Remind Ss that the adjective *current* means something that is happening now.
- Also, tell them to pay attention to the tenses used.
   Ask them to tell you which tense is used to ask/talk about somebody's past, habits and current activities (past: Past Simple, habits: Present Simple, current activities: Present Progressive).

• Have Ss work in pairs and think of some more expressions to add to the tables (starting a converastion: Hi Fay. How are you today?, Jake! It's so nice to see you here. / maintaining a conversation: So, what did you buy at the shopping centre?, Do you still do karate?, Are you going to the new Mexican restaurant tonight? / ending a conversation: It was nice talking to you, It was great to see you again).

#### B S1.1 🔅

- Have Ss work in pairs and draw their attention to the situations
- Allocate roles or have Ss decide on their roles with their partners.
- Draw their attention to the TIP and explain it.
- Allow Ss some time to think of what they want to say and encourage them to use as many phrases from the table as possible.
- Demonstrate the activity with the help of a student.
- 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 of Ss to act out the dialogue at the front of the class.

#### KEY suggested answers

#### Situation 1

- A: Hassan, is that you?
- B: Hey! Long time no see!
- A: I haven't seen you for ages. How are things?
- **B:** Fine. We moved to this neighbourhood last week and I wanted to ride my bike.
- **A:** Really? Great! I remember that you were crazy about cycling.
- **B:** Yes, and I'm still into it. So, what do you do in your free time?
- **A:** I usually meet my friends here and we play football or ride our bikes.
- **B:** Are you in your school's football team?
- A: Of course. You know I'm really interested in sports.
- **B:** Sorry, but I've got to go now. My parents are waiting for me.
- **A:** OK. Here's my phone number. Give me a call sometime.
- B: Bye.

#### Situation 2

- A: Jake?
- **B:** Hi there! Fancy meeting you here!
- **A:** I came to buy some milk. So, have you studied for the geography test tomorrow?
- **B:** You know that geography is not my thing, but I have to.
- **A:** Wait a sec. Tom sent me a message.
- **B:** Your new phone is so cool! I want a new one, too.
- **A:** And it's easy to use. Oh, Tom wants us to meet him at the skatepark at five.
- **B:** Forget it! I have to go home and study.
- A: OK. See you tomorrow.
- B: Take care.

#### Situation 3

- A: Hi Maha. How's it going?
- B: Ok, and you?
- A: Great! It's a nice day for a barbecue, don't you think?
- **B:** Yeah! I heard that it was going to rain but, the weather is perfect!
- A: I agree! Well, see you later!
- B: OK, have fun!

# 3. Speak & Write A w2.1

- Ask Ss to look at the layout of the text and the title and tell you if they have written on a blog and what they have written about.
- Have them read the headings in each paragraph (sports, other interests) and tell you what they think they are going to read about in Omar's blog (Omar's interests). Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the text and make sure they haven't got any unknown words.
- Ask Ss some comprehension questions:

How old is Omar? fifteen What's his favourite sport? swimming Where does he swim all year round? in a pool How often does he swim there? three or four times a week

Where does he like swimming in the springtime? He likes going to the beach.

What's his favourite water sport? water polo Is he a member of a water polo team? No, but he wants to join a water polo team.

Is he into model car making? Yes, he is.

Why does he enjoy doing jigsaw puzzles? Because they're a great way to relax.

 Write the words and, but, so, because and or on the board and ask Ss to remind you why we use these linking words. You can ask them to make their own sentences or help them by writing the following sentences on the board and highlight the linking words.

We went to the park **and** then to the shopping centre. I watched the new film, **but** I didn't like it. We didn't have any milk, **so** I went to the supermarket. I went to the shopping centre **because** I wanted to buy a present for my sister.

We can stay at home **or** go to the skatepark.

- Ask Ss to tell you how these linking words are used (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; because to express reason or cause; and or to give alternatives).
- Refer Ss to Omar's blog and ask them to underline all the examples of the linking words (I'm fifteen years old <u>and</u> this is my blog / three <u>or</u> four times a week / I'm interested in model car making <u>and</u> I have a small collection of model cars / I also enjoy doing jigsaw puzzles <u>because</u> they're a great way to relax, etc.).
- · Have Ss do the activity.
- · Check the answers with the class.

#### KEY

- 1. Omar
- 2. Because he wanted his readers to find out a few things about him.
- **3.** Present Simple (*swim, like, love*), Past Simple, used to (*used to go, finished*) and Present Progressive (*I'm thinking, I'm working*).
- 4. To link his ideas.

#### B W2.2, W2.3

- Draw Ss' attention to the text and the yellow box with the correction code.
- Have Ss read the text and explain that the words underlined in red are incorrect. The code above the word specifies the mistake in each word.
- Allow Ss some time to correct the mistakes. Ss to check their answers in pairs and then as a class.

#### **KEY**

I'm nine years old and I'm a very good student. It's very interesting and I learn lots of new things. Professor Hobbs, the art teacher, is my favourite because he's really funny. I'm also on the school volleyball team. I'm a great player! I love hanging out with them because they are great fun! We don't have time to meet on weekdays, so we always hang out at the weekend. We usually play basketball, football and handball. We never play video games or watch DVDs.

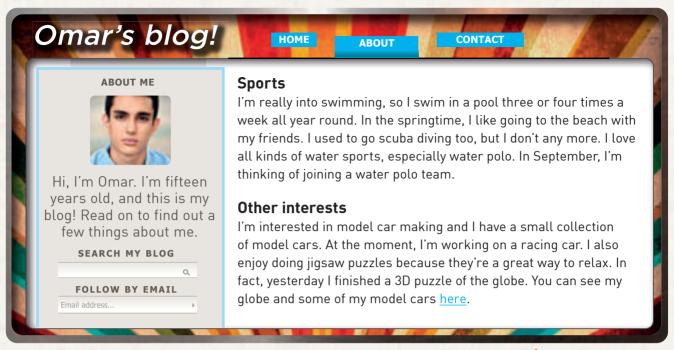
You see, we are all very active teens.

#### C W1.1 4 , W2.2, W2.3

- Draw Ss' attention to the rubric and make sure they understand what they have to write about.
- Draw Ss' attention to the TIP and explain it.
- Encourage Ss to pay attention to the layout of their post, and try to make it seem as realistic as possible.
- Ask Ss to go to the Workbook page 15 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook on page 16 and complete the writing plan before they start their writing task.
- Draw Ss' attention to the blank page provided in the Workbook for the writing task.
- 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.
- Choose several Ss to read out their posts.

# 3. Speak & Write

A Pread the blog post and answer the questions.



- 1. Who created this blog post?
- 2. Why did he create it?
- **3.** What tenses does the writer use? Find examples.
- **4.** Find examples of the linking words and, but, so, because and or in the text. Why does the writer use these words?
- B There are several mistakes in the paragraphs below, which are marked using the correction code. Read the paragraphs and correct the mistakes.

#### **CORRECTION CODE**

**SCHOOL'S** 

WW: wrong word WO: word order Pr: preposition T: tense P: punctuation
A: article
Sp: spelling

A: something missing

#### School life

I'm in year nine and I'm the very good student. I like school but we've got lots of tests and exams. My favourite subject is history. It's very interesting and I learnt lots of new things. The teachers are very nice too. I really like them. Professor Hobbs, the art teacher, my favourite because he's really funny. I'm also on the school voleyball team. I'm a great player?

#### **Friends**

l've got many friends, but only two best friends, lan and Jack. I love hanging out with them so they're great fun! We don't have time to Pr WO Pr meet in weekdays, so always we hang out in the weekend. We usually WW do basketball, football and handball. We are never playing video games or wach DVDs. We think it's boring. You see, we all very active teens!

C Imagine that you are starting a blog. Write a post to present yourself, like Omar did.
Go to the Workbook page 16.

When you want to write information presenting yourself, you should:

- group the information into categories so that it is easier to understand.
- use appropriate tenses.
   Use the Present Simple for routines, the Present Progressive for temporary situations and future arrangements, and the Past Simple for past events.
- link your ideas so that your writing flows. Use:
  - ▶ and to join similar ideas.
  - but to join two opposing ideas.
  - so to express result/ consequence.
  - because to express reason.
  - or to express an alternative.
- Don't forget to edit your writing and check for common mistakes (spelling, tenses, etc.)

# Round-up 1. Vocabulary

A Circle the correct options.

- 1. Be quiet! I can't concentrate / arque.
- 2. I must practise / compete my kicks because I want to get my brown belt this year.
- **3.** I love sports, **especially / in fact** football.
- **4.** Khalid and I **go / do** surfing at the weekend.
- 5. I'm very selfish / proud that I won second place in the tournament.
- 6. Our athlete / instructor told us all about judo.
- **7.** I use electronic **skills / devices** every day.

	_	_
(		1-1
Score:	<i>(</i> )	<b>  / /</b>
(	レノ	· - /

В	Com	plete	the	sentences	with	prep	osition
---	-----	-------	-----	-----------	------	------	---------

- 1. I don't have enough time for both taekwondo and tennis so I have to give \_\_\_\_\_one of them.
- **2.** I'm really interested \_\_\_\_\_ astronomy.
- **3.** Do you get with your brother?
- **4.** I'd like to take \_\_\_\_\_ a new hobby.



# 2. Grammar

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

1.	Layla	(clean) her room now
	She	(want) to finish before
	lunchtime.	

- 2. A: you and your sister (often / fight)?
  - B: Yes. She's very stubborn and bossy. She (not change) her mind easily and she (always / tell) people what to do.
- **3.** My friends (go) ice skating tomorrow, but I \_\_\_\_\_ (not join) them. I (hate) sports.



(Score:

D Complete with the Past Simple of the verbs in the box.

not break	spen	d lose	•
not exerc	ise k	orrow	

- **1.** Molly's upset because she \_\_\_\_\_ her mobile phone.
- **2.** In the past, my brother at all. He \_\_\_\_\_ his free time making model cars.
- **3.** I your tablet yesterday, but it! Somebody else did.

E In which sentence in activity D can we use used to? Rewrite it using used to.

	-	
(6		(2)
(Score:		1/2
	$\sim$	

F Complete with the correct form of the words in brackets.

- **1.** I think learning Chinese is as (difficult) as learning Russian.
- 2. Latifa's English isn't very good, so I try to speak (slowly) than I usually do when we're together.

3. Mubarak is the (outgoing) student in the class. He's got so many friends!

**4.** May doesn't draw as (well) as

**5.** Tennis is \_\_\_\_\_ (little) fun than handball. (Score: ( )/5

# 3. Communication

G Choose a or b.

- 1. A:I have to run.
  - **B**:
  - **a.** Take care.
  - **b.** I'm off.
- 2. A: How many times have I told you not to take my things?

B:

- **a.** Here we go again!
- **b.** I know the feeling!
- 3. A: What do you think of my painting?

- **a.** Long time no see!
- b. It's something else!
- **4. A:**Barbara? I haven't seen you for ages!

- **a.** Fancy meeting you here!
- **b.** What are you waiting for?

(5	
(Score:	( )/4
	_

Total sco

	_	$\overline{}$			
re:	(	)	/	35	

# Now I can...

- describe someone's personality
- refer to the present and the past
- talk about past habits
- make comparisons
- talk about what I like and dislike
- write two paragraphs describing a person
- start, maintain and end a conversation
- introduce myself and present aspects of mv life
- link ideas with and, but, so, because and or
- write a blog post presenting myself

#### **LEARNING STANDARDS**

**WB:** R2.1

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

#### Α

#### KEY

- 1. concentrate
- 2. practise
- **5.** proud**6.** instructor
- 3. especially
- 7. devices
- **4.** go

#### В

#### KEY

1. up 2. in 3. along 4. up

#### 2. Grammar

#### C

#### KEY

- 1. 's cleaning, wants
- 2. Do... often fight, doesn't change, always tells/ 's always telling
- 3. are going, 'm not joining, hate

#### D

#### KEY

- 1. lost
- 2. didn't exercise, spent
- 3. borrowed, didn't break

#### Ε

#### KEY

In sentence 2.

In the past, my brother **didn't use to exercise** at all. **He used to spend** his free time making model cars.

#### F

#### KEY

- 1. difficult
- **4.** well
- 2. more slowly
- **5.** less
- 3. most outgoing

#### 3. Communication

#### G

#### KEY

1.a 2.a 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.

# 2 LEARNING STANDARDS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
	STUDENT'S BOOK	
R1.1	Creative and critical thinking	2a, 1. Read B, p. 20
R2.1	Creative and critical thinking	2a, 1. Read C, p. 21
R2.2	Communication	2a, 1. Read - Over to you, p. 21
L1.1	Communication	2a, 4. Listen A, p. 21
L2.1	Communication	2a, 4. Listen B, p. 21
R2.1	Creative and critical thinking	2b, 1. Read (1) B, p. 22
R2.1	Creative and critical thinking	2b, 2. Read (2) A, p. 22
R2.1	Creative and critical thinking	2b, 2. Read (2) B, p. 23
R4.1	Creative and critical thinking	2b, 2. Read (2) C, p. 23
R2.1	Creative and critical thinking	2b, 2. Read (2) D, p. 23
S1.1	Cooperation and participation	2b, 2. Read (2) - Over to you, p. 23
S1.1	Cooperation and participation	2b, 5. Speak & Present A, p. 23
S1.1	Cooperation and participation	2b, 5. Speak & Present B, p. 23
R1.1	Creative and critical thinking	2c, 1. Read B, p. 24
R2.1	Creative and critical thinking	2c, 1. Read C, p. 24
S1.1	Cooperation and participation	2c, 1. Read - Over to you, p. 24
L1.1	Communication	2c, 4. Listen A, p. 25
L2.1	Communication	2c, 4. Listen B, p. 25
W1.3	Creative and critical thinking	2c, 5. Research, Write & Present B, p. 25
W2.2	Communication	2c, 5. Research, Write & Present B, p. 25
W2.3	Communication	2c, 5. Research, Write & Present B, p. 25
S2.2	Inquiry and research	2c, 5. Research, Write & Present C, p. 25
L2.1	Communication	2d, 2. Listen (1), p. 26
R4.1	Creative and critical thinking	2d, 4. Vocabulary (2), p. 27
L2.1	Communication	2d, 5. Listen (2), p. 27
L2.3	Creative and critical thinking	2d, 5. Listen (2), p. 27
L2.3	Creative and critical thinking	2d, 6. Speak, p. 27
L1.1	Communication	2e, 1. Listen B, p. 28
L2.1	Communication	2e, 1. Listen C, p. 28
S3.1	Communication	2e, 2. Speak A, p. 28
R2.1	Creative and critical thinking	2e, 3. Speak & Write A, p. 29
W2.1	Creative and critical thinking	2e, 3. Speak & Write B, p. 29
W1.4	Inquiry and research	2e, 3. Speak & Write D, p. 29
W2.2 W2.3	Communication Communication	2e, 3. Speak & Write D, p. 29
		2e, 3. Speak & Write D, p. 29 2e, 3. Speak & Write D, p. 29
W3.2 R2.1	Creative and critical thinking  Creative and critical thinking	Culture Page Activity B p. 31
W2.2	Communication	Culture Page Project p. 31
W2.2 W2.3	Communication	Culture Page Project p. 31
W2.5 R5.1	Inquiry and research	Culture Page Project p. 31
	WORKBOOK	Caltare rage rioject p. 51
L1.1	Communication	2h Liston G. p. 24
		2b, Listen G, p. 24
L2.1	Communication	2b, Listen G, p. 24
R2.1	Creative and critical thinking	2d, Read E, p. 28
W2.1	Creative and critical thinking	2e, Write C, p. 29
L2.1	Communication	Round-up 2, Listen H, p. 34
L2.1	Communication	Round-up 2, Listen I, p. 34

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

#### 2a

- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- understand and respond with support to the attitudes or opinions of the writer in simple longer texts\* (R2.2)
- follow and identify independently the main ideas in longer simple texts (L1.1)
- follow and identify independently the detail in longer simple texts (L2.1)

#### 2b

- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- communicate or find out independently more detailed personal information (S1.1)
- follow and identify independently the main ideas in longer simple texts (L1.1) WB
- follow and identify independently the detail in longer simple texts (L2.1) WB

#### **2**c

- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out independently more detailed personal information (S1.1)
- follow and identify independently the main ideas in longer simple texts (L1.1)
- follow and identify independently the detail in longer simple texts (L2.1)
- describe with a little support the character of a real or fictional person (W1.3)
- spell with some support most familiar high frequency words accurately in independent writing (W2.2)
- punctuate with support written work with moderate accuracy (W2.3)
- describe with a little support the character of a real or fictional person (S2.2)

#### 2d

- follow and identify independently the detail in longer simple texts (L2.1)
- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and respond independently to a longer sequence of multi-step instructions (L2.3)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1) WB

#### 2e

- follow and identify independently the main ideas in longer simple texts (L1.1)
- follow and identify independently the detail in longer simple texts (L2.1)
- keep interaction going in short exchanges by checking understanding of what a speaker is saying (S3.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- organise, and sequence ideas independently into two or more coherent\* paragraphs using basic coordinating conjunctions and reference pronouns (W2.1)
- narrate independently 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 independent writing (W2.2)
- punctuate with support written work with moderate accuracy (W2.3)
- plan, and draft a short, simple text of two paragraphs or more independently and modify the draft\* in response to feedback (W3.2)
- participate actively in reading simple, longer fiction and non-fiction print and digital texts of interest (R5.1)

#### 2 Round-up

 follow and identify independently the detail in longer simple texts (L2.1) WB

#### **Culture Page**

- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- spell with some support most familiar high frequency words accurately in independent writing (W2.2)
- punctuate with support written work with moderate accuracy (W2.3)
- participate actively in reading simple, longer fiction and non-fiction print and digital texts of interest (R5.1)

# 2 WORLD-FAMOUS

- Ask Ss to close their books and write the title of the module World-famous on the board. Ask Ss to tell you what they expect to learn about in this module. Elicit answers but do not correct Ss at this stage.
- Divide the class into two groups. Explain to Ss that you are going to give them some information about a famous person/landmark and they have to write the name of this person/landmark/etc. on a piece of paper.
- Tell them the following: He's the most famous mathematician and physicist ever (*Albert Einstein*). / It's one of the most famous landmarks in China (*The Great Wall of China*). / It's a game and there are 22 players on the field, 11 on each team (*football*). / It's a museum in Doha, Qatar (*The Museum of Islamic Art*).
- Have the two groups compare their answers, but do not correct Ss at this stage.
- Ask them to open their books, check their answers based on the pictures and try to complete the facts.
   Help Ss deduce the meaning of unknown words (field of study: an area or a branch of an activity/study/ interest or profession).
- Draw Ss' attention to the second question in the Discuss section and have them work in groups again and come up with as many ideas as possible.

#### KEY

#### Look at the pictures. Can you complete the facts?

**People** 

name: Albert Einstein

field of study: Mathematics/Physics

Landmark

name: The Great Wall of China
city/country: (Beijing), China

Game

name: football number of players: 22

Museum

**name:** The Museum of Islamic Art **city/country:** (Doha), Qatar

What other world-famous landmarks, museums, people, games, etc. do you know of?

People: Isaac Newton, Marie Curie, Steve Jobs Landmarks: The Statue of Liberty, New York City, USA / The Acropolis of Athens, Greece / The Eiffel Tower, Paris, France / The Sydney Opera House, Sydney. Australia

**Museums:** The American Natural History Museum, New York City, USA / The Natural History Museum, London, UK / The National Museum of China, Beijing, China, The Louvre, Paris, France

Games: baseball, cricket, basketball, tennis

- 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**

- Divide Ss into two groups and explain to them that you are going to give them some information about a famous person/landmark etc. and they have to write the name on a piece of paper. You can challenge them by having a time limit of 20 seconds to think of the answer.
- Tell them the following:
   He painted Guernica (Pablo Picasso).

   It's the most famous clock in the world (Big Ben).
- The team with the most correct answers wins.



name of person:

field of study:

name of game:

number of players:

**Discuss:** 

Look at the pictures.Can you complete the facts?

What other
 world-famous landmarks,
 museums, people,
 games, etc. do you
 know of?

name of landmark:

city/country:

#### In this module you will learn...

- to talk about people, places and things that are world-famous
- common units of measurement
- collocations with make and do
- to define people, places and things by using relative pronouns and adverbs
- to understand advertisements
- to talk about conditions and their results
- to write a short biography
- to describe a picture
- to give and follow instructions
- to ask for and give information about a city
- to ask for clarification and repetition
- to write a description of a place for a webpage

name of museum:

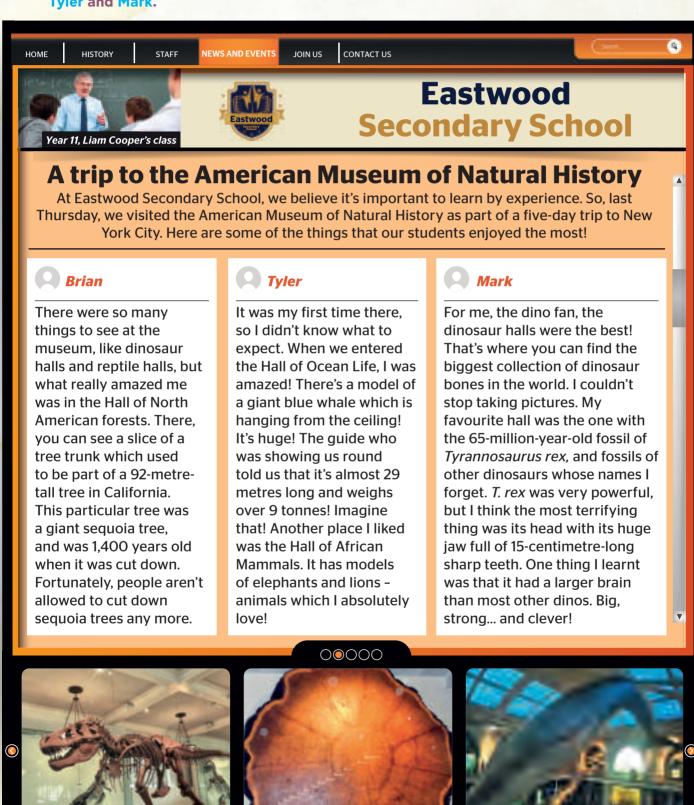
city/country:

# 1. Read

#### A Discuss.

- What kind of museums have you been to?
- Which museum is your favourite one?
- Have you been to or would you like to visit a natural history museum?
   What kind of exhibition halls can you find at such a museum?

B Read the text quickly (skim) and match the pictures 1-3 with the people Brian, Tyler and Mark.



#### **LEARNING STANDARDS**

SB: R1.1, R2.1, R2.2, L1.1. L2.1

#### **FUNCTIONS - TOPICS**

Talking about famous landmarks
Talking about common units of measurement
Defining people, places and things

#### **STRUCTURES**

Relative pronouns: who / which / that / whose Relative adverb: where

#### **VOCABULARY**

amazed area be allowed to bone brain ceiling clever cut down (trees) depth distance enter exhibit exhibition expect giant grow hang from height huge length particular per planetarium powerful sharp terrifying weigh weight **Units of measurement** 

centimetre (cm) gram (g) kilogram, kilo (kg) kilometre (km) metre (m) tonne (t)

#### 1. Read

#### Α

- Write the word museum on the board and have Ss come up with any words related to the topic.
- Ask Ss to close their books and use yours to show them the pictures accompanying the text without revealing the title.
- Ask Ss to tell you what they can see (a dinosaur, a tree trunk and a whale).
- Have Ss tell you in what kind of museums you can find these (a natural history museum).
- Have Ss open their books and draw their attention to the questions. Make sure they haven't got any unknown words. Elicit answers and initiate a short discussion.
- If Ss haven't visited any museums so far, ask them which museum they would like to visit in the future.

## B R1.1

- Ask Ss to look at the layout of the text and decide what it is (a school blog).
- Draw Ss' attention to the title of the post and ask Ss if their school has a blog and if they are able to share their experiences there.
- Elicit answers and initiate a short discussion.
- Have Ss read the text and do the activity. Ask Ss to underline any unknown words at the same time.
- Check the answers with the class.

#### KEY

1. Mark 2. Brian 3. Tyler

• Ask Ss some comprehension questions:

Why is it important to visit museums according to the Eastwood Secondary School blog? Because it's important to learn by experience.

When did they visit the American Museum of Natural History? last Thursday

Where is the American Museum of Natural History? in New York City

What was Brian's favourite exhibit? a slice of tree trunk which used to be part of a giant sequoia tree

How old was the tree trunk when it was cut down? 1,400 years old

Had Tyler ever visited the American Museum of Natural History before? No, it was her first time there.

Where can you find a model of a giant blue whale? in the Hall of Ocean Life

How much does a giant blue whale weigh? over 9 tonnes

Who is a dino fan? Mark

Where can you find the biggest collection of dinosaur bones? in the dinosaur halls

What's different about T-rex's brain? It was larger than that of most other dinos.

# C R2.1

- Explain to Ss that they have to decide whether the statements are True or False. Explain any unknown words to Ss. However, if there is no evidence to prove whether a statement is True or False, Ss should select the Not Mentioned option.
- Help Ss understand the difference between a False and a Not Mentioned option by giving them an example before they do the activity.
- Write the following on the board: I've been to two museums so far.

Then write the following on the board: *I've visited three museums*. (*F*) / *The museums were huge*. (*NM*)

- Ask Ss to tell you which statement is False and which statement is Not Mentioned, based on the information given.
- · Have Ss do the activity.
- Ask Ss to correct the false statements. This will challenge **higher-performing Ss**.
- · Check the answers with the class.

#### KEY

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

• Explain any unknown words in the text.

#### Over to you R2.2 🍜

- Draw Ss' attention to the questions.
- Elicit answers and initiate a short discussion.
   Encourage Ss to express their opinion. If necessary, write some key phrases/expressions on the board to help lower-performing Ss.

#### KEY

suggested answers

# Do you think Brian, Tyler and Mark would recommend this museum to other schools? Why? / Why not?

Yes, because it gives students the opportunity to see objects from nature and animals or animal parts that no longer exist from up close and learn more about them. These three students were all very excited about their experience so they would definitely tell others to go as well.

# Do you think schools should visit museums? Why / Why not?

I think schools should visit museums because they are educational for students. They can learn many interesting things there that they can't learn in class.

#### What other places should schools visit? Why?

Schools can visit parks, zoos, art galleries and planetariums. It's very important for a school to visit different places because students will have the chance to learn many different things. Also, not everyone is interested in the same things.

#### 2. Vocabulary

- Ask Ss to read through the units of measurement and provide any necessary explanations.
- Play the recording and get Ss to repeat what they hear.
- · Have Ss do the activity.
- · Check the answers with the class.

#### **KEY**

- kilometres
   tonnes
   metres, metres, kilograms/kilos
   centimetres
   grams
- Ask Ss to write five sentences using the units of measurement. This will challenge higher-performing Ss.
- Write some of the sentences on the board without writing the units of measurement. Ask Ss to complete the sentences. This will give lower-performing Ss extra practice.

#### Language Plus

The US spelling for the words *kilometre*, *metre and centimetre* is *kilometer*, *meter and centimeter*.

#### 3. Grammar

#### A

- Ask Ss to read through the six examples in the yellow box and make sure they haven't got any unknown words. Point out to Ss that the relative pronouns who, which, that and whose and the relative adverb where are used to introduce relative clauses.
- Explain to Ss that relative clauses are a way to give some additional information about a person, an animal, a thing, etc. We mainly use relative pronouns in order to avoid repetition.
- Check their background knowledge of who, which and that. Then point out that who, which and that can be omitted when they are the object of the verb in the relative clause, but not when they are the subject of the verb in the relative clause.
- Draw Ss' attention to the first two examples in the yellow box focusing on the relative pronouns *who* and *that* (in blue). Explain to Ss that they can be used interchangeably and then have Ss read number one below the yellow box and decide which letter matches.

#### **KEY** 1. c

 Draw Ss' attention to the third and fourth examples focusing on the relative pronouns which and that (in blue). Explain to Ss that they can be used interchangeably and then have Ss read number two below the yellow box and decide which letter matches.

#### **KEY 2.** b

- Draw Ss' attention to the fifth example focusing on the relative pronoun whose. Then write the following on the board: That's my classmate. His father is a doctor. and then the sentence That's my classmate whose father is a doctor. Distinguish between the main clause (That's my classmate) and the relative clause (His father is a doctor).
- Point out to Ss that whose replaces his in the

sentence *His father is a doctor.* Point out that *whose* cannot be omitted or replaced by *that,* and then read number three below the yellow box and decide which letter matches.

#### **KEY** 3. a

 Draw Ss' attention to the last example. Explain the relative adverb where. Point out to Ss that where cannot be omitted or replaced by that, then ask Ss to read number four and decide which letter matches.

#### **KEY** 4. c

- Ask Ss to underline all the examples of relative pronouns or adverbs in the school blog posts (you can see a slice of a tree trunk which used to be part of a 92 metre-tall tree! / a model of a giant blue whale which is hanging from the ceiling! / The guide who was showing us around... /... animals which I absolutely love! / That's where you can find the biggest collection / ... other dinosaurs whose names I can't remember).
- Refer Ss to the Grammar Reference.

#### B

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

#### KEY

**1.** which/that **2.** where **3.** who/that **4.** whose **5.** (which/that)

#### 4. Listen

#### A L1.1 🍜

- Have Ss read the question in A and play the recording.
- Have Ss compare their answers in pairs.
- Check the answer with the class and have Ss justify their choice.

#### KEY b

#### B L2.1

- Ask Ss to read through the facts. Make sure they haven't got any unknown words.
- Tell Ss they are going to hear the recording again.
- Allow Ss some time to think of what kind of information they expect to hear in order to complete the fact file.
- 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. Lake
 4. 66 m

 2. 15 million
 5. 1.5 million

 3. England/UK
 6. 978 m

- Ask Ss some further questions:
   Have you ever been to the Lake District National Park? If not, would you like to go?
   Why do you think so many people visit the Lake District National Park every year?
- You can show Ss some photos of the Lake District National Park or have Ss search the Internet and bring some to class.

- C Now scan the text. Then read carefully and write T for True, F for False or NM for Not Mentioned.
  - **1.** Brian, Tyler and Mark all go to the same school.
  - 2. Brian's favourite exhibit was in one of the dinosaur halls.
  - **3.** The slice of the tree is from a tree which grew to be 92 years old.
  - **4.** Tyler's classmates liked the model of the blue whale.
  - **5.** Tyler saw models of some of his favourite animals in the Hall of African Mammals.
  - **6.** Mark saw the largest dinosaur model in the world at the museum.
  - **7.** Mark remembers the names of all the dinosaurs whose fossils he saw.
  - 8. T. rex's teeth were 5 cm long.

# Over to you... Discuss.

- Do you think Brian, Tyler and Mark would recommend this museum to other schools? Why? / Why not?
- Do you think schools should visit museums? Why? / Why not?
- What other places should schools visit? Why?

# 2. Vocabulary

(a) Listen and read. Then complete the sentences.

#### **Units of Measurement**

Weight
gram (g)
kilogram, kilo (kg)
tonne (t)

Length
centimetre (cm)
metre (m)
kilometre (km)

- **1.** The distance between Paris and London is 344
- **2.** Adult Asian elephants weigh between 2.5 and 5.5
- 3. Scientists believe that *Tyrannosaurus*rex was up to 12 long
  and 3.7 tall, and weighed
  between 5,000 and 7,000 !
- **4.** My cat's tail is 30 \_\_\_\_\_long.
- **5.** We only have 150 \_\_\_\_\_ of sugar. Is that enough for the cake?

# 3. Grammar

Relative Pronouns:

who / which / that / whose
Relative Adverb: where

A Read the examples below and match to make rules.

- The guide who/that was showing us round told us that it's almost 29 metres long.
- The person (who/that) we want to speak to is Liam.
- There's a model of a giant blue whale which/that is hanging from the ceiling!
- Here are some of the things (which/that) our students enjoyed the most!
- My favourite hall was the one with the fossils of dinosaurs whose names I forget.
- That's **where** you can find the biggest collection of dinosaur bones in the world.

<b>1.</b> We use <i>who</i> and <i>that</i>	<b>a.</b> for possession.
2. We use which and	<b>b.</b> for things, animals
that	and ideas.
3. We use whose	<b>c.</b> for people.
<b>4.</b> We use where	<b>d.</b> for places.

B Complete the text with who, which, that, whose or where. If they can be omitted, put them in brackets.

Last month, my classmates and I went on a
school trip to a beautiful park 1is
in Education City: Oxygen Park. It is one of the
biggest parks in the city and has a large area
2 you can play football, cricket,
and lots of other sports. Many students
3like football spent their time on
the football pitches. For me, the horse riding track
was the best. I spent time riding with a friend
4favourite hobby is also horse
riding. I loved Oxygen Park and it's a park
5l'd like to visit again!

# 4. Listen

A 

Listen to a man talking. What is he?

a. a tourist b. a tour guide

B 🍜 🜒 Listen again and complete the fact file.



A Read the advertisements. Where would vou find them?













- B P Now skim the advertisements a-f. Then read them carefully and match them with the sentences 1-4.
  - 1. You will win something if you're the best player.
  - 2. You'll get two items for the price of one today.
  - **3.** You must call to buy a ticket.
  - 4. You don't have to pay now for what you buy.

# 1. Read (1) 2. Read (2)

A P (3) Look at the picture. What do you think the girl is complaining about? Read the dialogue quickly (skim) and check your answer. Then read it out in groups.



Mike Why the long face, sis?

Ashley I lent my Scrabble to Tina, and now half of the letters are missing!

Mike Take it easy. Did you ask her about the missing letters?

**Ashley** Yep, and she hasn't got a clue. Argh!

Mike Well, if you go online, you may find a place that sells Scrabble letters. I'll check it out for you... Hey! Listen to this! Henley's Toy Shop is organising a Scrabble tournament tonight.

**Ashley** What do you have to do to take part?

Mike Text them the answer to a question. If your answer is correct, you can take part in the tournament.

**Ashley** What's the question?

What name did the inventor of Scrabble first Mike give to the game?

**Ashley** That's a piece of cake! Lexico.

I think you're right! Look, if you win first prize, Mike you'll get a special edition of Scrabble!

Ashley OK, I'll take part. You never know!

#### At Henley's Toy Shop...

**Ashley** Hey, Tina! Are you taking part in the tournament too?

Tina No, I'm just shopping. I'm going to get two board games but I only have to pay for one. Look at the sign.

**Ashley** Cool! Which ones are you going to get?

Tina Well, I'm definitely getting Scrabble for a friend

- you. I'm sorry about the letters.

**Ashley** Thanks, but you don't have to. After all, I may win first prize!

#### **LEARNING STANDARDS**

SB: R2.1, R4.1, S1.1 WB: L1.1, L2.1

#### **FUNCTIONS - TOPICS**

Extracting information from notices Talking about board games Referring to conditions and their results

#### **STRUCTURES**

Conditional Sentences Type 1 Time Clauses (Present-Future)

#### **VOCABULARY**

autograph be in a hurry book (v.) definitely free graduate half price inventor item lend missing notice (n.) order (v.) organise pay reach sell sign (n.) sore throat

#### Phrases / expressions

After all,... Calm down. I haven't got a clue. Take it easy. That's a piece of cake. Why the long face? You never know!

#### 1. Read (1)

- Draw Ss' attention to the advertisements and ask them if they have ever seen a similar one, what it was about and where they saw it. Elicit answers.
- Ask Ss to read through the advertisements a-f and tell you what they are about and where they can be found. Elicit answers (on a website, in a school magazine, at a shopping centre, in a restaurant, etc.).



- Have Ss read through the sentences 1-4. Explain to Ss that these sentences don't use the same words as the advertisements and they should try to recognise the different way of communicating the same meaning.
- · Have Ss do the activity and compare their answers with their partners.
- · Check the answers with the class. Encourage them to justify their answers.

1.b 2.f 3.e 4.d

#### 2. Read (2)

#### A R2.1

• Draw Ss' attention to the Scrabble tiles at the bottom of the page. Ask Ss if they know the name of this board game (Scrabble) and then ask them the following questions:

Have you ever played Scrabble? If yes, did you like it? If not, would you like to play it? Do you think it's difficult?

Do you play board games with your friends? What is your favourite board game? Why?

- Ask Ss to look at the picture accompanying the text and tell you what they think the girl is complaining about. You can also ask them to pay attention to the word written with the Scrabble tiles at the bottom of the page (Friendship). Elicit answers but do not correct Ss at this
- Have Ss read the text and check their answers (Ashley is upset because she lent her Scrabble to her friend. Tina, and now half of the letters are missing). Ask Ss to underline any unknown words at the same time.
- · Ask Ss some comprehension questions:

Who is Mike? Ashley's brother Who is upset? Ashley What's wrong with her Scrabble? half of the letters are missing Where is the Scrabble tournament? at Henley's Toy Shop

Where did Mike see the notice? on the Internet

What was the first name the inventor of Scrabble gave to the game? LEXICO

Does Ashley find this question difficult? No, she thinks

What is the first prize? a special edition of Scrabble Where is Tina? at Henley's Toy Shop What is she doing there? She's shopping.

Is there a special offer at Henley's Toy Shop today? Yes, if you buy a board game, you can get another one for free.

#### **Background information**

**Scrabble** was invented in 1933 by an architect called Butts. He called it Lexico at first, which is a shortened form of the word Lexicon (Vocabulary). Then the game was named Criss Cross Words and finally James Brunot, an entrepreneur, gave the game the name Scrabble. It consists of 100 tiles and has been sold in 121 countries.

#### B R2.1



- Draw Ss' attention to the notices in Read 1 again.
- Write the names *Mike* and *Tina* on the board and ask them to tell you what they are doing/are going to do according to the text (Mike is online and he saw an announcement for a Scrabble tournament / Tina is shopping at Henley's Toy Shop).
- · Ask them to look at the notices and decide which one Mike has seen (b).
- Have Ss justify their answer. This will challenge **higher-performing Ss** (the advertisement says: take part in a tournament and win a special prize- Mike saw a notice about a Scrabble tournament on the Internet. The prize is a special edition of Scrabble).
- Have Ss choose the advertisement Tina is looking at (f). She's at the Toy Shop and she saw a sign saying if you buy a board game today, you can get another one for free).

#### KEY

Mike: b Tina: f

#### C R4.1

- Draw Ss' attention to the highlighted expressions in the dialogue and have them read through the definitions a-e. Make sure they haven't got any unknown words.
- Explain to them that these expressions are idioms (expressions that have a different meaning from the meaning of each word separately) and that in order to understand their meaning they have to read the whole sentence they are in, or if they are part of a response to a question, they have to read the previous sentence or the next one as well.
- Have Ss do the activity.
- · Check the answers with the class.

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

## D R2.1

- · Have Ss do the activity.
- · Ask Ss to correct the false statements This will challenge higher-performing Ss.
- · Check the answers with the class.

#### **KFY**

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

• Explain any unknown words in the text and choose several Ss to read the dialogue aloud.

#### Over to you s1.1 \*\*

· Ask Ss the questions in the box. If necessary, write some key phrases/expressions on the board to help lower-performing Ss.

suggested answers

Have you ever upset a friend? What happened?

Last week I borrowed my friend's hat and I lost it. My friend was upset because it was a present from his grandfather.

Did you do anything to show that you were sorry? If yes, what?

Yes, I said I was sorry and offered to buy him a new hat.

#### 3. Grammar

#### **Conditional Sentences Type 1**

• Ask Ss to read the example then ask the first question.

No, we aren't but there is a good possibility.

• Draw Ss' attention to the second question

KEY She will take part in the tournament.

• Have Ss read the sentence in the second vellow box. focusing on the words in blue. Call Ss' attention to the third question.

#### **KEY**

Expresses intention: If Ashley answers correctly, she will take part in the tournament. Expresses instructions: If Ashley doesn't answer correctly, tell her not to be upset

• Draw Ss' attention to the NOTE and explain it. Point out that we can use *unless* in all Conditional Sentences instead of if...not.

B

 Ask Ss to read the sentences in the yellow boxes again and focus on the words in blue. Then have them complete the rule below for Conditional Sentences Type 1.

#### **KEY**

If + Present Simple -

(Future Simple Simple modal verbs (can. may, might, must) Imperative

• Point out to Ss that we use a comma to separate the if-clause from the main clause if the if-clause is at the beginning of the sentence. However, we don't use a comma if the if-clause is at the end of the sentence.

#### **Time Clauses (Present - Future)**

· Ask Ss to read through the examples. Make sure they understand their meaning then have them do the activity.

#### **KEY**

First: have dinner, next: play a game First: go shopping, next: go to work First: finish the comic, next: lend it to me First: finish work, Next: call you First: wait here, next: mum is ready to leave

· Point out that the words after, before, when, until and as soon as are used to introduce time clauses which

are always accompanied by main clauses.

- Ask Ss to look carefully at the examples and tell you which tenses are used in the time clauses and the main clauses. Elicit the answer that we use the *Present Simple* for time clauses and the Future will for main clauses.
- Refer Ss to the Grammar Reference.

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

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

#### **OPTIONAL ACTIVITY** Chain Story

• Write the following Conditional Sentences Type 1 on the

When I get home, I will do my homework. As soon as I do my homework, I can....

- Have one student continue the story by completing the sentence. Then another student continues the story.
- Tell them to try to use as many time clauses as they can.
- The chain story ends when all students have had a turn.

#### 4. Pronunciation

- Play the recording and have Ss listen and identify the difference in pronunciation between sell, easy and shop.
- Have Ss repeat what they hear.
- Elicit the answer that sell has a /s/ sound, easy a /z/ sound and *shop* a /ʃ/ sound.

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

/s/: miss, price

/z/: realise, organise,

/ʃ/: sure, exhibition

#### **OPTIONAL ACTIVITY Tongue Twister**

- Write the following on the board and highlight the /s/ and /(/ sounds: She sells shells by the seashore
- Read the tongue twister aloud and have Ss repeat after you. Explain any unknown words to them.
- Have Ss practise in pairs and have them say the tongue twister in class. Ask them to try and say it as fast as they can. The fastest student wins.

#### 5. Speak & Present

### A \$1.1

- Refer Ss to the Speaking Activities section.
- Draw Ss' attention to the table and check their understanding.
- Explain to Ss they are going to work in groups and ask each other questions.
- Demonstrate the activity with the help of two Ss.
- Have a group 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 groups of Ss to present their answers to the rest of the class.

#### B S1.1 \*\*

- · Ask Ss to read through the speech bubble.
- · Have Ss report their group's answers to the class.

KEY

Open answers.

	Now scan the dialogue. Then read carefully and answer the questions. Which advertisement from Read 1 has Mike seen? Which advertisement is Tina looking at? Look at the highlighted expressions in the dialogue and match them with their meanings a-e. Why the long face? Take it easy. She hasn't got a clue.  That's a piece of cake!
D	<ul> <li>a. She doesn't know anything about it.</li> <li>b. Why do you look sad?</li> <li>c. That's easy.</li> <li>d. Calm down.</li> <li>e. You can't be sure about what will happen.</li> <li>Now scan the dialogue. Then read carefully and write T for True or F for False.</li> <li>1. Ashley is upset</li> </ul>
	with Tina

- with Tina.
- 2. Mike tells Ashley to buy a new Scrabble game.
- 3. People who want to take part in the tournament have to do something first.
- 4. Both Ashley and Tina are going to take part in the tournament.
- 5. Tina wants to do something nice for Ashley.



Have you ever upset a friend? What happened?

Did you do anything to show that you were sorry? If yes, what?

# . Grammar

# Conditional Sentences Type 1 – Time clauses

A Read the example and answer the questions.

> If Ashley answers correctly, she will take part in the tournament.

- 1. Are we certain that Ashlev will answer correctly?
- 2. What will happen if Ashley answers correctly?

#### NOTE unless = if not

- Unless you drive me to school, I'll be late.
- If you don't drive me to school, I'll be late.

If Ashley doesn't answer correctly, tell her not to be upset!

- 3. Which of the two examples expresses intention and which instructions?
- B Now look at the verbs in blue and complete the rule.

Simple Modal Verbs (can, may, + Present Simple might, must) **Imperative** 

C Read the examples. Which action will happen first in each situation? Which action will happen next?

- We'll play a game after we have dinner.
- Dad will go shopping before he goes to work.
- When Jake finishes the comic, he'll lend it to me.
- I'll call you as soon as I finish work.
- We'll wait here until mum is ready to leave.

#### D Match the two halves of the sentences.

- 1. If I ever meet my favourite tennis player,
- 2. I can drive you to the airport
- 3. My sister wants to get a job
- 4. Kelly will decide what to buy
- 5. Unless Jane says she is sorry,
- **6.** Drink some warm milk

- a. as soon as she graduates from university.
- **b.** if you have a sore throat.
- c. I won't speak to her again.
- **d.** after she sees the prices.
- e. I will ask him for an autograph.
- **f.** if you're in a hurry.

# 4. Pronunciation

A 

Listen and repeat. What's the difference between a. b and c?a.sell b. easy c. shop

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

	sell /s/	easy /z/	shop /ʃ/
miss			
sure			
realise			
price			
exhibition	on 🔵		
organise	e ()		

# 5. Speak & Present

**GROUP SURVEY** 

Go to the Speaking **Activities section** on page 59.

# 1. Read

#### A Discuss.

- What comes to mind when you hear the word 'Disney'?
- What do you know about Walt Disney?

(skim) Read the text quickly (skim) and choose the best title for the text.

> Walt Disney: SUCCESSFUL FROM THE START

> > Walt Disneu: THE FATHER OF DISNEYLAND

Walt Disney

Read the text quickly to understand the main idea. The title of a text must reflect the main idea of the whole text - not just a part of it.

Now scan the text. Then read carefully and answer the questions.

- 1. Where was Walt Disney's first iob?
- 2. What was the first successful character that Disney created?
- **3.** How was *Steamboat* Willie different from
- think long animated films were not a good idea?
- 5. When did Disnev's first long animated film come
- 6. Who did Disney build



Disney's earlier cartoons? 4. Why did some people

- out?
- Disneyland for?

# Over to you...

Discuss.

- What did you learn from Disney's life story?
- Have you ever watched any Disney films? Which is vour favourite one? Who's your favourite character?
- Have you ever visited a Disney Park? If yes, what did you think of it? If not, would you like to?



THE MAN WHO NEVER GAVE UP

Walt Disney is a name that almost everyone knows – but do they know his story?

From a very young age, Walt Disney knew what he wanted and he didn't listen to anyone who didn't agree with him. Things were not always easy, but he always followed his dreams.

In 1919, eighteen-year-old Disney left his hometown in Missouri and moved to Kansas City to work at an art studio and then at a film studio. Later, he started his own studio  $_{10}\,\,$  with his brother. It didn't do well, but Disney didn't give up. In 1923, he and his brother moved to Hollywood, where they started the Disney Brothers Studio. They made short films about a cartoon rabbit called Oswald. The films were successful, but another company stole their idea and took 15 their artists.

After this, Disney started again. He created a new cartoon character - Mickey Mouse. He made two short films about Mickey, but no one was interested in them. Then he made a short Mickey Mouse film called Steamboat Willie, which  $_{
m 20}\,$  changed everything. It was in black and white, and it was the first Disney cartoon that had sound - up until then, all his films were silent! It was a huge success.

Disney continued to create many more characters, such as Donald Duck, Goofy and Pluto. His characters and his films were popular everywhere around the world, but Disney had even more ideas. He wanted to make a long animated film. Many people thought this was a terrible idea because these films had no real people in them. Disney didn't listen to them, and he was right. When he brought out his first film, 30 Snow White and the Seven Dwarfs, in 1937, everybody loved it.

Disney had even greater dreams. He wanted a place where families could have a good time and see all his wonderful characters. So, in 1955, he created Disneyland, his first famous theme park, in California, USA. Again, not many people thought it was a good idea. Of course, we now know that they were very wrong.

#### **LEARNING STANDARDS**

SB: R1.1, R2.1, S1.1, L1.1, L2.1, W1.3, W2.2, W2.3, S2.2

#### **FUNCTIONS - TOPICS**

Talking about famous people
Finding and presenting factual information

#### **STRUCTURES**

Some/Any/No/Every and their compounds

#### **VOCABULARY**

animated award birth character come out (for a film) company continue death education follow one's dream silent sound (n.) steal studio success successful such as up until (then)

#### Collocations with 'make'

make a cake make a film make a mistake make friends make noise

#### Collocations with 'do'

do a project do an experiment do research do sb a favour do well

#### 1. Read

#### A

- Write one of the most popular Walt Disney's quotes on the board: *If you can dream it, you can do it.*
- Ask Ss if they know who said these words. In order to help them you can draw Mickey Mouse's ears on the board. Elicit answer (Walt Disney).
- Use Mickey's ears and create a mind map with them on the board. You can also write the word *Disney*. Ask Ss the first question and have them come up with as many words/ideas as possible.
- Ask Ss the second question. If Ss do not know anything about Walt Disney's life, have them guess or describe his personality based on his favourite quote (If you can dream it, you can do it.)

#### B R1.1 🔮

- Draw Ss' attention to the titles and ask them to read through the options a-d. Explain that they are going to choose the best title for the text. Point out that more than one option may be true according to the text, but they should choose the one that best summarises the text. Draw Ss' attention to the TIP and explain it.
- Have Ss read the text, and underline any unknown words at the same time.
- Have Ss choose the best title for the text.
- Check the answers with the class.
- Ask Ss to tell you why the other three options were not correct. This will challenge **higher-performing Ss**.
- Elicit answers (**a** is wrong because the text doesn't refer only to Walt Disney's early life / **b** is wrong because Walt Disney wasn't successful from the beginning according to the text / **d** is wrong because although Walt Disney is the father of Disneyland, the text doesn't only focus on that).

#### KEY

c- Walt Disney: THE MAN WHO NEVER GAVE UP

Ask Ss some comprehension questions:

How old was Walt Disney in 1919? eighteen

When did he move to Hollywood? in 1923 Who did he move there with? his brother What did they start there? the Disney Brothers Studio Was the short Mickey Mouse film,

Steamboat Willie, successful? Yes, it was.

What did Walt Disney want to do after the success of his short films? He wanted to make a long animated film.

Did people find his idea clever? No, they believed it was a terrible idea.
Did Walt Disney agree with them? No, he didn't.
What was his first long animated film?
Snow White and the Seven Dwarfs
Was it successful? Yes, everybody loved it.
Why did he want to create Disneyland? Because everybody could have a good time there and see all his wonderful characters.

#### C R2.1

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

#### **KEY**

- 1. at an art studio
- 2. a cartoon rabbit called Oswald
- **3.** It was the first Disney cartoon that had sound.
- **4.** because they had no real people in them.
- **5.** in 1937
- 6. for families
- Explain any unknown words in the text to Ss.

## Over to you s1.1 🌣

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

#### **KEY**

suggested answers

#### What did you learn from Disney's life story?

I learnt that I should always try hard to make my dreams come true and that I shouldn't give up.

Have you ever watched any Disney films? Which is your favourite one? Who's your favourite character?

Of course I have. My favourite is *Inside out*. My favourite film character in this film is Joy who wants to make sure that the girl in this film, called Riley stays happy.

# Have you ever visited a Disney Park? If yes, what did you think of it? If not, would you like to?

Yes, I have. I've been to Disneyworld in Florida and I really enjoyed seeing all of my favourite Disney characters. / No, I haven't, but I hope to visit one of Disney's theme parks one day.

#### 2. Vocabulary

- Draw two circles on the board and write the verbs make in one and do in the other.
- Explain to Ss that they are going to distinguish which of these two verbs collocate with which nouns.
- Use the circles on the board as a mind map and help Ss understand how they are going to decide which verb to use.



- Help Ss understand better by writing the following on the board: the dishes a cup of tea a dress my homework
- Have Ss decide which of the two verbs collocate with which nouns, You can have them work in two groups and compare their answers as soon as they have finished (do the dishes / make a cup of tea / make a dress / do my homework).

• Explain to Ss that it's mainly a matter of usage in order to learn which of the two verbs collocate with which nouns, as

there are many set expressions.

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

1. make

4. make 7. make

a do

2. do

**5.** do

**3.** do 6 make

#### 3. Grammar

- · Ask Ss to read through the examples in the yellow box and do the activity.
- · Check the answers with the class.

**KEY** 

People: no one

Things: something, everything

Places: everywhere

• Remind them that the endings -one and -body are 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.

• Have Ss complete the table. Check the answers with the class.

T,	(EY			
ľ	VE I	PEOPLE	THINGS	PLACES
	SOME	someone/ somebody	something	somewhere
	ANY	anyone/ anybody	anything	anywhere
	NO	no one/ nobody	nothing	nowhere
	EVERY	everyone/ everybody	everything	everywhere

· Have Ss read the dialogue in the yellow box and answer the question. Check the answers with the class.

Anything is used in questions and with verbs in the negative form whereas nothing is used with verbs in the affirmative form.

- Check Ss' previous knowledge of some and any. ( **Some** and **any** are used with uncountable nouns and plural countable nouns. Some is used in affirmative sentences and in questions when we offer or ask for something politely. Any is used in questions and negative sentences.)
- Point out to Ss that we can use some and any as pronouns, without a noun (A: Is there any orange juice? B: Yes, there is some. / No, there isn't any.).
- Ask Ss to tell you when we use no. Point out to Ss that we can use no instead of not any to emphasise the negative meaning. Write the following example on the board to make sure that Ss have understood what the difference between any and no is.

There is no milk in the fridge.

There isn't any milk in the fridge.

- Explain to Ss that these two sentences have the same meaning.
- · Check Ss' previous knowledge of every (it is used with singular countable nouns).
- Refer Ss to the Grammar Reference.

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

KEY

- 1. anywhere, something, somewhere
- 2. Everyone, nothing
- 3. Somebody, anyone
- 4. anything, everything

#### 4. Listen

#### A L1.1 🥌

• Tell Ss they are going to hear a radio broadcast about Her Highness Sheikha Moza bint Nasser and they will have to decide which of the three options is the main topic of the broadcast. Check the answer with the class.

**KFY** 

#### **Background information**

#### **UNESCO: United Nations Educational, Scientific** and Cultural Organization

An agency of the United Nations that started in 1945 to encourage the free movement of information, ideas and culture.

#### **UNAOC: United Nations Alliance of Civilizations**

A group of experts that are working together and trying to create a better understanding between people from all over the world with different religious and cultural backgrounds.

#### B L2.1 🚙

- Tell Ss they they are going to listen to the broadcast again and complete the fact file with the year of each
- · Play the recording again and have Ss compare their answers in pairs.
- · Check the answers with the class.

KEY 1. 1995 2. 2016 3. 2004 4. 2005 5. 2012

#### 5. Research, Write & Present

- Ask Ss to think of an important person from history they would like to write about. They can search the Internet in class or you can give Ss the name of an important person (e.g. Steve Jobs / Albert Einstein) and have Ss write a biography about him/her. Alternatively, tell Ss to write about an imaginary person and why they think he/she is considered to be important.
- Refer Ss to the text (biography) about Walt Disney and explain that they are going to write a similar biography about the person they have chosen.
- Refer Ss to the Writing Reference Section, read the plan aloud and explain the stages to Ss.
- Tell them to include as much information as they can in the main part. This will challenge higher-performing Ss. However, if they can't find much information they can choose the most important aspects of this person's life. This will build lower-performing Ss' self-confidence to do the activity.
- Allow Ss some time to search the Internet to find the information they have to include in the biography.
- Have Ss do this activity in class, and go round the class providing support when necessary.

# B W1.3 W2.2, W2.3

- Have Ss write the biography following the plan in Activity A. Encourage them to use the Internet to find pictures of this person and his/her achievements.
- 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.



· Have Ss present their biography in class.

# 2. Vocabulary

Complete the collocations below with make or do.

- **1.** Let's \_\_\_\_a chocolate **cake** for Aisha. She loves chocolate.
- **2.** We need to \_\_\_\_\_a **project** on Hamad Port for school.
- **3.** I want to use your laptop so I can **research** for my project.
- **4.** I always say sorry when I a mistake.

# 3. Grammar

# Some / Any / No / Every and their compounds

- A Read the examples below. Which of the words in blue refer to people, which to things and which to places?
  - Disney made two short films about Mickey, but no one
    was interested in them. Then he thought of something
    else. He made a short Mickey Mouse film called
    Steamboat Willie, which changed everything.
- His characters and his films were popular everywhere around the world.

B Read the examples again and complete the table.

	PEOPLE	THINGS	PLACES
SOME	someone somebody		somewhere
ANY	anyone	anything	
NO			nowhere
EVERY	everybody		

# C Read the dialogue below. How are anything and nothing used?

A: Did you buy anything?

B: I didn't buy anything. I found nothing I liked.

#### D Circle the correct options.

- A: The weather is terrible. We can't go anywhere / nowhere tonight.
  - **B:** That's OK. We can do **something / someone** at home. There's a board game **somewhere / everywhere** in the house.
- 2. Anyone / Everyone in my class likes science, so there's anything / nothing more exciting than a trip to the Science Museum.
- **3. Nobody / Somebody** called earlier and asked for Mr Rocco. I don't know **anyone / no one** by that name!
- **4. A:** I have to do a project on the writer Charles Dickens. Do you know **anything / something** about him?
  - **B:** I know a few things, but you should do your own research. You'll find **everywhere / everything** you need on the Internet.

<b>5</b> .	We always	interesting
	<b>experiments</b> during o	ur science class.
6.	Please don't	<b>noise</b> . I'm

studying. **7.** My sons **friends** easily.

**8.** Can you please \_\_\_\_\_ me **a favour**? Help me carry this box upstairs.

# 4. Listen

They are very outgoing.

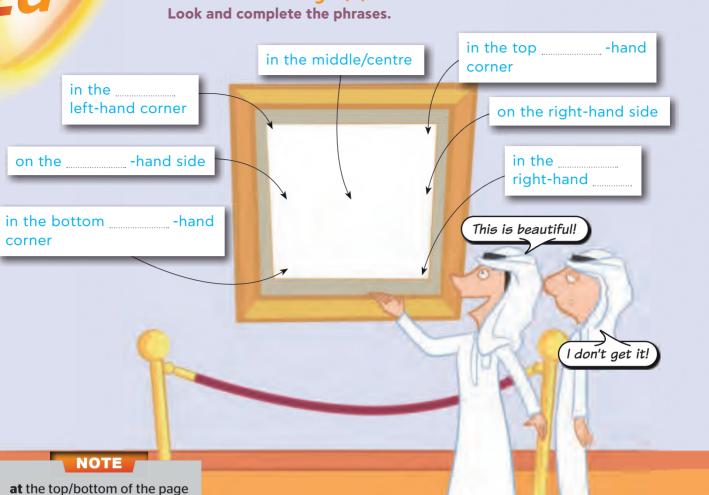
- A Disten to a radio broadcast about Her Highness Sheikha Moza bint Nasser. What is the main topic of the broadcast? Choose a, b or c.
  - **a.** her family
  - **b.** her education
  - c. her achievements
- B () Listen again and write the year of each achievement.

# 1. Her Highness Sheikha Moza bint Nasser helped to start the Qatar Foundation. 2. Her Highness opened the new Qatar National Library building. 3. She began working for UNESCO. 4. She began working for UNAOC. 5. Her Highness set up Education Above All.

# 5. Research, Write & Present

- A Choose an important person in history. What do you think people should learn about this person? Choose from the ideas given in the Writing Reference section at the back of the book. Then do research and find information about these aspects of the person's life.
- B Write a biography of this person in two paragraphs, and find pictures of him/her and/or pictures related to his/her achievements.
- C Present the biography to

# 1. Vocabulary (1)



# 2. Listen (1)

in the top/bottom left-hand/ right-hand corner of the page

Listen to three people talking about some paintings in a shop. Match the people to the paintings a-d they are describing. There is one extra painting.





Tony

Carl

Frank





#### **LEARNING STANDARDS**

**SB:** L2.1, R4.1, L2.3 **WB:** R2.1

#### **FUNCTIONS**

Describing the position of people/animals/objects in works of art Identifying shapes

#### **STRUCTURES**

**Prepositions of Place and Movement** 

circle rectangle square star

#### **VOCABULARY**

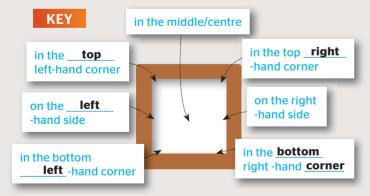
at the top/bottom of the page
in the bottom left/right-hand corner
in the middle/centre in the top left/right-hand corner
nearby on the left/right-hand side straight line
wavy line
Shapes

#### 1. Vocabulary (1)

 Draw Ss' attention to the work of art and ask them to tell you what they can see (a white canvas). Ask Ss if they think it is a work of art and if they have ever seen something similar before.

triangle

- You can also ask Ss to look at the people and the speech bubbles and say who they identify with. Elicit answers and initiate a short discussion.
- Draw Ss' attention to the phrases and the arrows. Have Ss work in pairs and complete these phrases.
- You can write the following words on the board: top left right corner bottom and have Ss do the activity. This will help lower-performing Ss.
- You can also help Ss by telling them to pay attention to the phrases on the left and to the phrases on the right.
- Draw their attention to the phrase in the bottom
   \_\_\_\_\_-hand corner and then to the phrase in the \_\_\_\_\_
  right-hand\_\_\_\_\_\_. Ask Ss to find the missing words by
  comparing these two phrases (the missing words in the
  phrase in the \_\_\_\_\_ right-hand \_\_\_\_\_ can easily be found
  in the phrase in the bottom \_\_\_\_\_ -hand corner).
- Do not reveal the answer. Have Ss work it out with their partners.
- · Have Ss do the activity.
- · Check the answers with the class.



- Draw Ss' attention to the NOTE and explain it.
- Have Ss practise further by drawing a square on the board and placing a pencil/pen in different positions. Ask Ss to tell you where it is.

#### 2. Listen (1) L2.1 5

- Draw Ss' attention to the paintings and elicit brief descriptions.
- 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

Tony **c** Carl **b** Frank **d** 

#### 3. Grammar

• Draw Ss' attention to the descriptions of paintings b and d in 2. Listen (1) and ask them to complete the sentences with the words given in the box

- · Allow Ss time to do the activity.
- Play the recording and have Ss check their answers.
- · Check the answers with the class.

#### **KFY**

Painting b: near, towards, on Painting d: out of, into

#### B

- Draw Ss' attention to the two yellow boxes with the tables below and tell them to indicate at the top of each box which are prepositions of place and which are prepositions of movement.
- · Check the answers with the class.

#### KEY

Preposition of Place (1st table) Prepositions of Movement (2nd table)

- Explain to Ss that the prepositions on, in, at are used in various expressions: on with on the left and on the right, in with names of continents and countries, and at with confined areas, addresses, and expressions such as: at work, at home, at school.
- Refer Ss to the Grammar Reference.

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

#### **KEY**

- 1. across, to, into, towards
- 2. in, up, at
- 3. past, at, opposite
- Have Ss come up with example sentences using the prepositions of movement and your school building as a point of reference. This will challenge higher-
- Give prompts to help lower-performing Ss (e.g. To get to the gym..., The school cafeteria is..., If you're looking for the bathroom...,)

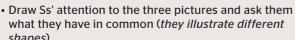
#### 4. Vocabulary (2) R4.1



- · Draw Ss' attention to the picture with the shapes and the words in the box.
- Ask them to try and do the activity. Encourage them to start with the shapes they are already familiar with.
- · Check the answers with the class.

straight line 1 wavy line 2 square 7 triangle 4 circle 3 rectangle 5 star 6

#### 5. Listen (2) L2.1, L2.3 🍜 😩



- Explain to them that they are going to listen to an art teacher giving a drawing dictation to her students.
- Ask Ss to look at the three pictures carefully and note down some key words for each one of them.
- · Point out that they should focus on the position of some of the shapes in the picture. Encourage them

to look at the three pictures and find one of the most important differences (e.g. a. square in the middle / star inside the square / **b.** square in the middle / no star inside the square c. rectangle in the middle / square inside it).

- · 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

#### 6. Speak L2.3

- Refer Ss to the Speaking Activities section (SA and SB are on different pages) and allocate roles.
- Explain to Ss that they have to draw a picture based on their partners' instructions.
- You can allow them to have their books open to check the meaning of the phrases used. This will help lower-performing Ss. Alternatively, challenge **higher-performing Ss** by having them close their books.
- Also, encourage Ss to ask their partners for clarifications in case they don't understand.
- Demonstrate the activity with the help of a student.
- · Have a pair of Ss demonstrate the activity at the front
- Get Ss to do the activity and go round the class helping them when necessary.
- · Have Ss check each other's drawing and discuss any differences they may have.
- · Choose several pairs of Ss to do the activity at the front of the class.

#### suggested answer KEY

#### **Student A** Instructions

In the top left-hand corner draw a star. In the top right-hand corner draw a circle. Draw a straight line from left to right between them. Draw a big rectangle in the middle of the paper. Draw two circles in the rectangle, one on the left side and one on the right side and then draw a square between them. Under the rectangle, in the bottom left -hand corner draw a big triangle. Then draw a smaller triangle next to it. In the bottom right-hand corner of the paper draw a square. Then draw a star in it.

#### **Student B** Instructions

Draw a wavy line on the left-hand side of the paper from top to bottom. Draw a big square next to the wavy line between the top and the bottom of the paper. Draw a small star under it at the bottom of the paper. In the top right-hand corner, draw a rectangle. Draw a big square under it. Draw a small circle in the middle of the square. Draw a small circle in the middle of the page between the two squares. Then draw a star under the circle. Draw a small triangle in the bottom right-hand corner of the page.

#### **OPTIONAL ACTIVITY** Word of the Day

· Write the word of the day on the board:

#### pentagon

- · Ask Ss to use the dictionary or the Internet to find its meaning and where this word derives from.
- In the next lesson, write the word octagon on the board and have Ss tell you its meaning, based on their knowledge of the word pentagon.

# 3. Grammar

# Prepositions of Place – Prepositions of Movement

A ■) Look at the pictures in 2. Listen (1) and complete the sentences with the prepositions in the box. Then listen and check your answers.

on	out	of	near	into	towards
<b>Painting</b>	b	Look	, one is _		the plant,
		goin	g	it a	nd the other
		one i	s sitting	•	it.
Painting	d	One	dolphin i	is jumpii	ng
		the w	vater, and	d the oth	ner is going
		back		the	water again.

B Which of the prepositions in the boxes below indicate place and which indicate movement? Complete the tables with the correct heading (Prepositions of Place or Prepositions of Movement).

at on in under behind in front of next to opposite between near over round above

to towards up down into out of through across along from round off over past

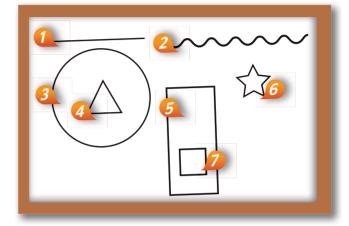
#### C Circle the correct options.

- After breakfast, Ali left the house with the recycling bag and walked across / through the street. He went to / off the recycling bin and threw the bottles through / into the bin. After, he walked towards / between the park.
- 2. Five years ago, I lived in / up a village. During spring, I liked going hiking up / from the nearby mountain. Sometimes I sat at / in the top and looked at the view.
- **3. A:** Where were you last night? I went **past / along** your house, but there were no lights on.
  - **B:** We were **on / at** the new art gallery. It's **opposite / next** the bus station. Did you know it's open until midnight on Thursdays?

# 4. Vocabulary (2)

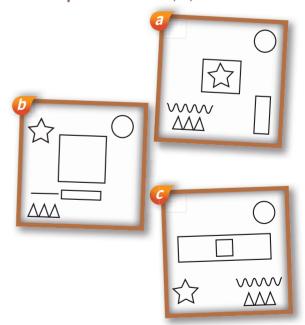
Look at the picture and write the numbers next to the words in the box.

straight line	circle	
wavy line	rectangle	Ŏ
square	star	Ŏ
triangle		



# 5. Listen (2)

Listen to an art teacher giving a drawing dictation to her students. Which picture are they expected to draw, a, b or c?



# 6. Speak

#### **DRAWING DICTATION**

Student A: Go to the Speaking Activities section on page 59.
Student B: Go to the Speaking Activities section on page 60.

# 1. Listen

#### A Discuss.

- Look at the sign on the right. What do you think the letter i stands for?
- What kind of questions do you think a tourist might want to ask somebody?
- B (\*\*) Listen to a conversation between a tourist and a woman who works at a tourist information office.

  What topics are they discussing? Tick (\*\*).

sights/places of interest transport places to eat traditional food cultural events places to shop

- C 🍑 🜓 Listen again and choose a, b, c or d.
  - 1. Which place is the man looking for?
    - a. Blair Castleb. Glamis Castlec. Stirling Castled. Edinburgh castle
  - **2.** What time does it open?
    - **a.** 9.30 **b.** 6.00 **c.** 6.30 **d.** 9.00
  - **3.** How many kinds of food does the woman recommend?
    - a. oneb. twoc. fourd. three
  - **4.** What's the correct spelling of the word which the man can't spell?
    - a. clotib. cloteec. clottied. clootie
  - D Would you like to visit Scotland? Why? / Why not?

# 2. Speak

A PRead the phrases/questions. Can you think of any more to add?

# Asking for help at a tourist information office

- May I ask you something? I'm looking for...
- I'm not from round here. How can I get to ...?
- Where's...? Could you show me on the map?
- Excuse me. I'd like some information about the sights in the city.
- Could you give us some information about local places of interest?
- Have you got any maps/brochures/leaflets?
- Are there any cultural events on at the moment?
- Could you recommend a good restaurant where we can try traditional food?
- Do you know of any tours of the city?
- Can I book tickets here?

#### Asking for clarification and repetition

- Sorry?
- Did you say...?
- Sorry, I don't understand. What does... mean?
- · What do you mean by that?
- I'm not following you.
- I'm not sure I get what you mean.
- Sorry, I didn't get that.
- Could you say/explain that (again)?
- Could you repeat that, please?

#### Helping a tourist

- May I help you?
- Certainly. It's near...
- Well, you can get there by bus or go on foot.
- What are you interested in?
- Do you have anything in particular in mind?
- Have a look at these brochures/leaflets.
- You shouldn't miss the...
- Would you like any more information?
- Enjoy your stay.

#### **B** ROLE PLAY

Talk in pairs.

#### Student A

You are a tourist and you need some information. Ask the person at the tourist information office (Student B) about some of the topics below.



#### Student B

You work at a tourist information office. You are responsible for giving tourists in your town/city information. Help Student A.



#### **STANDARDS**

SB: L1.1, L2.1, S3.1, R2.1, W2.1, W1.4, W2.2, W2.3, W3.2

**WB:** W2.1

#### **FUNCTIONS**

Asking for help
Asking for and giving information
Describing a place

#### **VOCABULARY**

architect architecture attract (top) attraction attractive brochure cable car destination dull explore fascinating general impressive leaflet look for on foot place of interest sight street performer tourist well-known worth

Are there any cultural events on?
Could you explain/repeat that?
Could you recommend a good...?
Do you have anything in particular in mind?
Do you know of any tours of the city?
Enjoy your stay. Have a look at...
I'm not following you. I'm not from round here.
I'm not sure I get what you mean. May I...?
What do you mean by that? You shouldn't miss the...

#### 1. Listen

#### A

- Draw Ss' attention to the sign and ask them if they have ever seen it and where (tourist information office at the airport/bus station/train station/city centre). Elicit answers.
- Ask Ss to look at the picture of the letter i and try to figure out what the topic of the lesson is and what the letter i stands for (asking for help/information-information).
- Draw a mind map and write the letter *i* in the middle
  of the circle. Have Ss come up with as many topics as
  possible that a tourist would like to ask about when in
  another city/country (sights, transport, local food, etc.).
- Ask Ss what kind of questions a tourist might want to ask somebody (e.g. Excuse me. I'd like some information about the sights in the city. / Excuse me. Where's the Natural History museum? Could you show me on the map? / I'm not from round here. How can I get to the Natural History museum?, etc.).
- Ask Ss if they have ever been to another city/country and had to ask for information. Ask them to tell you what they asked for information about.

## B L1.1 🥌

- Draw Ss' attention to the activity and have Ss read through the topics.
- Ask Ss to give you examples for each topic in order to help them elaborate more (sights/places of interests: museums, old bridges, castles / transport: bus, underground, train / places to eat: restaurant, street food / traditional food: fish and chips, pizza / cultural events: traditional festivals, concerts / places to shop: souvenir shop/shopping centre).
- Play the recording and have Ss choose the topics the tourist and the woman at the tourist information office are discussing.
- Have Ss compare their answers in pars.
- · Check the answers with the class.

#### KEY

The following should be ticked: sights/places of interest and traditional food

#### C L2.1 🍜

- Have Ss read through the questions 1-4 and make sure they haven't got any unknown words.
- · Play the recording and have Ss do the activity.
- Alternatively, to challenge higher-performing Ss, you may change the activity from multiple choice to open-ended questions. Write questions 1-4 on the board (without the options) and ask Ss to cover activity C in their books, listen and answer the questions. To help lower-performing Ss, you may eliminate one or two of the incorrect options.
- Play the recording again and have Ss compare their answers in pairs.
- · Check the answers with the class.

#### **KEY 1.** c **2.** a **3.** b **4.** d

#### 2. Speak

#### A S3.1 🥭

- Draw Ss' attention to the box with the phrases / questions used for asking for help, asking for and giving information and asking for clarification and repetition.
- Have Ss take turns in reading the phrases. Explain any unknown words they may have.
- Draw their attention to the modals May Could Can and remind Ss that may and could are used to make an offer, ask for permission and make polite requests. We use can or could to ask for a favour, as well. Explain to Ss that we do not say May you...? when making requests or asking for a favour.
- Ask Ss to come up with their own examples using the phrases in the tables.
- Have Ss work in pairs and think of some more expressions to add to the tables (*Asking for help at a tourist information office:* Excuse me. Could you tell me where the art gallery is?, Excuse me. I think I'm lost. How can I get to the city centre? / Helping a tourist: Is there anything else I can help you with?, Have a good day. / Asking for clarification and repetition: Excuse me?, I'm not sure I know what you mean).

#### Е

- Draw Ss' attention to the role play activity and ask them to read through the topics. Encourage Ss to tick the ones they would like to use and allow them some time to choose the appropriate phrases from the tables.
- Demonstrate the activity with the help of a Student.
- 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.
- Then have Ss swap roles.
- Choose several pairs Ss to act out the dialogue at the front of the class.

#### KEY suggested answer

- A: Excuse me. May I ask you something?
- B: Of course. What can I do for you?
- **A:** I'm not from round here. Could you recommend a good restaurant where I can try traditional food?
- B: Certainly. It's the Mex.
- A: And how can I get there?
- **B:** Well, you can get there by bus or on foot. It's not far from here.
- A: Great. Could you show me on the map?
- **B:** Sure. Let me see... It's over here. You should try the *enchilada*.
- A: Sorry?
- **B:** The *enchilada* is one of the most popular dishes in Mexico.
- **A:** Oh, I didn't know that! Could you repeat that, please, so I can note it down?
- B: I can spell it for you. It's E-N-C-H-I-L-A-D-A.
- A: Thank you so much.
- B: Enjoy your meal.

#### 3. Speak & Write

#### A R2.1 🚆

Ask Ss the following questions:

Have you ever been to Barcelona? If yes, what did you like the most?

What do you know about Barcelona? Would you like to attend a football match at Camp Nou? Are you a fan of FC Barcelona? If yes, who's your favourite player?

- Have Ss read through the description. Alternatively, choose Ss to read out the text in parts.
- Ask Ss to read through the questions and check their understanding. Also, make sure that Ss know how many paragraphs the text has (4).
- · Have Ss do the activity.
- Check the answers with the class.

#### **KEY**

describe the most important sights 2 describe what tourists can do there 3 give his/her opinion about the place 4 give general information about the place 1

· Ask Ss some comprehension questions:

Where is Barcelona? in Spain What is Barcelona famous for? its culture and architecture

Who is Antoni Gaudi? a well-known architect
Can you see many of his buildings in Barcelona? Yes
What is the largest stadium in Europe? Camp Nou
Why is Montjuic Castle a place worth visiting? Because
you can enjoy a beautiful view of the city there.
How can you explore the city? You can take a bus tour,

explore on foot and even take a ride in a cable car. What is the busiest and most famous street in Barcelona? La Rambla

What can you see and do there? You can see street performers, you can eat at wonderful places and buy a lot of souvenirs.

What can you do if you want to relax? visit one of the city's many beaches or parks

What's the writer's opinion about Barcelona? He/She believes that if you visit this city once, you will want to visit it again and again.

#### B W2.1

- Ask Ss to read the suggestions in the white box about avoiding repetition. Explain any unknown words to Ss.
- Refer Ss the highlighted words in the description and tell them that they must find what these words refer to in the text.
- · Have Ss do the activity.
- · Check the answers with the class.

#### KEY

Barcelona
 Barcelona
 Camp Nou
 La Rambla

#### C

- Divide Ss into pairs, ask them to read the questions in the speech bubble and check their understanding.
- Demonstrate the activity with the help of a student.
- 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.



- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the plan for a description of a place. Make sure they understand what they have to write about in each paragraph.
- Explain to them that their description should be thematically organised in four paragraphs.
- Ask Ss to go to the Workbook page 29 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook on page 30 and complete the writing plan before they start their writing task.
- Draw Ss' attention to the blank page provided in the Workbook for the writing task.
- Draw Ss' attention to the TIP and explain it.
- Explain to Ss that a new paragraph can be denoted either by indenting the first line or leaving a space between the paragraphs. Point out to Ss that they shouldn't use both in their description.
- Allow Ss some time to write the descriptions, and go round the class providing support when necessary.
- You can also encourage them to search the Internet for additional information, but they shouldn't copy this information. They should try to use their own words if they want to include it in their description.
- Choose several Ss to read out their descriptions.

# 3. Speak & Write

- A Read the description of Barcelona. In which paragraph (1-4) does the writer:
  - describe the most important sights?
  - describe what tourists can do there?
  - give his/her opinion about the place?
  - give general information about the place?

# BARCELONA A CITY WORTH VISITING!

Barcelona is a coastal city and the second largest in Spain. It's an attractive city and a popular holiday destination.

There are lots of fascinating places to visit there. Barcelona is famous for its culture and architecture, and there are lots of buildings by the well-known architect Antoni Gaudi. There's also Camp Nou, the home of FC Barcelona. This is the largest stadium in Europe. Another place worth visiting is Montjuic Castle, where you'll enjoy a beautiful view of the city. Barcelona is definitely not dull. You can take a bus tour round the city, explore it on foot and even take a ride in a cable car to see it from above. Don't leave without walking along La Rambla — the busiest and most famous street in the city. It is full of street performers, wonderful places to eat and lots of souvenir shops. If you want to spend the day relaxing, visit one of the city's many beaches or parks.

Barcelona has something for everyone. I believe that if you visit this impressive city once, you will want to visit it again and again.

B Read and find what the highlighted words (1-4) from 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
- There's a beautiful park near here. I go there for a walk in the park every afternoon.
- Lot's of tourists visit my town and I them always try to show the tourists around.

1.	It:	
2.	there:	
3.	This:	
4	It.	

C Think of an interesting place you have visited and know well. Look at the questions in the speech bubble and talk in pairs.

What's the name of the place?
...
Where is it?
...
Does it attract many tourists?
...
What are some of the most interesting sights?
...
Do you know anything about them?
...
What can visitors do there?
...
What do you like most about the place?

D Write a description of an interesting place you have visited and know well for a webpage. Read the plan.

Go to the Workbook page 30.

# Plan

A description of a place

#### INTRODUCTION

 Give some general information about the place (name, where it is, most interesting features).

#### MAIN PART (2 PARAGRAPHS)

- 1. Mention some of the sights, but don't just list them. Try to give some information about each sight. Use phrases like:
  - One of the most interesting/ well-known places is...
  - Tourists like to visit this place because...
  - There's also...
  - Another place worth visiting is...
  - ... also attracts many tourists.
  - ... is another top attraction.
  - You can also visit...
  - Don't forget to visit...
- 2. Mention what visitors can do there. Use phrases like:
  - You can...
  - Don't leave without...
  - If you want to...
  - Another thing you can do is...
  - You must also...

#### CONCLUSION

Give your general opinion of the place.

TIP!

Before you start writing, think about the topic carefully and try to come up with ideas which are relevant to it.

# Round-up 1. Vocabulary

A Circle the correct options.

- 1. This island is a popular holiday distance / destination.
- 2. You can't eat in here. Look at the sign / square.
- 3. The film wasn't dull / successful; very few people went to see it.
- **4.** You can **lend / book** tickets for the game online.
- **5.** We are going to **do / make** an experiment today.
- 6. We were in London just for a day, so we didn't have time to visit all the sights / brochures.
- 7. Click on the notification in / at the bottom of your screen. (Score: ()/7)

B Match.			
<b>1.</b> be in		a. one's dream	
2. make		<b>b.</b> someone a favour	
<b>3</b> do		<b>c.</b> a hurry	
<b>3.</b> do		<b>d.</b> a mistake	
<b>4.</b> follow	0	Score:	/4

# 2. Grammar

- C Complete the sentences with who, which, that, whose or where. If they can be omitted, put them in brackets.
- **1.** Billy Smith is the athlete autograph I got yesterday. **2.** The film \_\_\_\_\_ we saw in history class was silent.
- 3. Jean Nouvel is the architect designed the Burj Doha.
- 4. That's the hotel I work.
- I met was looking **5.** The tourist for the Science Museum. (Score: **( )**/5
- D Complete with the correct form of the verbs in brackets.
- 1. I (call) you if I (change) my mind about tonight. 2. As soon as Jake (sell) his old bike, he \_\_\_\_\_(buy) a new one.
- 3. Unless Tariq does well in the exam, his dad
- (not let) him go out.
- **4.** Before they make the cake, they (go) to the supermarket. (Score: I

#### **E** Circle the correct options.

- 1. Everybody / Nobody in my class likes football, and we often play together at the weekend.
- 2. Is there anywhere / nowhere we can get some juice at this museum?

- 3. He wants to get a black belt in karate and everything / nothing can stop him.
- 4. I've looked somewhere / everywhere in the house, but I can't find our pet spider.

#### F Choose a, b or c.

- 1. We had to drive a bridge to reach the other side of the river.
- a. round **b.** over c. through **2.** There is a hotel \_\_\_\_\_ our house.
  - **a.** opposite **b.** between **c.** next
- **3.** She hung the painting \_\_\_\_ the bookcase and the wardrobe.
  - c. in front of **a.** between **b.** above
- **4.** Walk the lake and you'll see the castle.
  - **b.** towards c. down a. across

(Score: (

(Score:

# Communication

- G Complete the dialogues with the sentences a-e.
- 1. A: May I help you?
- **B:** I'd like some information about the cultural events in the city.
  - **A:** Sure. 1
  - **B:** Not really...
  - **A:** Well, have you been to the NAM?
  - B: NAM? 2

- **a.** Take it easy.
- **b.** I'm not following you.
- **c.** Why the long face?
- d. I haven't got a clue.
- e. Do vou have anything in particular in mind?
- A: The National Art Museum. There's a photography exhibition on. It's called 'Faces in the Street'.
- B: Sounds interesting. I'll check it out.
- - **B:** I can't find my game console. What am I going to do?
  - **A: 4** Where did you leave it the last time you used it? (Score:
  - B: 5

Total score:

### Now I can...

- use common units of measurement
- define people, places and things by using relative pronouns and adverbs
- understand advertisements
- talk about conditions and their results
- write a short biography
- describe a picture
- give and follow instructions
- ask for and give information about a city
- ask for clarification and repetition
- write a description of a place for
  - a webpage

#### **STANDARDS**

**WB:** 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

#### Α

#### KEY

- 1. destination
- **5.** do
- 2. sign
- 6. sights
- 3. successful
- **7.** in
- 4. book

#### В

#### KEY

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

#### 2. Grammar

#### C

#### KEY

- 1. whose
- 4. where
- 2. (which/that)
- 5. (who/that)
- 3. who/that

#### D

#### KEY

- 1. 'Il call, change
- 3. won't let
- 2. sells, 'll buy
- **4.** 'll go

#### E

#### KEY

- **1.** Everybody
- 3. nothing
- 2. anywhere
- 4. everywhere

#### F

#### KEY

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

#### 3. Communication

#### G

#### KEY

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

# **Culture Page** The Museum of Islamic Art

#### **LEARNING STANDARDS**

SB: R2.1, R5.1, W2.2, W2.3

- Draw Ss' attention to the picture and ask them if they recognise the building. (The Museum of Islamic Art)
- · Ask Ss what they know about the museum. Elicit answers and initiate a short discussion. Encourage Ss to share personal experiences.
- · Have Ss read the text.

#### B R2.1

- · Ask Ss to read through the text and underline any unknown words.
- · Ask Ss some comprehension questions:

Where in Doha is the Museum of Islamic Art? on a man-made island sixty metres from Doha Corniche

Who designed the Museum of Islamic Art? the (prizewinning) architect IM Pei

What did he do that helped him design the building? He spent six months travelling and studying Islamic architecture.

What design characteristics has the museum got? It takes ideas from traditional Islamic architecture but also contains modern features.

Who collected these pieces of Islamic Art? Qatar's Al Thani family

How many years of history does the museum cover? over 1000 years

What else does MIA offer its visitors? events and activities like art exhibitions, classes that teach traditional skills, an education centre

What is across the bridge from MIA? MIA Park

- Ask Ss to read through the questions 1-4 and make sure they have not got any unknown words.
- Have Ss do the activity.
- · Alternatively, to help lower-performing Ss, you may eliminate one or two incorrect options.
- · Check the answers with the class.

#### KFY

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

#### **PROJECT** Make a flyer!



R5.1 🙋 , W2.2, W2.3 穒



- Draw Ss' attention to the project and tell them they are going to make a flyer about a famous museum in their town/city.
- Allow Ss some time to brainstorm and note down famous museums they've thought of.
- · Refer Ss to the Project Skills section at the back of the Student's book and explain the steps they have to follow to make a flyer.
- If some Ss are not familiar with the layout of a flyer, you can bring one to class or use the Internet to find some sample flyers.
- · Draw Ss' attention to the questions. Read through them and make sure Ss haven't got any unknown words.
- Have Ss search the Internet to find information they need. You can recommend some safe websites for Ss to use.
- Encourage them to find pictures and interesting facts as well.
- Allow Ss time to do the activity in class, or assign it as homework.
- Have Ss present their flyers to the class.

# 1 Culture Page The Museum of Islamic Art

- A What do you know about the Museum of Islamic Art?
  Read and find out more.
- B Now scan the text. Then read it carefully and choose a, b, c or d.

The Museum of Islamic Art (MIA) in Doha, Qatar, is an impressive sight. The building stands on a man-made island in the waters of the Gulf, just sixty metres off the Doha Corniche. It is

- the work of prize-winning architect IM Pei who, as part of its design, spent six months travelling and studying Islamic architecture. The final design takes ideas from traditional Islamic architecture, but also contains modern
- features that show the Qatari culture of today.
   The building is also incredibly beautiful; as the sun moves during the day, light moves over the walls in different ways. Most importantly, the museum contains one of the largest collections
   of Islamic art in the world.
- Inside, the museum is just as attractive.
  Islamic designs cover the space, and a huge
  45-metre tall window looks out over the water
  to the north. The collections are in the main
- building; there, visitors can find hundreds of pieces of Islamic art, which Qatar's Al Thani family collected. The items come from across three continents, and cover over 1,000 years of history. The museum shows not just pieces
- 25 from rich and important people, but also items

from normal families - and

each one tells a story about the past.

MIA is more than just a museum; it is a cultural centre. During the year, it holds many events and activities, including art exhibitions on interesting areas of Islamic history and culture, and classes to teach traditional skills from the past. The museum also has an education centre, where visitors can find one of the largest collections of books on Islamic art. The collection is very valuable; books cannot leave the building, and there are several special books, which visitors can only study if they ask for permission 24 hours before their visit.

Across a bridge from the museum is MIA Park. It runs along the Corniche and has amazing views out over Qatar's capital. It also puts on events: families can go there to watch films, take part in sporting activities or just relax. With so much on offer, a trip to MIA promises an educational and fascinating day out for the whole family.



45

- 1. Which of the following is true about MIA?
  - **a.** It covers a sixty-metre space on the Doha Corniche.
  - **b.** It is the largest museum building in the Islamic world.
  - **c.** IM Pei designed and built the museum in only six months.
  - **d.** Its design joins modern architecture with traditional Islamic designs.
- 2. The items in the museum's collections
  - a. are 1.000 years old.
  - b. come from three different Islamic countries.
  - c. include both expensive art and everyday items.
  - **d.** were once part of collections in museums abroad.
- 3. Visitors to the museum's education centre must
  - **a.** ask before they use the library.
  - **b.** not take books out of the library.
  - c. not get close to books or other items.
  - d. book their visit 24 hours before they arrive.
- 4. Who does the writer believe will enjoy MIA?
  - a. school teachers
  - **b.** students of architecture
  - c. parents and their children
  - d. people interested in Islamic history

# PROJECT

## Make a flyer!

Choose another famous museum which you think visitors shouldn't miss when visiting your town/city. Do research to answer some of the following questions.

- Where is it?
- Who designed it?
- When did it open to the public?
- What can you see there (important items, exhibitions, etc.)?
- What can you do there?
- What times and days is it open to visitors?

Make a flyer for the museum. Use pictures as well as the information you found.

# POEM (Modules 1 & 2)



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

# Welcome to Cool Kicks! We can show you all the tricks!

There is **1 nothing/something** we like more
Than judo, karate and taekwondo.
Why don't you take up a **2 sport/martial art**?
You may become a black belt! - You never know!

Welcome to Cool Kicks! We can show you all the tricks!

You will be more **3 stubborn / confident**And you can become strong.
But remember, the secret is respect
So we can all **4 get / come** along!

Welcome to Cool Kicks! We can show you all the tricks!

We can teach you all the rules.
You'll be **5 safe / kind** and you'll have fun.
So just put on your uniform
And **6 make / do** your best, everyone!

Welcome to Cool Kicks! We can show you all the tricks!





# POEM (Modules 1 & 2)



- 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. Explain any unknown words to Ss.
- Ask Ss to try and 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. nothing 2. martial art 3. confident

**4.** get **5.** safe **6.** do

# 3 LEARNING 3 STANDARDS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
	STUDENT'S BOOK	
R1.1	Creative and critical thinking	3a, 1. Read B, p. 34
R4.1	Creative and critical thinking	3a, 1. Read C, p. 34
R2.1	Creative and critical thinking	3a, 1.Read D, p. 35
R2.2	Communication	3a, 1. Read E, p. 35
S1.1	Cooperation and participation	3a, 1. Read - Over to you, p. 35
S1.1	Creative and critical thinking	3a, 4. Speak & Present A, p. 35
R1.1	Creative and critical thinking	3b, 1. Read B, p.36
R2.1	Creative and critical thinking	3b, 1. Read C, p.36
S1.1	Cooperation and participation	3b, 1. Read - Over to you, p.36
R4.1	Creative and critical thinking	3b, 2. Vocabulary, p. 37
R4.2	Problem-solving	3b, 2. Vocabulary, p.37
L1.1	Communication	3b, 4.Listen B, p. 37
L2.1	Communication	3b, 4. Listen C, p. 37
R1.1	Creative and critical thinking	3c, 1. Read B, p. 38
R2.1	Creative and critical thinking	3c, 1. Read C, p. 39
S1.1	Cooperation and participation	3c, 1. Read - Over to you, p. 39
S1.1	Cooperation and participation	3d, 1. Read & Write A, p. 40
W1.1	Creative and critical thinking	3d, 1. Read & Write B, p. 40
L2.1	Communication	3d, 2. Listen (1)B, p. 40
S1.1	Cooperation and participation	3d, 4. Write & Speak, p. 41
L1.1	Communication	3d, 5. Listen (2)A, p. 41
L2.1	Communication	3d, 5. Listen (2)B, p.41
L3.1	Creative and critical thinking	3d, 5. Listen (2)C, p. 41
L2.1	Communication	3e, 1. Listen B, p. 42
L2.1	Communication	3e, 1. Listen C, p. 42
S1.1	Cooperation and participation	3e, 1. Listen D, p. 42
S3.1	Communication	3e, 2. Speak A, p. 42
S3.1	Communication	3e, 2. Speak B, p. 42
R2.1	Creative and critical thinking	3e, 3. Write A, p. 43
W1.1	Creative and critical thinking	3e, 3. Write C, p. 43
W2.2	Communication	3e, 3. Write C, p. 43
W2.3	Communication	3e, 3. Write C, p. 43
W3.2	Creative and critical thinking	3e, 3. Write C, p. 43
	WORKBOOK	
L2.1	Communication	3c, Listen E, p. 40
R2.1	Creative and critical thinking	3d, Read D, p. 42
R2.1	Creative and critical thinking	Round-up 3, Read H, p. 49
R2.1	Creative and critical thinking	Round-up 3, Read I, p. 49

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

#### 3a

- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- understand and respond with support to the attitudes or opinions of the writer in simple longer texts (R2.2)
- communicate or find out independently more detailed personal information (S1.1)

#### 3b

- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out independently more detailed personal information (S1.1)
- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use with a lot of support key features of a simple print or digital monolingual dictionary for learners of English to check meaning (R4.2)
- follow and identify independently the main ideas in longer simple texts (L1.1)
- follow and identify independently the detail in longer simple texts (L2.1)

#### 3c

- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out independently more detailed personal information (S1.1)
- follow and identify independently the detail in longer simple texts (L2.1) WB

#### **3d**

- communicate or find out independently more detailed personal information (S1.1)
- communicate independently more detailed personal information\* about themselves or others in a simple paragraph (W1.1)
- follow and identify independently the detail in longer simple texts (L2.1)
- follow and identify independently the main ideas in longer simple texts (L1.1)
- guess independently the meaning of unknown words important for comprehension in longer simple texts from clues provided by other known words they hear. (1.3.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1) WB

#### 3e

- follow and identify independently the detail in longer simple texts (L2.1)
- communicate or find out independently more detailed personal information (S1.1)
- keep interaction going in short exchanges by checking understanding of what a speaker is saying (S3.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- communicate independently 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 independent writing (W2.2)
- punctuate with support written work with moderate accuracy (W2.3)
- plan, and draft a short, simple text of two paragraphs or more independently and modify the draft in response to feedback (W3.2)

#### 3 Round-up

• understand and respond independently to detail in simple texts of two paragraphs or more (R2.1) WB

# 3 HAVE YOUEVER ...?

#### **VOCABULARY**

contest except foreign (language, country) solve

- Draw Ss' attention to the title of the Module and ask them to guess what the module is about. Elicit answers and encourage Ss to express themselves without correcting them.
- Ask Ss the first question in the Discuss box and elicit answers.
- Have Ss justify their answers. This will challenge higher-performing Ss.
- Have Ss work in pairs and ask them to look at the pictures and read the questions. Explain to Ss that they will take turns asking each other the questions and answering them.
- Demonstrate the activity with the help of a student.
- Have a pair of Ss demonstrate the activity in front of the class.
- · Have Ss do the activity.

#### KEY

suggested answers

# Do you enjoy learning new things? Why? / Why not?

I really like learning new things because it's exciting.

#### Look at the pictures and answer the questions. Have you ever taken part in a school contest? What kind of contest?

I took part in a school contest last year. It was for my arts and crafts lesson. I made a really nice bird feeder and I came third.

# Have you ever studied a foreign language except English? Which language?

I started French lessons two years ago. I think it's more difficult than English, but it's a very interesting language. I want to learn Chinese in the future.

# Have you ever visited a foreign country? Which country?

Three years ago, I went to the USA. New York City amazed me! The buildings were so tall and huge.

# Have you ever tried to solve a brain puzzle? Did you solve it?

Well, I have, but I couldn't solve it. I want to try again.

- Go round the class helping them when necessary.
- Draw Ss' attention to the puzzle. Have Ss work in groups and try to find the answer. As soon as they have finished, ask them to compare their answers with the other groups.
- Ask Ss to tell you how they found this result (the answer is 23 in the first row Ss have to think 28:4=7, in the second row they should subtract 7 from 17 which is 10, and then divide 10 by 2, which is 5. In the third row they should subtract 5 from 9 which is 4 and then in the fourth row add up 7 5 4 and 7 which is 23).
- Read out the objectives listed in the In this module you will learn... section. Explain any unknown words.

## HAIFER....? **Discuss:** Do you enjoy learning new things? Why? / Why not? Look at the pictures and answer the questions. Have you ever studied a foreign language except English? Which Have you ever language? taken part in a school contest? What kind of Have contest? you ever visited a foreign Have you ever tried country? Which to solve a brain country? puzzle? Did you solve it? In this module you will learn... to talk about experiences you have **PUZZLE** had (at school, while learning a language, while travelling) - + + + + = 28 collocations related to education phrasal verbs • to use appropriate tenses to link the past with the present to exchange personal information ( + ) + D- ( = ? to complete a form to write a questionnaire to give and respond to good/bad news to write an email giving news 33

# 1. Read

#### A Discuss.

- Are you good at spelling?
- Have you ever taken part in a spelling bee?
- B P (a) Look at the first picture. What do you think the girls are talking about? Read the dialogues quickly (skim) and check your answers. Then read them out in groups.



Josie Hey, Lucy! Come and check this out!

**Lucy** What is it?... Stamps?

Josie Yeah. I've found some really cool ones... Miss Foster has given us a project to do.

**Lucy** Sounds pretty boring.

Josie It isn't. Do you know when the first stamp came out?

Lucy Beats me.

Josie In 1840! You can learn a lot about a country from a stamp. Miss Foster has been abroad many times and she always brings back cool stamps. Have you ever seen a stamp that's over 100 years old? Look...

**Lucy** Actually, I have to run. I'm going to the library.

Josie What for? Are you going to revise for a test?

**Lucy** Sort of. I'm taking part in a spelling bee.

Josie You're kidding! I thought you hated that kind of stuff.

**Lucy** Well, I've decided to give it a go.

Josie OK then, can you get me a book?

Lucv Sure. What's the title?

Josie Philately.

**Lucy Come again?** 

Josie Philately. It means collecting stamps.

Lucy Oh, OK.



Josie Hello?

Lucy I can't find your book. I've searched all the titles that start with 'f'.

Josie You don't spell 'philately' with 'f'. It's with 'ph'.

Lucy Oh!



C PLook at the highlighted expressions in the dialogues and match them with their meanings a-e.

- 1. Beats me.
- 4. give it a go
- a. What did you say?
- d. Why?

- 2. What for?
- **5.** Come again?
- **b.** I have no idea. c. try it
- e. not exactly, but close to being true

Lucy Ha ha! I guess not.

- 3. Sort of.

#### **LEARNING STANDARDS**

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

#### **FUNCTIONS - TOPICS**

Talking about spelling games Talking about experiences

#### **STRUCTURES**

**Present Perfect Simple** 

#### **VOCABULARY**

abroad let nervous pretty (adv.) search stamp stuff that (=so) title (one's) turn (n.)

#### Words/Phrases related to education

attend a class/course, etc. break time do well in a test / an exam / school fail a test / an exam get good/bad marks get results lab miss a test/class, etc. pass a test / an exam revise (for) a test / an exam sit (for)/take a test / an exam Phrases

Beats me. Come again? give sth a go I guess not. Sort of. What for?

#### 1. Read

#### A

- Before Ss open their books write the following question on the board:
  - Which alphabet letter is an insect? B (bee)
- Have Ss work in groups of four and allow them some time to find the answer.
- Elicit answers. If Ss cannot find the answer, you can start drawing different parts of a bee on the board until someone finds the answer.
- As soon as Ss find the answer, have them spell it and write it on the board.
- Then use the title of the lesson *The Spelling Bee* and the two questions to initiate a discussion with Ss.

#### **KEY**

suggested answers

- I am good at spelling, but there are some really difficult words that I don't know how to spell.
- Yes, I have. It was a lot of fun and interesting too. I learnt how to spell some new words. / No, I haven't.

#### B R1.1 🎱

- Draw Ss' attention to the first picture of the text and ask them the question in the rubric. Elicit answers.
- Ask Ss to try and guess as much as possible about the content of the text based on the pictures and the title.
   Do not correct Ss at this stage (the girls are looking at some stamps on the computer).
- Have Ss skim the text and underline any unknown words at the same time.
- Ask Ss some comprehension questions:

What is Josie looking at on her laptop? stamps

Who is Josie doing a project for? Miss Foster

Does Lucy find stamps interesting? No, she doesn't.

When did the first stamp come out? in 1840 Where is Lucy going? to the library

Who is taking part in a spelling bee competition? Lucy What does the word 'philately' mean? collecting stamps

Does Lucy know this word? No, she doesn't.

Why is Lucy calling Josie? Because she can't find the book Josie asked for.

What is the word Lucy has to spell? philately Does Lucy spell the word correctly at the competition? Yes, she does.

Does Lucy change her mind about philately/collecting stamps? Yes, she does.

You can ask Ss some further questions:
 Have you ever watched videos of spelling bee competitions?

Do you think spelling is difficult? Why do you think this competition is called a spelling bee?

#### **Background information**

The term 'bee' has been extensively used in the USA to denote social gatherings either for pleasure or work. Thus, when people congregate to spell words, the gathering is called a 'spelling bee'. Nowadays spelling bees are popular not only in the USA but in the UK and many other countries all over the world, as well.

#### Language Plus

The word **pretty** can be used either as an adverb, meaning 'quite', or as an adjective, meaning nice, pleasant to look at.

e.g. Our new house is pretty big. My cousin, Jane is a pretty girl with long blonde hair.

#### C R4.1

- Draw Ss' attention to the highlighted expressions in the comic strip and their definitions a-e.
- You can have Ss work in pairs and do the activity.
   Remind Ss that in order to understand the meaning of these expressions, they have to read the whole sentence they are in or the previous/next one, as well.
- · Check the answers with the class.

#### KEY

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

• Explain any unknown words in the text to Ss and choose Ss to read the dialogue aloud.

#### D R2.1

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

#### **KEY**

- 1. Sounds pretty boring.
- 2. Beats me.
- 3. Actually, I have to run.
- 4. OK then, can you get me a book?
- **5. Lucy:** I can't find your book. I've searched all the titles that start with 'f'.

**Josie:** You don't spell 'philately' with 'f'. It's with 'ph'.

6. Congratulations!

#### E R2.2

· Draw Ss' attention to the question and elicit an answer.

KEY Because knowing how to spell the word helped her win the spelling bee competition.

#### Over to you s1.1 🔞

- Draw Ss' attention to the questions.
- Write some key phrases/expressions on the board to help lower-performing Ss.
- · Elicit answers and initiate a short discussion.

#### KEY

suggested answers

#### Would you like to attend a spelling bee competition? Why? / Why not?

Yes, I would. It's important to know how to spell and a spelling bee is a fun way to improve my spelling. / No, I wouldn't. We spend a lot lot of time at school on spelling and I like spending my free time doing other things...

Do you think spelling is difficult? Why? / Why not? I don't think spelling is difficult. I believe it's something that comes with practice and experience. / Yes, spelling is pretty difficult. Sometimes the spelling of a word is completely different from how it sounds and it isn't easy to remember.

#### **OPTIONAL ACTIVITY** Spelling Bee

- Divide the class into two groups, Team A and Team B.
- Choose some words (easy/difficult/commonly confusing) and say a word to Team A. The first player has to repeat the word and call out the first letter. The second player calls out the second letter, etc. The last player has to call out the last letter and repeat the word.
- When a team spells the word correctly, they are awarded two points. Otherwise, play passes to Team B.
- You can challenge Ss by setting a time limit of 20 seconds to spell the word correctly.
- The team with the most points is the winner.
- You can have a special award to give to the winners.

#### 2. Vocabulary

- Ask Ss to look at the verbs and the phrases and get Ss to infer the meaning of the verbs based on the context.
- Explain to Ss that they should complete the sentences with the correct form of the verbs.
- · Have Ss do the activity.
- · Check the answers with the class.

#### KEY

1. miss

4. failed, get

2. attend

- 5. revise for
- 3. taking/sitting(for), passes

#### **OPTIONAL ACTIVITY**

- · Have higher-performing Ss work with lowerperforming Ss and ask them to close their books.
- Write the following on the board or say each sentence to each pair of Ss aloud: attend a lesson or an exam? a lesson get good marks or a class? good marks take a test or a lesson? a test
- Ask Ss to choose the correct answer and work with their partner to think of a sentence to use this expression.

#### 3. Grammar

· Ask Ss to read the example in the yellow box focusing on the words in blue.

 Ask Ss the first question and have them read the table carefully and complete it.

KEY 1. AFFIRMATIVE: has **QUESTION:** past participle

• Explain that this is the Present Perfect Simple of the verbs find, give, be and see in the example above.

- Point out to Ss that the past participle of regular verbs is formed in the same way as the Past Simple. On the other hand, each irregular verb forms the past participle in a different way, e.g. eat-eaten. Refer Ss to the list of irregular verbs.
- Have Ss read the second question and do the activity.

#### KEY 2. b and c should be ticked

• Have Ss come up with their own examples using the Present Perfect Simple.

B

• Draw Ss' attention to the two sentences focusing on the verbs in blue and match them with a or b in the box below.

#### **KEY** 1. b 2. a

- Make sure they understand that have/has been to means that someone has visited a place but has returned while have/has gone to means that someone has gone somewhere and is still there.
- Ask Ss about the formation of negative and question
- · Explain to Ss that the time expressions (never, ever, always, before, once, twice are used with the Present Perfect) and ask them to tell you more time expressions that we use with this tense (just, already, yet, so far, etc.).
- · Ask Ss to remind you of the position of the time expressions just / already / yet.
- In order to help Ss, write the following on the board and have Ss put the words in the correct order: Jake / belt / not / a / has / yet/ black / become. Jake hasn't become a black belt yet. had / Laura / already / has / lunch. Laura has already had lunch. Steve / new / downloaded / a / has / app/ just. Steve has **just** downloaded a new app.
- · Have them highlight the time expressions and ask them to tell you how they are used.
- · Refer Ss to the Grammar Reference.

- · Have Ss do the activity. Ask Ss to underline any time expressions.
- · Check the answers with the class.

**KEY** 

- 1. has lost
- 2. have... been
- 4. hasn't tried **5.** 've missed
- 3. Has... got
- 6. 's gone

#### 4. Speak & Present

#### A S1.1 · 🗱

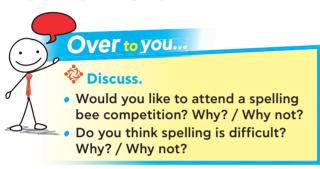
- Ask Ss to go to the speaking activity at the back of the
- Draw Ss' attention to the game and make sure they understand what they have to do.
- Demonstrate the activity with the help of a student.
- Have a pair of Ss demonstrate the activity at the front of the class.
- · Have Ss do the activity. In order to challenge them, set a time limit of 2 minutes to complete the questionnaire with as many names as possible.

· Have Ss report their answers to the class.



open answers

- Now scan the dialogues. Then read carefully and find sentences to prove the following.
  - **1.** Lucy isn't really interested in Josie's project.
  - 2. Lucy doesn't know much about stamps.
  - 3. Lucy is in a hurry.
  - **4.** Josie asks Lucy for a favour.
  - **5.** Lucy searched under the wrong letter in the library.
  - 6. Lucy won the spelling bee.
- E Why doesn't Lucy consider philately boring any more?



# 2. Vocabulary

Read the phrases below and then complete the sentences 1-5 with the correct form of the verbs. Sometimes more than one answer is possible.

attend → a class / a lesson / a course / school
revise for → an exam / a test
sit (for) / take → an exam / a test
miss → an exam / a test / a class / a lesson /
school
do well in / pass / fail → an exam / a test
get → exam results / good or bad marks

a	do well in / pass / fall -> all exam / a test				
g	get → exam results / good or bad marks				
	Hurry up! You're going to karate class.	your your			
2.	Omar and I th	e same course.			
	We're classmates and best	friends.			
3.	My brother is nervous bed	ause he is			
	his English ex	am tomorrow. If			
	he, our paren	its are going to let			
	him go to London with ou	r cousins.			
4.	Unfortunately, I	the chemistry			
	exam. I hope to	good results in			
	my physics exam.				
<b>5</b> .	Latifa and Sara aren't goin	g outside during			
	break time. They want to	the			

history test that they have later today.

# 3. Grammar

## **Present Perfect Simple**

A Read the example and answer the questions.

I've found some really cool ones... Miss Foster has given us a project to do. She has been abroad many times and she always brings back cool stamps. Have you ever seen a stamp that's over 100 years old?

**1.** How do we form the Present Perfect Simple? Complete.

AFFIRMATIVE:	have /+ past participle
NEGATIVE:	have/has + not + past participle
QUESTION:	have/has + subject +

- **2.** What kind of actions do we use the Present Perfect Simple for? Tick the correct answers.
  - **a.** for actions happening now
  - **b.** for actions that happened in the past but we don't mention when they happened
  - **c.** for actions that happened in the past and their results are obvious now
- B Read the examples and look at the verbs in blue. Then match.
  - **1.** Miss Foster **has been** abroad many times.
  - Miss Foster has gone abroad. She's coming back tomorrow.
  - **a.** She is travelling abroad and is not here now.
  - **b.** She travelled abroad in the past but is not abroad now.
- C Complete the sentences with the Present Perfect Simple of the verbs in the box.

	get	lose	be	not try	go	miss	
1.	Salem _ into the			his keys	s, so he	can't ge	et
2.	My cous	sins		nene	ver		
	to the n						
3.			Rita	1		her	
	exam re	esults ye	t?				
4.	Daisy			tortillas b	efore.		
5.	I		th	ree days of	schoo	l so far	
	this yea	r. I was	ill with	the flu.			
6.	Mr Kent to the s			he momen	t. He		····

# 4. Speak & Present

**GAME: FIND SOMEONE WHO...** 

A Go to the Speaking Activities section on page 60.

B Report your answers to the class.



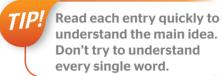
# 1. Read

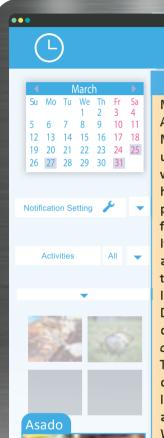
A Discuss.

Do you keep a diary? What kind of experiences do you / would you write about?

B 
Below are some diary entries by Max, an exchange student in Argentina. Read the entries quickly (skim) and answer the questions 1-3. Then read and check your answers.

- **1.** Did Max enjoy his first Argentinian meal?
- 2. Did Max enjoy his first day at school?
- **3.** Did Max enjoy pato?





# **MY ARGENTINIAN DIARY**

Saturday, 25 March

My first day in Buenos Aires has been great so far! My host family picked me up from the airport and welcomed me into their home and... surprise! Lots of people started coming round for an asado (barbecue). It's a traditional weekend activity. Mr Diaz grilled the meat (the best steaks I've ever eaten!) and Mrs Diaz made salads and this deeeeeelicious sauce called chimichurri. I ate so much! The barbecue lasted half the day and everyone treated me like a family member. It was an unforgettable experience! We talked about different things, but their favourite topic of conversation was football. And their son Raúl is as crazy about it as I am. I hope we go to a football match while I'm here.

#### Monday, 27 March

I'm a bit disappointed. My first day of classes all in Spanish was challenging. I've studied for a year to prepare for the student exchange programme, but I still have a lot to learn. I hope I improve soon. One of the new words I've learnt is che, which is how Argentinians say 'hey'. I hear it everywhere I go. I'll have to ask Raúl what other meanings it has.

Pato

#### Friday, 31 March

I haven't written for four days. School has kept me really busy! Today Mr Diaz had a surprise for me and Raúl after school. Instead of taking us to a football match, he took us to a game of pato — the national sport of Argentina. The players ride on horseback and it's a combination of polo and basketball. To be honest, it didn't look easy. I was looking forward to a football match, but I'm glad I experienced a bit of local culture.

C Now scan the entries. Then read carefully and answer the questions.

- **1.** How did Max get from the airport to the host family's home?
- 2. What did the host family organise for Max on the day he arrived?
- **3.** When do Argentinians usually have an asado?
- 4. What is chimichurri?
- 5. What do Max and Raul have in common?
- **6.** What did Max find difficult at school on the first day?
- **7.** What does *che* mean?
- 8. What did the boys do after school on Friday?
- **9.** How is *pato* played?
- **10.** Was Max's overall experience positive or negative?

#### Over to you...

#### Discuss.

- Have you ever taken part in a student exchange programme?
   If yes, what was it like?
   If not, would you like to try one? Why? / Why not?
- Have you ever been abroad or to a different part of your country?
- Where and when did you go?
- What did you do there?

#### **LEARNING STANDARDS**

SB: R1.1, R2.1, S1.1, R4.1, R4.2, L1.1, L2.1

#### **FUNCTIONS - TOPICS**

Talking about new experiences

Talking about travelling (abroad)

Distinguishing between the Present Perfect Simple and the Past Simple

Linking past and present time

#### **STRUCTURES**

Present Perfect Simple vs Past Simple

#### **VOCABULARY**

activity challenging culture diary disappointed drop (v.) experience (n.) glad grill (v.) ground have sth in common improve instead of keep sb busy lift (v.) meaning member necessary prepare sauce treat (=behave towards sb) unforgettable welcome (v.)

#### **Phrasal verbs**

come along come round look after look forward to pick sb up (=collect sb) pick sb/sth up (=lift) put sth on take off take sth off

#### 1. Read

#### A

- Before Ss open their books, write the word *diary* on the
- Ask Ss if they know the meaning of this word. In order to help them you can draw a diary and ask them if it reminds them of something. Elicit answers and encourage Ss to come up with any words/ideas related to the word diary.
- Ask Ss the question and elicit answers.

#### KEY

suggested answers

I used to keep a diary when I was younger. I wrote about my everyday life and about all my new experiences.

#### B R1.1

- Draw Ss' attention to the title of the diary and ask them to tell you what they expect to read about (about someone's personal experience in Argentina). Elicit answers but do not correct Ss at this stage.
- Explain to them that Max is an exchange student and ask them what this means and what it involves (an exchange student is someone who takes part in a student exchange programme, and it involves travelling abroad, staying with a host family and attending school there).
- Before Ss do the activity, draw their attention to the TIP and explain it.
- Have Ss read the entries quickly and do the activity.
- · Check the answers with the class

#### KEY

**1.** Yes, he did. **2.** No, he didn't. **3.** Yes, he did.

#### **Background information**

**Argentina** is the second largest country in South America. The name Argentina comes from the Latin word for silver 'argentum' and its capital is Buenos Aires. Its official language is Spanish and its currency is the Peso.

The national sport of Argentina is **Pato**, a game played on horseback. It is played by two teams, made up of four players. Pato players ride on horses and they try to score a goal by throwing a ball into rings which are vertically positioned.

The ball used is made of leather and looks like a volleyball, with six wooden handles which makes it easier for players to grip.

**Chimichurri** is a green sauce made of chopped parsley, onion, garlic, oregano, chilli, pepper flakes, olive oil and lemon or vinegar. It is mainly used for grilled meat.

• Ask Ss some comprehension questions:

Who is an exchange student? Max Where is he? in Argentina

Where is he staying? with a host family at their home Who grilled the meat at the barbecue? Mr Diaz

Who made salads? Mrs Diaz

Did Max enjoy the barbecue? Yes, he did.

What does he say about it? He says that it was an unforgettable experience.

Who is Raul? Mr and Mrs Diaz's son

How does Max feel on his first day at school? disappointed How long has he prepared for the exchange student programme? for a year

What is one of the words Max hears everywhere? 'che' Why hasn't Mark written in his diary for four days? Because he was busy at school.

What is the national sport of Argentina? 'pato' Does Max think it's easy? No, he doesn't.

#### C R2.1

- Have Ss do the activity.
- Ask Ss to underline the part of the text that justifies their answers.
- · Check the answers with the class.

#### KEY

- **1.** His host family picked him up.
- 2. They organised an asado (barbecue)
- **3.** They have it at the weekend
- 4. It is a sauce
- **5.** They both like football.
- **6.** The language used in classes. / His classes are all in Spanish.
- 7. It means 'hey'.
- **8.** They went to a game of 'pato'.
- **9.** The players ride on horseback and it's a combination of polo and basketball.
- 10. It was positive.
- Explain any unknown words in the text to Ss.

#### Over to you s1.1 🎨

- Ask Ss the questions in the box and elicit answers.
- Write some key phrases/expressions on the board to help lower-performing Ss.

#### KEY

suggested answers

# Have you ever taken part in a student exchange programme? If yes, what was it like? If not, would you like to try one? Why / Why not?

I have never taken part in a student exchange programme, but I think it would be an unforgettable experience because you visit another country, you learn many new things and meet new people.

# Have you ever been abroad or to a different part of your country?

Yes, I have.

#### Where and when did you go?

I went to London a year ago.

#### What did you do there?

I visited the British Museum, Buckingham Palace, the SEA LIFE London aquarium and Madame Tussauds. I also went shopping at Harrod's. I had a great time!

#### 2. Vocabulary R2.1, R4.1 4 🔑 🔎



- · Draw Ss' attention to the words in bold and explain to them that they are called phrasal verbs.
- Explain to Ss what a phrasal verb is (it consists of a verb and another element (either an adverb, or a proposition or both combined together). The phrasal verb has a different meaning than the verb it includes).
- Draw Ss' attention to the first pair of phrasal verbs and have Ss read through the sentences. Ask them to try and understand the meaning of these phrasal verbs from the context of the sentence.
- · Have them come up with their own sentences using the phrasal verbs look forward to and look after. Check Ss' sentences and encourage them to do the same every time they come across a phrasal verb.
- Explain to Ss that the phrasal verb look forward to is accompanied by a noun or a verb -ing.
- Follow the same procedure with the other three pairs of phrasal verbs. Whenever it is possible, you can provide Ss with synonyms to help them remember the meaning of the phrasal verbs more easily.
- · Have Ss do the activity and go round the class helping them when necessary.
- · Check the answers with the class.

#### **KEY**

1. f 2. b 3. d 4. h 5. e 6. a 7. q 8. c

#### 3. Grammar

- · Ask Ss' to read through the examples in the yellow box on the left and have Ss identify the tenses of the verbs in blue. ('ve watched Present Perfect Simple, watched Past Simple).
- Draw Ss' attention to the yellow box on the right, focusing on the words in bold and in blue. Then have them complete the rules by circling the correct option in 1 and 2 and filling in the gaps in 3 and 4.

#### KEY

- 1. Present Perfect
- 2. Past Simple
- 3. before
- 4. yesterday
- · Ask Ss to read the text again, find examples of the grammatical structures presented and underline them. ( Present Perfect: has been, 've studied, 've learnt, haven't written Past Simple: picked up, welcomed, started, grilled, made, ate, lasted, treated, was, took)
- · Refer Ss to the Grammar Reference.

#### В

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

#### KEY

- 1. Have... met, showed
- 2. Did... call, didn't answer, hasn't come
- 3. haven't seen, been

#### **OPTIONAL ACTIVITY Error Correction**

- Have Ss work in pairs or small groups.
- · Write the following on the board and ask Ss to correct the mistake.
- 1. You have cleaned your room yet.
- 2. Salim has played basketball yesterday.
- 3. We has eaten dinner, so we aren't hungry.
- 4. I am playing a board game because I have finished already my homework.
- Ask Ss to justify their answers. This will challenge higher-performing Ss.

#### **KEY**

- 1. haven't cleaned
- 3 have eaten
- 4. have already finished my 2. Salim homework/ have finished plaved my homework already

#### 4. Listen

#### A L2.1

• Draw Ss' attention to the guestions in the activity and have them answer the questions. Initiate a discussion.

#### **KEY**

suggested answers

- No, I haven't but I would love to visit Italy one day. / Yes I have, and it's a beautiful country. I really liked
- No I haven't been there. / Yes, I have, and it was a very impressive sight.
- Yes, I have. The Colloseum used to be called the Flavian Amphitheatre and it was the largest Amphitheatre built in the Roman Empire. The Romans completed building it in 80 CE and it's where the Romans used to go for entertainment. It can seat 50, 000 people. / No I haven't.

#### B L1.1 🚭

- Have Ss read the question and the possible answers a-c. Make sure Ss understand everything.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- · Check the answers with the class.

#### KEY

#### C L2.1

- · Play the recording and have Ss decide whether the statements are True or False.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

#### KEY 1. T 2. F 3. F 4. F

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

• Draw Ss' attention to the questions and elicit answers.

#### KEY suggested answers

- Yes, I would. I love travelling to other countries because it's a great way to learn about other cultures. Italy has got a rich culture and a lot of history.
- · I would like to visit the museums, eat in Italian restaurants, go shopping, and visit the historical sites.

# 2. Vocabulary 3. Grammar

Read the sentences 1-8. What do the phrasal verbs in bold mean? Match them with the definitions a-h. Then check your answers in a dictionary.

- 1. I'm really looking forward to travelling abroad this summer.
- 2. I'm looking after my neighbours' cats while they're away on holiday.
- 3. Can you please come and **pick** me **up** from the station?
- **4.** You've dropped all your pencils on the floor. Please pick them up.
- 5. Why don't you come round tonight? We can play my new video game.
- 6. We're going shopping later today. Would you like to **come along**?
- 7. The plane took off at 11 a.m. and arrived in Madrid two hours later.
- 8. Jack took off his jumper and put on a T-shirt. It was very hot in the room.
- a. to go somewhere with someone
- **b.** to do what is necessary to keep someone/something safe and healthy
- **c.** to remove something that you are wearing
- **d.** to go somewhere and get someone who is waiting for you
- e. to visit (usually a person's house)
- f. to feel excited about something that is going to happen
- g. to leave the ground and start flying
- h. to lift someone/something from a lower place

**Present Perfect Simple vs Past Simple** 

A Read the examples below, choose the correct answers and complete the rules.

A: I've watched a game of

pato many times before.

- **B: I watched** a game of pato for the first time yesterday. It was a great experience!
- 1. We use the Past Simple / Present Perfect for actions that happened in the past, but we don't say when exactly.
- 2. We use the Past Simple / Present Perfect for actions that happened at a definite time in the past. We say when.
- **3.** We use the **Present Perfect** with the time expressions: ever. never. so far, just, yet, already, always, once, twice,
- **4.** We use the **Past Simple** with the time expressions: . in 1995. ago, last week/month, etc.
- **B** Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

1.	<b>A:</b>	you	(meet) the exchange
	students yet?		
	<b>B:</b> Yes. We		(show) them round school two days
	ago.		
2.	A:	you	(call) Ammar
	yesterday?		
	<b>B:</b> Yes, but he		(not answer). He probably
		(not co	me) back from Spain yet.
3.	A: Where's Fatima?	1	(not see) her at all this
	week.		
	R. Well she		(ha) ill

- A Have you ever been to Italy? If yes, have you been to the Colosseum? If not, have you read anything about it?
- Listen to Lizzie, an exchange student in Rome, Italy, talking to a friend on the phone, and answer the question. Choose a. b or c.

What is true about Lizzie?

- a. She doesn't want to leave Rome yet.
- **b.** She's had a good time in Rome, but is now homesick.
- c. She wasn't having a good time when she first arrived, but she is having fun now.
- C P (3) Listen again and write T for True or F for False.
  - 1. Lizzie is staying in Rome for three weeks.
  - 2. Lizzie can't communicate with the host family at all.
  - **3.** Lizzie didn't find the Borghese Gallery worth visiting.
  - **4.** The host family have bought a football shirt for Lizzie.
- D Would you like to visit Italy? What would you like to do there?

1. Read A Discuss.

38

In your opinion, when is the best time to learn new skills: during childhood, during your teenage years or during adulthood? Why?

B P (x) Read the text quickly (skim). Which sentence best summarises the main idea of the text? Choose a, b or c.

a. How teenagers learn new information

**b.** How teenagers' brains affect their decisions

c. How teenagers' brains work and how this affects them

# Hacking the teenage brain! Scientists have sport variety and the scientists and the scientists have sport variety and the scientists and the scientists have sport variety and the scientists have sport and the scientists of the scientists have sport variety and the scientists have sport variety an

Scientists have spent years researching the brain, but for many of us the teenage brain is still a mystery. To understand what makes a teenage brain special, we have to look at how people learn. The brain is made 5 up of a network of connections. When people learn something, a new connection is made, and the new information is sent to a different part of the brain, where it becomes a memory. Every time we use the new connection, the information is sent faster 10 and more easily - but, if the connection is not used enough, it will grow weak and will soon stop existing. This is why when you've taken the same route for years, it's not necessary to pay a lot of attention to where you're going. However, when you're walking a 15 route you've taken only once before, you might have trouble remembering the way.

So, what makes a teenager's brain different from an adult's? A lot of activity takes place between the ages of 13 and 18, during which time the brain can 20 build new connections at a faster rate than it ever will again. People can learn new skills more effectively during this period than at any other time of their lives, so it's important that teenagers continue to have new experiences and try new activities.

25 However, teenagers must keep in mind that their brains haven't actually finished growing yet.

Some areas – like the front part, which helps people decide if something is a good idea or not – develop slowly.

This means that the teenage brain isn't very good at recognising danger. What's more, the fun-loving part of the brain is one of the areas that develops the fastest, and it works at full strength during the teenage years. That's why teenagers enjoy doing exciting things; their need to have fun is stronger than the voice in their head that says 'no, it's too dangerous'. Risky activities can help teenagers discover new experiences, but they need to help the weaker parts of their brain by staying calm and thinking carefully before they act.

#### **LEARNING STANDARDS**

**SB:** R1.1, R2.1, S1.1 **WB:** L2.1

#### FUNCTIONS - TOPICS

Talking about the teenage brain

Learning to use appropriate tenses to link the past with the present

Talking about the duration or result of an action

#### **STRUCTURES**

Present Perfect Simple (for-since)

#### **VOCABULARY**

act (v.) adult adulthood become chapter childhood connection danger develop disappear discover exist go on (=happen) grow up hairstyle have trouble doing sth keep in mind make sb/sth special/different, etc. memory pay attention period recognise risky route speed (n.) strength sunlight voice way (=direction) weak wonder (v.)

#### 1. Read

#### A

- Draw Ss' attention to the question and write the words teenagers and adults on the board. Make sure Ss understand their meaning.
- · Ask Ss the question and initiate a short discussion.
- As an adult, you can express your opinion based on your personal experience by comparing yourself in childhood, adolescence and adulthood in terms of learning.

#### KEY suggested answer

 I think that you learn new things all the time. The way you learn may be different. I think children and teenagers learn faster than adults.

#### B R1.1

- Draw Ss' attention to the title of the article and underline the word hacking. Ask Ss to tell you if they can understand its meaning (hack means to get into somebody else's personal files on their computer without permission, usually in order to do something illegal).
- Point out to Ss that the word hack is not used literally and encourage them to understand the figurative use of the language (the word hack is used in the title in order to show that this article is trying to show how a teenage brain works by getting inside it).
- Have Ss skim through the text and decide which sentence best summarises the text.
- Ask them to underline any unknown words at the same time.
- Check the answer with the class.

#### KEY

• Ask Ss the following comprehension questions:

What is the brain made up of? a network of connections

What happens when you learn something new? a new connection is made, and the new information is sent to a different part of the brain

When the new connection is made, what happens to that piece of information? It becomes a memory. At what age can the brain build new connections at a faster rate than ever again? between the ages of 15 and 18

What does that mean? you learn more effectively than you will ever learn

Which part of your brain hasn't developed yet when you are a teenager? the front part

How does the front part help you? to decide if something is a good idea or not, and to recognise danger

Which part of the brain is responsible for teenagers' doing exciting things? the fun-loving part

What are the advantages and the disadvantages of risky activities for teenagers? They can help them discover new experiences, but they can be dangerous, too. As a result, teenagers have to think before they act.

#### C R2.1

- Have Ss do the activity and ask them to underline the sentences in the article to justify their choice.
- · Allow Ss some time to do the activity.
- Alternatively, to challenge higher-performing Ss, you may change the activity from multiple choice to open-ended questions. 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 incorrect option.
- · Check the answers with the class.

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

- Explain any unknown words in the text to Ss.
- In order to help Ss understand better, you can find some pictures on the Internet to use as a diagram and explain how a teenage brain works.

#### D

• Have Ss read the question and elicit answers.

#### KEY suggested answer

He means that teenagers care more about having fun than being safe. This is because, as he says, the funloving part of the brain is one of the areas that works at full strength during the teenage years, whereas the part that helps people decide if something is a good idea or not hasn't fully developed.

# **OPTIONAL ACTIVITY**Brain Puzzles

- Have Ss work in pairs.
- Write the following on the board and allow Ss some time to find the answers:
- 1. Lisa's father has 5 daughters: Lala, Lele, Lila, Lolo and...
- 2. Some months have 30 days, some 31 and some 28. How many months have 28 days?
- **3.** Do you say seven and five is eleven or seven and five are eleven?

Answers: 1. Lisa 2. All of them

3. Neither. Seven and five is twelve.

#### Over to you s1.1 🔅

- Ask Ss the questions in the box and discuss as a class.
- Write some key phrases/expressions on the board to help lower-performing Ss.

#### KEY suggested answers

# Have you ever done research about another part of the human body?

No, I haven't. / Yes, I have. I did some research about how our heart works.

# What interesting facts did you learn through your research?

A human heart is about the size of a large fist (hand when its closed). The heart weighs between 280 to 340 grams in men and 230 to 280 grams in women. The heart beats about 100,000 times per day about 3,000,000,000 beats in a lifetime.

#### 2. Vocabulary

- Draw Ss' attention to the first pair of words and have them read through the sentences 1-2. Tell them to start with the one they are sure about.
- Have them do the activity and tell them to follow the same procedure with the other groups of verbs.
- Allow Ss some time to do the activity. As soon as they have finished, they can compare their answers with their partners'.
- · Check the answers with the class.

#### KEY

- 1. grow
- 5. think
- 2. grow up
- 6. recognise
- 3. imagine
- 7. understand
- 4. wonder
- 8. realise
- Ask Ss to write five sentences using the verbs / phrasal verb from the activity. This will challenge higher-performing Ss.
- Write some of these sentences on the board without writing the verb / phrasal verb. Ask Ss to complete the sentences. The will give lower-performing Ss extra practice.

#### 3. Grammar

· Refer Ss to the dialogue in the first yellow box and ask them to answer the question, focusing on the words in blue.

KEY Harry met Tony ten years ago.

- · Have Ss read the second yellow box with for and since in blue and the examples of their use below.
- Check Ss' understanding of for and since by having them come up with their own examples.
- · Refer Ss to the Grammar Reference.

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

#### **KEY**

- 1. haven't spoken, since, saw
- 2. Did ... call, haven't called, for
- 3. Have ... made, 've made, since, moved
- 4. 's lived, for, bought

#### **OPTIONAL ACTIVITY** Sentence Completion

- Have Ss work in pairs.
- Write the following on the board. Explain to Ss that they have to read the first sentence in each group and complete the rewritten sentences with similar meanings using for or since.
- 1. The last time I went to the cinema was in January and now it's July.
  - I haven't been to the cinema .....six months. I haven't been to the cinema ...... January.
- 2. Ameena met Sahar when she was five and now she's fifteen.
  - Ameena has known Sahar .....ten years. Ameena has known Sahar ...... she was five.
- **3.** You spoke to Tariq last month. You haven't spoken to Tariq ...... last month You haven't spoken to Tarig ...... a month.

#### KEY

- 1. for, since
- 2. for, since
- 3. since, for

#### 4. Pronunciation

- Play the recording and tell Ss to listen and identify the difference in pronunciation between know and now.
- Have Ss repeat what they hear.
- Elicit the answer that know has an /əu/ sound while now has an /au/ sound.

#### В

- Play the recording and pause after each word.
- · 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**

/əu/: grow, road, whole /au/: without, however, proud

# C Now scan the text. Then read carefully and answer questions 1-4.

- 1. When will a connection in the brain disappear?
  - a. when it is not used
  - b. when a new connection is made
  - **c.** when it is not sent to the correct part of the brain
- **2.** At what age can the brain build new connections at a faster rate than ever again?
  - a. childhood
  - b. adulthood
  - c. teenage years
- **3.** Which part of your brain hasn't developed yet when you are a teenager?
  - a. the front part
  - b. the back part
  - c. the middle part
- 4. What does the front part of the brain help you do?
  - a. enjoy yourself
  - b. recognise danger
  - c. learn new information
- D What does the writer mean when he says 'their need to have fun is stronger than the voice in their head that says 'no, it's too dangerous'?



#### Over to you...

- Discuss.
- Have you ever done any research about another part of the human body?
- What interesting facts did you learn through your research?

# 2. Vocabulary

Complete with the verbs in the boxes.

#### grow grow up

- **1.** This plant doesn't need a lot of sunlight to
- 2. What do you want to be when you

#### think imagine wonder

- 3. I can't \_\_\_\_\_ life without technology.
- **4.** I \_\_\_\_\_ what it's like being an adult. Is it easier than being a teenager?
- **5.** Karen has read only the first chapter of the book we bought her. I don't \_\_\_\_\_ she likes it very much.

#### understand realise recognise

- **6.** I didn't \_\_\_\_\_\_ you! Have you changed your hairstyle?
- **7.** Maha doesn't speak English, so she couldn't what we were talking about.
- **8.** I didn't \_\_\_\_\_ you liked ice cream so much. Here's some more!

## 3. Grammar

# Present Perfect Simple (for – since)

A Read the dialogue. When did Harry meet Tony?

- **A:** Hey, Harry. How long have you known Tony?
- **B:** I've known him for ten years, since I was a teenager.

#### for + a period of time

e.g. two years, a week, six months, an hour, five minutes, a long time

#### since + a point in time

e.g. Sunday, yesterday, two o'clock, 2010, last week. I left school

B Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets and circle for or since.

1. A:	1	(not speak) to Ali
	for / since las	st Saturday.

- **B:** Really? I \_\_\_\_\_ (see) him yesterday at the shopping centre.
- **2. A:** you (call) Fatima last night?
  - **B:** Actually, I (not call) her **for / since** a week.
- 3. A: \_\_\_\_\_\_you \_\_\_\_ (make) any friends yet?
  - **B:** Yes. I (make) three friends **for / since** we (move) to this neighbourhood.
- **4. A:** Mr Smith \_\_\_\_\_ (live) in this house **for / since** a long time.
  - **B:** That's right. He (buy) this house in 1990.

# 4. Pronunciation

- A ■) Listen and repeat. What's the difference between a and b?
  - a. know b. now
- B ◀) Listen and tick (✓) the sound you hear.

	know /อบ/	now /aบ/
without		
grow		
road		
however		
pr <mark>ou</mark> d		
whole	0	

3d

# 1. Read & Write

A Piscuss.

- What are the most popular languages for people to learn in your country?
- Where can you see or hear English today?
- Do you think it is important to learn English? Why? / Why not?

**B** Complete the form.

HOME I SITEMAP I CONTACT I PURCHASE	
<b>LEARNING ENGLIS</b>	-
GENERAL INFORMATI	
name	
date of birth	
learning English since	
age when started	
place where you learn	
frequency of lessons	
hours of studying	
ОТН	R WAYS YOU LEARN/PRACTISE
watch English TV progra	nmes/films/videos with or without subtitles
	read English books/magazines/newspapers
	use English websites
	play video games that are in English
C	mmunicate with people who speak English 🗌
record yourse	f speaking English to correct pronunciation
	visit English-speaking countries
take (su	nmer) classes in English-speaking countries
REA	ONS WHY YOU ARE LEARNING
	meet people
	travel
	study abroad
	work other
	Otrici

# 2. Listen (1)

A Are you learning any other foreign languages at the moment?

If yes, which one? If no, which languages would you like to learn?

B 🍎 📢) Listen to three short dialogues between siblings and answer the questions. Choose a, b or c.

#### Dialogue 1

Who is Steve talking to in German?

**a.** himself **b.** his sister

c. a classmate

#### Dialogue 2

How has Lucy managed to improve her accent?

a. by watching Italian films

**b.** by listening to herself speak in Italian

c. by talking on the phone with an Italian friend

#### Dialogue 3

What's Tim doing at the moment?

- **a.** He's watching a French film.
- **b.**He's reading a French book.
- c. He's watching a DVD about a French family.

C Which of the three ways of practising a language do you believe would help you most? Why?



#### **LEARNING STANDARDS**

**SB:** S1.1, W1.1, L2.1, L1.1, L3.1, S1.1

**WB:** R2.1

#### **FUNCTIONS - TOPICS**

Talking about learning English
Talking about foreign languages
Writing about an experience

#### **STRUCTURES**

**Reflexive Pronouns** 

#### **VOCABULARY**

accent available pronunciation record (v.) sign up special offer subtitles way (=method)

#### 1. Read & Write

#### A S1.1 🔅

- Draw Ss' attention to the questions. Make sure they understand everything.
- Elicit answers and initiate a class discussion.

#### KEY

suggested answers

- Most of the people in my country learn English, German and French.
- You can see and hear English everywhere today. When you watch TV, when you use the Internet, or play computer games. You can also read English books or magazines, or even speak English with your friends, too.
- Learning English is important because it is an international language and you are able to communicate with people all over the world. Also, English is important in order to find a job.

#### B W1.1

- Draw Ss' attention to the survey and its title (Learning English).
- Explain to them that it consists of three sections (General information/ Other ways you learn/practise / Reasons why you are learning).
- Allow Ss some time to complete the survey. Explain any unknown words in order to help all Ss answer the questions.
- As soon as they have finished, encourage them to compare their answers with each other. Have Ss discuss their answers in class and ask them to talk about the ways they practise English and the reasons why they are learning the language.

#### 2. Listen (1)

#### A

• Draw Ss' attention to the questions and elicit answers.

#### KEY suggested answers

- Yes, I'm learning German.
- I would like to learn Italian because I have made some Italian friends and I want to speak to them in Italian.

### B L2.1 🍜

- Explain to Ss that they are going to listen to three short dialogues. Have them read through the questions and the options a-b-c.
- Make sure Ss understand everything.
- · Play the recording and have Ss do the activity.

- Alternatively, to challenge higherperforming Ss, you may change the activity from multiple choice to open-ended questions. Write questions 1-3 on the board (without the options) and ask Ss to cover activity B in their books, listen and answer the questions. To help lower-performing Ss, you may eliminate one incorrect option.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

#### KEY

**Dialogue 1:** a **Dialogue 2:** b **Dialogue 3:** b

C

• Draw Ss' attention to the question. Elicit answers and initiate a short discussion.

#### **KEY** suggested answers

 I think the best way to practise a foreign language is to communicate with other people. I can hear how the people I'm speaking with are using vocabulary and grammar as I practise my speaking too. I know it's OK to make mistakes when I speak and it doesn't worry me.

#### 3. Grammar

#### Δ

- Explain to Ss what they have to do.
- Before they do the activity encourage them to find/ underline the personal pronouns in the sentences (you/l). This will help lower-performing Ss find the reflexive pronouns more easily.
- Encourage Ss to read each sentence as soon as they have completed it with a reflexive pronoun.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

KEY 1. yourself 2. myself

В

• Have Ss read the examples in the box and do the activity

**KEY** 1. b 2. a

Have Ss complete the table with the reflexive pronouns.

#### **KEY**

PERSONAL PRONOUNS		REFLEXIVE
SUBJECT OBJECT		PRONOUNS
I	me	myself
you	you	yourself
he	him	himself
she	her	herself
It	It	itself
we	us	ourselves
you	you	yourselves
they	them	themselves

- Explain to Ss that reflexive pronouns are used when the subject and the object in a sentence refer to the same person and the reflexive pronoun clarifies who is being referred to. They are used after transitive verbs or after prepositions.
- Explain the relation between personal pronouns and reflexive pronouns e.g. I/me/myself, you/you/yourself, he/him/himself, etc.

· To help Ss understand, you can write the following verbs on the board and explain to Ss that these are mostly found with reflexive pronouns: cut enjoy hurt introduce. Give Ss examples using these verbs and have them identify the personal pronouns and reflexive pronouns (*He hurt himself.* / *They* are enjoying **themselves** at the amusement park, etc.).

· Refer Ss to the Grammar Reference.

#### D

- Have Ss do the activity. Encourage them to underline the personal pronoun in each sentence first.
- · Check the answers with the class.

#### KEY

- 1. themselves
- 4. herself
- 2. himself
- 5. yourselves
- 3. myself

#### 4. Write & Speak \$1.1 \*



- Have Ss go to the speaking activities section at the back of the book and divide them into pairs.
- Explain to Ss what they have to do and have them read through the prompts.
- Tell them that they have to use the information from the form in activity B in order to answer their partner's questions.
- Demonstrate the activity with the help of a student
- Have a pair of Ss demonstrate the activity at the front of the class.
- · Have Ss do the activity and go round the class helping them when necessary.
- Choose several pairs of Ss act out the dialogue at the front of the class.

#### 5. Listen (2)

#### A L1.1

- Have Ss read through the question and the options a-c. Make sure they understand everything.
- Explain to Ss that they are going to listen to the beginning of a telephone conversation and not the whole conversation.
- Play the recording and have Ss do the activity.
- Have Ss compare their answers in pairs.
- · Check the answers with the class.

#### KEY

- Draw Ss' attention to the transcript. Have Ss read through it and then answer the questions.
- · Discuss the questions as a class.

- I'm thinking of signing up to learn a foreign language. / I just want some general information now.
- No (written answer: learn more about the classes- recording: signing up to learn a foreign language)
- a is wrong because the man doesn't know about the special offer when he decides to call the language school.
- c is wrong because he doesn't want information for a friend. He wants some information for himself.

#### B L2.1

- Explain to Ss that they are going to listen to the rest of the telephone conversation.
- Allow Ss some time to read the questions 1-4. Play the recordina.
- Alternatively, to challenge higher-performing Ss, you may change the activity from multiple choice to open-ended questions. Write questions 1-4 on the board (without the options) and ask Ss to cover activity B in their books, listen and answer the questions. To help lower-performing Ss, you may eliminate one incorrect option.
- Play the recording again and have Ss compare their answers in pairs.
- · Check the answers with the class.

#### KEY

1. c 2. b 3. c 4. c

#### C L3.1

- · Play the recording for Ss and have them do the activity.
- · Check the answers with the class.

#### KFY

h

# 3. Grammar

#### **Reflexive pronouns**

A 
Read the following sentences from
Listen (1) and complete them with the reflexive pronouns in the box. Then listen and check your answers.

	yourself	myself		
1. Are you t	alking to		?	
2. I record		reading	sentenc	es
in Italian.				

- B Read the examples and look at the words in blue. Then match.
  - a. Mrs Hamad cut herself while cutting the bread.
  - **b.** Mr Hamad's car got a flat tyre. There was no one around to help him so he changed the tyre **by himself**.
  - **1.** Which sentence shows that someone did something alone, without any help from anyone else?
  - **2.** Which sentence shows that someone is affected by their own action?
- C Read the examples again and complete the table.

PERSONAL PRONOUNS		REFLEXIVE
SUBJECT	SUBJECT OBJECT	
1	me	
you	you	
he	him	himself
she	her	
it	it	
we	us	ourselves
you	you	yourselves
they	them	themselves

- D Circle the correct options.
  - The children made this cake by themselves / ourselves.
  - **2.** Jake taught **myself / himself** how to read.
  - **3.** I cut **myself / me** while I was making a salad.
  - **4.** My sister is crazy about gadgets. She bought **himself / herself** a new MP4 player yesterday.
  - **5.** OK, kids. You can go hiking in the forest. Just look after **yourselves / yourself**.

# 4. Write & Speak

Go to the Speaking Activities section on page 61.

# 5. Listen (2)

A 

Listen to the beginning of a telephone conversation and answer the question. Choose a, b or c.

Why does the man call the language school?

- **a.** He's interested in the special offer.
- **b.** He wants to learn about the classes.
- c. He wants information for a friend.

# Now look at part of the transcript given below and answer the questions.

- **A:** Hello. Expert Languages. How can I help you?
- **B:** Hello. I'm thinking of signing up to learn a foreign language.
- **A:** Well, we have a special offer. If you and a friend sign up this week, you'll both get your first month half price.
- **B:** Well, that's nice, but I just want some general information for now.
- Which part justifies your answer?
- Are the exact same words used in the answer you chose and in the transcript?
- Why are the other two options wrong?
- B D Listen to the rest of the telephone conversation and choose a, b, c or d.
  - **1.** Which language has the man been learning for a year?
    - **a.** Russian
- **b.** Spanish
- c. Italian
- d. French
- 2. When is the man NOT available?
  - **a.** Mondays
- **b.** Wednesdays
- **c.** Fridays
- **d.** Tuesdays
- **3.** What is the name of the street where the language school is?
  - a. Kent Road
- **b.** King Road
- c. Hill Road
- d. Park Road
- **4.** Will the man start lessons at Expert Languages?
  - **a.** no
- **b.** yes
- **c.** probably
- d. probably not
- C Listen to the following extract from the telephone conversation. What does the word similar mean?
  - a. exactly the same
  - **b.** almost the same
  - c. completely different

# 1. Listen A Discuss.

- What is the best news you've ever received?
- When was the last time you received some bad news? What was it?

B P (3) Listen to a dialogue between a boy and his sister. What is the girl's good news and what is her bad news?

Listen again. Which of the following phrases does the boy use to respond to his sister's news? Tick (🗸).

You're kidding!	I'm ha
Congratulations!	I'm so
Well done!	That's

ppy for you. Let me know if rry to hear that. too bad.

there's anything I can do to help. Cheer up!

What would you do if you were in the boy's place?

# 2. Speak

A Read the phrases. Which four phrases that are used to respond to good news can also be used to respond to bad news?

#### **B** ROLE PLAY

Talk in pairs.

#### Student A

Imagine vou have some good and bad news to tell Student B. Use some of the ideas below or vour own.

#### Responding to good news

- · Are you serious?
- Congratulations!
- I'm so happy for you!
- I'm so glad to hear that!
- · Good for you!
- · Well done!
- What wonderful news!
- What a surprise!
- · How exciting/nice!
- Unbelievable!
- You're kidding!
- That's the last thing I expected.

#### Responding to bad news and expressing sympathy

- Poor you!
- · You poor thing!
- That's so sad.
- That's too had
- That's a shame/pity.
- What a shame/pity!
- How awful/terrible!
- I'm sorry to hear that.
- Is there anything I can do to help?
- Let me know if there's anything I can do.
- Cheer up! Look on the bright side.

- passed an exam
- won something
- bought something
- went somewhere interesting
- took up a new activity
- failed an exam
- · had an argument with a friend
- lost something
- had an accident
- the team you play in lost a game

#### Student B

Listen to Student A's news and respond. Show interest or express sympathy.

- When you hear good news, keep in mind that you should sound excited and enthusiastic. Your tone of voice rises.
- When you hear bad news and express sympathy, lower your tone of voice to sound more serious.

#### **Practise the following phrases:** Sounds great! / Poor you!

- When someone is talking, show that you are following what they are saying. Apart from the phrases above, you can use:
  - Really?
- No wav!
- Oh!

- No!
- Uh-huh.
- I see.

#### **LEARNING STANDARDS**

SB: L2.1, S1.1, S3.1, R2.1, W1.1, W2.2, W2.3, W3.2

#### **FUNCTIONS**

Responding to good/bad news Writing an email giving news

#### **VOCABULARY**

clap film (v.) grab have an argument instructions marathon object (n.) robot the other day try sth out wheel win first place **Phrases/expressions: responding to news**Are you serious? Cheer up! Congratulations! How awful! How exciting/nice!
Look on the bright side. Poor you!
That's the last thing I expected. That's too bad.
Unbelievable! Well done! What a shame/pity!
What a surprise! You poor thing! You're kidding! **Phrases for letters/emails** 

Here's the latest. How have you been? Keep in touch. Waiting for your reply. What have you been up to lately? What's new with you?

#### 1. Listen

#### Α

- Write the following on the board: No news is good news.
- Ask Ss to tell you if they have ever heard of this saying and if they understand its meaning (it is said when you haven't received any new information about something/someone, so you can assume that nothing bad has happened and everything is well).
- •You can provide Ss with examples to help them understand its meaning (Why are you worried? They haven't called us, so no news is good news.). Have Ss come up with their own examples.
- Draw Ss' attention to the questions and elicit answers.
   Encourage Ss to use paraphrasing techniques to express themselves. This will challenge higher-performing Ss.

#### KEY

suggested answers

- It was about 3 days ago. My PE teacher told me that I would take part in the swimming competition. I was excited and proud of myself. That was the best news I've received.
- Yesterday, when I learnt that I didn't do well on my history exam.

#### B L2.1 🍜

- Explain to Ss that they are going to listen to a dialogue between a boy and his sister.
- Draw two columns on the board with the headings good news and bad news. Ask Ss to do the same on a piece of paper and take notes of the girl's good news and bad news.
- · 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.

#### **KFY**

**Good news:** She passed her biology exam.

**Bad news:** She has to do the project on vitamins again.

#### C L2.1 🥏

 Draw Ss' attention to the activity and ask them to read through the phrases. Explain to them that these

- are phrases we use to respond to good or bad news.
- Do not explain any unknown words at this stage. Make sure Ss understand what they have to do.
- Play the recording and have Ss tick the phrases the boy uses to respond to the girl's news.
- Play the recording again and have Ss write the letter G next to the phrase used to respond to good news and B next to the phrases used to respond to bad news
- Have Ss compare their answers in pairs.
- · Check the answers with the class.

#### KEY

The following should be ticked: You're kidding! / Well Done! / I'm happy for you. / That's too bad. / Let me know if there's anything I can do to help.

(**Good news:** You're kidding! / Well Done! / I'm happy for you. / **Bad news:** That's too bad. / Let me know if there's anything I can do to help.)

#### D S1.1 🔅

• Have Ss read the question and discuss as a class.

#### **KEY**

suggested answers

I would give some suggestions on how to do the project on vitamins so that my sister could get a better mark.

#### 2. Speak

#### A S3.1

- Draw Ss' attention to the table containing the set phrases used for responding to good news and bad news. Check Ss' understanding.
- Remind Ss to use the appropriate intonation when they use these phrases in order to sound as realistic as possible.
- Have Ss take turns to read the phrases. Alternatively, read each phrase aloud and have Ss repeat.
- Draw Ss' attention to the first table and explain to them that four phrases can also be used to respond to bad news.
- · Have Ss identify these phrases.
- Check the answers with the class.

#### KEY

Are you serious?, Unbelievable!, You're kidding!, That's the last thing I expected.

#### B S3.1 🥌

- Have Ss work in pairs and allocate roles.
- Explain to Ss what they have to do. Allow them some time to prepare their answers and encourage student B to use as many set phrases in Activity A as possible.
- Draw Ss' attention to the TIP and explain it.
- Demonstrate the activity with the help of a student.
- 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. Then have Ss swap roles
- Choose several pairs of Ss act out the dialogue at the front of the class.

#### **KEY**

suggested answer

- A: Hi, Brian. Guess what! I took up judo!
- B: Really? Did you? You wanted to start something new! When did you start?
- A: I started last week and I am excited. Our instructor is amazing!
- **B:** Well done! I'm so happy for you! So, are you practising today?
- A: Unfortunately I have to study for my geography test.
- B: But your geography test was three days ago.
- A: Yes, but I failed.
- **B:** Oh. I'm sorry to hear that. So, what are you going to do now?
- A: Mr Adams told me that I can take the exam again tomorrow.
- B: You have to study hard. Listen. Let me know if there's anything I can do. You know I'm good at geography.
- A: Thanks, Brian.

#### **OPTIONAL ACTIVITY**

#### Good news. Bad news

- Have Ss work in pairs. SA starts off by stating a piece of good news. Student B has to respond and then SA offers a piece of bad news that contradicts the previous statement. SB has to respond to it again using the appropriate phrases. Then have Ss swap roles. e.g.
- SA: I took up karate.
- SB: Really? How exciting! I used to do karate.
- **SA:** Yes, but it means that I can't come to the computer club anymore because I don't have much free time.
- SB: Oh, I'm sorry to hear that. But cheer up! Karate is areat.

#### 3. Write

#### A R2.1

- Have Ss read the email and underline unknown words at the same time.
- Ask Ss the first three questions and elicit answers.
- Then draw their attention to question 4 and the phrases a-c. Make sure they haven't got any unknown words.
- Have them match the phrases with the paragraphs.
- · Check the answers with the class.

#### KEY

- 1. Marissa
- 2. to tell her news to Anna
- 3. They're friends.
- **4.** 1st paragraph: c 2nd paragraph: b 3rd paragraph: a

• Ask Ss some comprehension questions:

Who is Marissa writing to? Anna

Does she have some good or bad news? She has some good news.

What did many of her classmates build? robot cars How is Marissa's robot different? It can pick things up because it has a long 'arm' to grab things.

Who helped her find things she needed? her dad How was the Internet helpful? she found instructions and watched online videos

Did her dad help her make the robot? No, he didn't. Did Marissa think it was difficult to make the robot? Yes, it wasn't very easy.

When did the other students clap? When Marissa's robot picked up the science teacher's keys.

What was the prize? a camera

Was Marissa excited? Yes, she almost couldn't believe it.

What is Marissa going to do at the weekend? She's going to take some photos of the marathon in her town and maybe film part of the race.

#### В

- Draw Ss' attention to the phrases 1-6 and check Ss' understanding.
- Before you have Ss read through the plan, use the email in activity A and ask Ss to tell you in which paragraph they expect to see these phrases.
- · Elicit answers.
- Ask Ss to read through the plan and provide them with further explanations about the structure of a letter or an email.
- · Have Ss do the activity.
- · Check the answers with the class.

#### **KFY**

- 1. opening paragraph
- **4.** main part
- 2. closing paragraph
- **5.** opening paragraph
- 3. closing paragraph
- **6.** closing paragraph

#### C W1.1, W3.2 , W2.2, W2.3





- Refer Ss to the plan in activity B and ask them to tick or underline the phrases they want to use. This will help them organise their writing task better.
- Ask Ss to go to the Workbook page 44 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook on page 45 and complete the writing plan before they start their writing task.
- Draw Ss' attention to the blank 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 the emails.

# 3. Write

#### A Pread the email below and answer the following questions.

- **1.** Who is writing the email?
- 2. Why is she writing?
- 3. What is the relationship between the two girls?
- **4.** What is the purpose of each paragraph? Match the phrases a-c with the paragraphs.
- a. ending the email and asking for news
- **b.** giving news **c.** reason for writing

1 Q C & 0

Greeting Hi Anna, Opening paragraph exciting news to tell you! Main part Closing paragraph ignature ending

Sorry I haven't written for so long! I was busy working on that robot I told you about for the school contest. I have some very

The contest was yesterday and my robot won first place! A lot of my classmates built robot cars, but I made a robot that can pick things up! It's got wheels and a long 'arm' so it can grab objects. My dad and I ordered all the pieces I needed and we found instructions and helpful videos online. It wasn't very easy, but I managed to do it by myself! The other students actually clapped when my robot picked up the science teacher's keys! Guess what else! The prize was a camera! I almost couldn't believe it!

So, what's new with you? Any plans for the weekend? As for me, there's a marathon in town, and I'm definitely going to try out my new camera and maybe even film part of the race! Anyway, I can't wait to hear from you!

Talk to you soon, Marissa

B Read the plan and the phrases 1-6 below. In which part do they belong? Write the phrases in the plan.

- 1. I haven't heard from you for ages.
- 2. Well, that's all for now.
- 3. I'm looking forward to hearing from you.
- 4. Well, here's the latest.
- **5.** Thanks for your letter/email.
- **6.** Anyway, enough about me. What have you been up to lately?

#### A letter or an email giving news

#### GREETING

Greet the person vou're writing to.

 Dear Hassan.
 Hi Aisha. • Hello Layla,

#### **OPENING PARAGRAPH**

Begin your letter/email and say why you're writing. Use phrases like:

- How's life?
- How have you been?
- How are things? I hope everything's OK.
- Sorry I haven't written for so long, but...
- It was great to hear from you again.
- I'm writing to tell you about...
- Guess what! I have some exciting news to tell you.
- You'll never guess what happened to me.
- You won't believe what happened the other day.

#### **MAIN PART**

Give your news. Use phrases like:

- Remember how I told you about... Well,...
- Listen to this. The other day...
- The good news is...
- I've also got some bad news...

#### **CLOSING PARAGRAPH**

State anything you want to emphasise, ask for news and end your letter/email. Use phrases like:

- I have to / must go now...
- I hope to hear from you soon.
- Write back soon.
- Waiting for your letter/email/reply.
- Make sure you write and tell me all your news.
- What's new with you?
- What about you? Do you still...?
- How's everybody?
- Sav hello to...

#### Use a signature ending and your first name below that.

- Take care, Sahar
- Talk to you soon, Khalid
- Love Rawda
- Keep in touch. Ahmed

C P Mrite an email to a friend who lives in another town and give him/her your latest news. Try to write about something unusual or exciting that happened to you. Follow the plan. Go to the Workbook page 45.

# Round-up

# 1. Vocabulary

#### A Circle the correct options.

- 1. This box weighs a tonne! Help me or I'm going to drop / lift it!
- 2. I didn't recognise / realise it was so late.
- 3. What's the **subtitle / title** of the film we're watching tonight?
- 4. How many students attended / developed the course?
- **5.** Scuba diving sounds **risky / weak**.
- 6. Kim grew / grew up in Poland.
- 7. Reema does brain puzzles in her free time to improve her strength / memory.
- 8. Salim is very happy because he passed / failed his science exam.

Score:

В	Complete	the	sentences	with	the	correct
	prepositio	ns.				

- 1. We are revising our history exam, and we're actually looking forward taking it!
- 2. Waleed is doing very well school.
- **3.** My cousin is arriving from London tomorrow, and I'm going to the airport with my uncle to pick him \_\_\_\_\_.
- **4.** I was so nervous when the plane took
- **5.** My sister and I have a lot common.
- **6.** My friends usually come the weekend and we hang out.

(Score: 1

# 2. Grammar

#### C Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

1.	<b>A:</b>	you	(pass
		test last month?	
	B: Actually, I	(n	ot take) it yet.
2.	I	(not see) Jen	ny since she
		(move) to Italy	!

3. A: We (visit) Barcelona twice.

**B:** Ali (go) there two summers ago. He loves Spain, but he

(not / be) there since then.

4. A	you ever_	
	(hear) of Motaz Barshman?	
B	Of course. He	(win) many
	medals. He's a great athlete	<u>!</u>
		Score: 0/9
	irele the correct entions	

#### D Circle the correct options.

- 1. Patty started keeping a diary three months ago / before.
- 2. Poor thing! You haven't looked so tired for / **since** the day of the marathon!
- **3.** The game has **yet / already** started. Mark's late!
- 4. Majed and I have been on the same football team for / since 2014.
- 5. I've been to the Al Bidaa Park many times yet / before. (Score: (

#### E Circle the correct options.

- **1.** Mrs Ahmad gave **me / myself** my exam results. I'm very proud of me / myself.
- 2. We've just signed us / ourselves up for the robot contest.
- 3. I found Dana's diary, so I gave it to her / herself.
- **4.** The boys had an argument this morning, so Tim is eating lunch by him / himself.
- **5.** Khalid, I want you to read the instructions and do the activity by yourself / yourselves.
- **6.** We really enjoyed **us / ourselves** at the park yesterday. (Score: 1

# 3. Communication

#### F Match.

1. When was Doha's	
Tornado Tower built?	
2. I lost my mobile	

a. Well. sort of. **b.** Good for you! c. Beats me.

phone yesterday. 3. We're going on holiday to Hawaii!

**d.** What a pity!

**4.** Did you finish your project?

Score:	0/4
Total score:	)/40

#### Now I can...

- talk about experiences I have had
- use collocations related to education
- use phrasal verbs
- use appropriate tenses to link the past with the present
- exchange personal information
- complete a form
- write a questionnaire
- give and respond to good/bad news
- write an email giving news

#### **LEARNING STANDARDS**

**WB:** R2.1

#### 1. Vocabulary

Α

#### KEY

- 1. drop
- 2. realise
- 3. title
- 4. attended
- 5. risky
- grew upmemory
- 8. passed

В

#### KEY

**1.** for, to **2.** at **3.** up **4.** off **5.** in **6.** round

#### 2. Grammar

C

#### KEY

- 1. Did... pass, haven't taken
- 2. haven't seen, moved
- 3. 've visited, went, hasn't been
- 4. have... heard, 's won

D

#### KEY

1. ago 2. since 3. already 4. since 5. before

E

#### KEY

- 1. me, myself
- 4. himself
- 2. ourselves
- **5.** yourself
- **3.** her
- 6. ourselves

#### 3. Communication

F

#### 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.

# 4 LEARNING STANDARDS

LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
LEARNING STANDARDS	STUDENT'S BOOK	ACTIVITIES
D11		4- 4 Parad Para 46
R1.1	Creative and critical thinking	4a, 1. Read B, p. 46
R4.1	Creative and critical thinking	4a, 1. Read C, p. 46
R2.1	Creative and critical thinking	4a, 1. Read D, p. 47
S1.1	Cooperation and participation	4a, 1. Read - Over to you, p. 47
R4.1	Creative and critical thinking	4a, 2. Vocabulary & Speak A, p. 47
S1.1	Cooperation and participation	4a, 2. Vocabulary & Speak C, p. 47
R1.1	Creative and critical thinking	4b, 1. Read B, p. 48
R2.1	Creative and critical thinking	4b, 1. Read C, p. 48
S1.1	Cooperation and participation	4b, 1. Read - Over to you, p. 48
R4.1	Creative and critical thinking	4b, 2. Vocabulary, p. 49
R4.2	Problem-solving	4b, 2. Vocabulary, p. 49
W1.4	Inquiry and research	4b, 4. Speak & Write B, p. 49
W2.1	Creative and critical thinking	4b, 4. Speak & Write B, p. 49
W2.2	Communication	4b, 4. Speak & Write B, p. 49
W2.3	Communication	4b, 4. Speak & Write B, p. 49
S5.1	Creative and critical thinking	4b, 4. Speak & Write C, p. 49
R1.1	Creative and critical thinking	4c, 1. Read B, p. 50
R2.1	Creative and critical thinking	4c, 1. Read C, p. 50
S1.1	Cooperation and participation	4c, 1. Read - Over to you, p. 50
L2.1	Communication	4c, 3. Listen & Write A, p. 51
L2.1	Communication	4c, 3. Listen & Write B, p. 51
S1.1	Cooperation and participation	4c, 3. Listen & Write C, p. 51
R5.1	Inquiry and research	4c, 4. Read & Present, p. 51
S1.1	Cooperation and participation	4d, 1. Vocabulary B, p. 52
L2.1	Communication	4d, 2. Listen (1), p. 52
L1.1	Communication	4d, 4. Listen (2)B, p. 53
L2.1	Communication	4d, 4. Listen (2)C, p. 53
S1.1	Cooperation and participation	4d, 4. Listen (2)D, p. 53
R5.1	Inquiry and research	4d, 5. Read & Present, p. 53
L1.1	Communication	4e, 1. Listen A, p. 54
L2.1	Communication	4e, 1. Listen B, p. 54
L2.1	Communication	4e, 1. Listen C, p. 54
R2.1	Creative and critical thinking	4e, 3. Speak & Write A, p. 55
S5.1	Creative and critical thinking	4e, 3. Speak & Write D, p. 55
W1.4	Inquiry and research	4e, 3. Speak & Write E, p. 55
W2.1	Creative and critical thinking	4e, 3. Speak & Write E, p. 55
W2.2	Communication	4e, 3. Speak & Write E, p. 55
W2.3	Communication	4e, 3. Speak & Write E, p. 55
W3.2	Creative and critical thinking	4e, 3. Speak & Write E, p. 55
R2.1	Creative and critical thinking	Culture Page 2, Activity B, p. 57
R5.1	Inquiry and research	Culture Page 2, Project, p. 57
S2.2	Inquiry and research	Culture Page 2, Project, p. 57
	WORKBOOK	
L2.1	Communication	4c, Listen D, p. 55
L2.1	Communication	4c, Listen E, p.55
R2.1	Creative and critical thinking	4d, Read E, p.57
L1.1	Communication	Round-up 4, Listen G, p.63
L2.1	Communication	Round-up 4, Listen H, p.63

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

#### 4a

- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out independently more detailed personal information (\$1.1)

#### 4b

- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out independently more detailed personal information (S1.1)
- guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- recognise and use with a lot of support key features of a simple print monolingual dictionary for learners of English to check meaning (R4.2)
- narrate independently simple factual and imaginary events and experiences in two paragraphs or more (W1.4)
- organise, and sequence ideas independently into two or more coherent paragraphs using basic coordinating conjunctions and reference pronouns. (W2.1)
- spell with some support most familiar high frequency words accurately in independent writing (W2.2)
- punctuate with support written work with moderate accuracy (W2.3)
- narrate independently longer basic stories, events and experiences (S5.1)

#### 4c

- understand and respond independently to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out independently more detailed personal information (S1.1)
- follow and identify independently the detail in longer simple texts (L2.1)
- participate actively in reading simple, longer fiction and non-fiction print and digital texts of interest (R5.1)

#### 4d

- communicate or find out independently more detailed personal information (S1.1)
- follow and identify independently the detail in longer simple texts (L2.1)
- follow and identify independently the main ideas in longer simple texts (L1.1)

- participate actively in reading simple, longer fiction and non-fiction print and digital texts of interest. (R5.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1) WB

#### 4e

- follow and identify independently the main ideas in longer simple texts (L1.1)
- follow and identify independently the detail in longer simple texts (L2.1)
- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- narrate independently longer basic stories, events and experiences (S5.1)
- narrate independently simple factual and imaginary events and experiences in two paragraphs or more (W1.4)
- organise, and sequence ideas independently into two or more coherent paragraphs using basic coordinating conjunctions and reference pronouns. (W2.1)
- spell with some support most familiar high frequency words accurately in independent writing (W2.2)
- punctuate with support written work with moderate accuracy (W2.3)
- plan, and draft a short, simple text of two paragraphs or more independently and modify the draft in response to feedback (W3.2)

#### 4 Round-up

- follow and identify independently the main ideas in longer simple texts (L1.1) WB
- follow and identify independently the detail in longer simple texts (L2.1) WB

#### **5 Culture Page**

- understand and respond independently to detail in simple texts of two paragraphs or more (R2.1)
- participate actively in reading, longer fiction and nonfiction print and digital texts (R5.1)
- describe with a little support the character of a real or fictional person (S2.2)

# 4 ADVENTURE

#### **VOCABULARY**

add adventurous brave caravan cave nature safari tree house

- Draw a mind map on the board and write the word adventure in the centre. Ask Ss to come up with as many words/ideas related to the topic as possible.
- Have Ss try and define *adventure*. Elicit answers and ask them to tell you what they notice (*what is considered adventurous differs among people and depends on each person's personality*).
- Ask Ss the following questions:
   Do you like adventure?
   What was the last adventurous thing you did?
   Do you think that adventurous things are dangerous, too?
   What is your favourite adventure film/ computer game?
- Elicit answers and initiate a short discussion.
- Draw Ss' attention to the Quiz and have them answer the questions and calculate the result.
   Do not explain any unknown words at this stage.
   Encourage Ss to understand the meaning of the words by the accompanying pictures.
- As soon as they finish, ask them to swap books with another student and read each other's results. Ask them if they agree with the results and explain any unknown words.
- 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.

# A TASTE OF ADVENTURE

# OUZ

Do the quiz and find out how adventurous you are. Do you agree with the results?

# 1. Choose a holiday.



# 2. Choose a job.



a nature photographer

# 3. Choose a place to spend the night.





## **Check your score**

#### More ds:

You love adventure! You are brave, but you sometimes forget about danger. Try to be more careful!

#### More Ds:

You don't like adventure very much. It's good to be careful, but try to be brave and add some more adventure to your life every now and then.

Two es and two es: You have balance in your life. You like to have fun, but you also know your limits and know when you need to be careful.

## In this module you will learn...

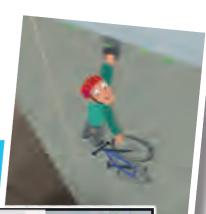
- to narrate past events
- to describe your feelings
- to distinguish between the Past Simple and the Past Progressive
- to sequence past actions and events
- to express result
- to apologise, give an explanation and respond to an apology
- to use linking words/phrases (time - sequence, contrast, result consequence, cause - reason)
- to write a story

# **4**a

## 1. Read

#### A Discuss.

- Have you got a bike?
- Have you ever had an interesting adventure with your bike? What happened?
- Look at the picture on the right. What do you think happened to the boy? Read the dialogue quickly (skim) and check your answers. Then read it out in pairs.



THEPHOTO



**Alex** Todd! Is this you in the photo? What on earth happened to you?

**Todd** Oh, Alex. You won't believe what happened! It was so frightening!

**Alex** Come on, tell me. How scary can it be?

**Todd** OK, if you insist... But I'm warning you: the truth might surprise you!

Alex I'm all ears.

**Todd** I was riding my bike home and it was raining. So, I decided to take a short-cut and go through the tunnel.

Alex And?

**Todd** Well, while I was riding through the tunnel, I was thinking about my weekend plans and...

**Alex** Come on, Todd. Just tell me already!

**Todd** You know what? It'll be better if I show you. Meet me at the tunnel this afternoon.



**Alex** Now I see. You were just pulling my leg this morning.

**Todd** Sorry, Alex, but I was bored last weekend and had to find something to do. Anyway, I'm sorry I scared you.

**Alex** Don't be silly! I wasn't frightened for a minute!



**Alex** I don't think this is a good idea any more, Todd! I'm not entering that tunnel. Let's get out of here.

**Todd** You said you wanted to know, so stop acting like a baby. Go and stand over there and get your mobile ready.



Alex Somebody HELP! Todd! What's wrong? Are you OK? Why are you lying down?

**Todd** I'm fine, Alex. Just go and stand on that rock and take a photo of me.

Alex Huh?

C Look at the highlighted expressions in the dialogue and match them with their meanings a-e.

- 1. What on earth...?
- 2. if you insist
- 4. You know what?
- 5. pull one's leg

3. I'm all ears.

- **a.** I've got an idea.
- **b.** I'm listening.
- **c.** to play a joke on someone
- **d.** used to show surprise
- **e.** if that's what you want

#### **LEARNING STANDARDS**

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

#### **FUNCTIONS - TOPICS**

Talking about practical jokes Asking for and giving confirmation Agreeing / Disagreeing

#### **STRUCTURES**

Past Progressive

#### **VOCABULARY**

blackout cry for help disappointing embarrassed embarrassing exhausted exhausting frightened frightening get out of here get stuck in a lift lie down play a (practical) joke on sb pull one's leg pyjamas scare scary shocked shocking surprise (v.) surprising truth tunnel **Phrases** 

If you insist. I'm all ears. What on earth...? What's wrong? You know what?

#### 1. Read

#### Α

- Draw Ss' attention to the questions in the rubric.
- Elicit answers and initiate a short discussion.

#### B. R1.1

- Draw Ss' attention to the picture and the question and have them skim the text and check their answers.
   (Todd took this photo because he wanted to play a practical joke on his friend, Alex). Ask them to underline any unknown words at the same time.
- Say the following statements and ask Ss to decide if they are true or false based on the comic strip: Alex is in the photo. False (Todd is in the photo.) The photo looks scary. True Todd wants to discuss what happened. False (He doesn't want to discuss it.)

Todd is going to tell Alex what happened. False (He's going to show him).

Alex is really scared when they arrive at the place where Todd took the photo. True

Todd starts shouting for help. False (Alex starts shouting for help.)

Alex realises that Todd was pulling his leg. True Todd took the photo because he wanted to do something adventurous. False (He was bored and had nothing to do.)

### C R4.1

- Have Ss read through the expressions 1-5 and their meanings a-e. Make sure they haven't got any unknown words.
- Draw their attention to the highlighted expressions in the text. Point out that in order to understand the meaning of these expressions they have to read the whole sentence they are in and try to understand the meaning from the context.
- Have Ss do the activity.
- · Check the answers with the class.

### KEY

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

### D R2.1

- Have Ss do the activity.
- Ask Ss to write short answers to the questions. This will help lower-performing Ss. Encourage them to form

full sentences orally. This will challenge **higher-performing Ss**.

• Check the answers with the class.

#### KEY

- **1.** He wants to find out what happened to Todd.
- **2.** to the tunnel where he took the photo
- 3. Alex

- **4.** Because he thinks Todd is in danger.
- **5.** Yes, but he doesn't want to show it.
- Explain any unknown words in the text and choose Ss to act out the dialogue.
- Have higher-performing Ss work with lowerperforming Ss and think of a different title for the comic strip.

#### Over to you \$1.1 🍄

- Ask Ss the questions in the box.
- Explain to Ss what a practical joke is (a prank which aims at making someone seem silly; usually a physical action and not words).
- Have Ss work in pairs and draw their attention to the first two questions. Tell them they're going to interview each other.
- If necessary, write some key phrases/expressions to help lower-performing Ss.
- Demonstrate the activity with the help of a student.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Then, ask Ss the third question. Encourage them to use paraphrasing techniques to express themselves.
   This will challenge higher-performing Ss.

#### KEY

suggested answers

 Have you ever played a practical joke on sb or has sb ever played one on you?
 open answer

• How did the person / you react?

He/She was frightened/angry/upset/amused. / He/ She wasn't scared at all. / He/She thought it was funny.

In your opinion, is it wrong to play practical iokes?

A practical joke is wrong when somebody's life is in danger. There should be some limits. Practical jokes are funny when they are safe and don't offend/insult anyone.

#### 2. Vocabulary & Speak

### A R4.1 🖁

- Draw two columns on the board with the headings
   -ed and -ing. Have Ss come up with any adjectives
   they know ending in -ed or -ing and write them on the
   board.
- Ask Ss to read the two sentences and draw their attention to the adjectives in bold.
- Ask Ss to tell you if they understand the difference between *exciting* and *excited*. Elicit answers.
- Help Ss deduce that the adjective exciting is used to describe what the new ride at the amusement park was like while the adjective excited describes how the people felt.

- Explain to Ss that adjectives ending in -ing usually describe the effect that sth/sb has on a person's feelings while adjectives ending in -ed describe a person's feelings.
- Give Ss the following example This film is boring. I'm bored. and encourage them to come up with their own examples. This will challenge higherperforming Ss.
- Point out that adjectives ending in -ing can describe people, too. Write the following example on the board: I get along with my younger brother but he's annoying sometimes.

#### B

- Draw Ss' attention to the NOTE and explain it.
- Before Ss do the activity, have them underline the subject before the adjectives. Tell them that if it's a person, they most likely want to describe his/her feelings and they are going to choose the adjective ending in -ed. If it's a thing they need to choose the adjective ending in -ing in order to describe it. This will help lower-performing Ss do the activity.
- Have Ss underline the subjects and then do the activity (1. mum, 2. We, Hiking, 3. Aisha, 4. match, 5. It, 6. Rita. 7. architecture).
- · Check the answers with the class.

#### KEY

- **1.** surprised 4. disappointing 5. embarrassing 2. exhausted. exhausting 6 shocked 3. frightened
- Write some of the sentences that Ss came up with in the previous activity on the board without writing the adjective.

7. amazing

· Ask Ss to complete the sentences. This will give lower-performing Ss extra practice.

### C S1.1

- Draw Ss' attention to the questions and have them underline the verbs feel and describe. Ask them to tell you which adjectives they are going to use in the first three situations (adjectives ending in -ed) and which ones in the next three (adjectives ending in
- · Have Ss read through the situations and make sure they haven't got any unknown words.
- · Have Ss do the activity and choose several Ss to present their answers.

#### KEY

suggested answers

- You see a spider on your bed. scared/frightened
- You go to school in your pyjamas. -embarrassed
- You win a school contest. surprised/amazed/ excited
- failing an important exam. disappointing
- running a marathon. exhausting
- being alone at home when there's a blackout. frightening

#### 3. Grammar

- Ask Ss to read through the three examples and draw their attention to the verb tenses in blue.
- · Check Ss' background knowledge by asking them if they recognise the tense (Past Progressive) and know how it's formed.
- · Have Ss do the activity.

#### KEY

1.b 2.c 3.a

- Refer Ss to the dialogue in frame 1 and ask them to underline any examples of the Past Progressive (I was riding my bike ... / ... it was raining. / ... while I was riding ... / ... I was thinking ... ).
- Refer Ss to the Grammar Reference.

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

#### **KEY**

- 1. Were... sleeping, were talking
- 2. was sitting, was raining
- 3. was washing, was cooking
- 4. were... saying, was telling
- Ask Ss to come up with their own example sentences using the Past Progressive. This will challenge higher-performing Ss. You can write the following on the board to help lower-performing Ss with their own sentences: Last night. ..... for two hours..., Yesterday my brother....., while my father...... What..... on Saturday afternoon?, At 7 a.m....,

## D Now scan the dialogue. Then read carefully and answer the questions.

- **1.** What is Alex interested in finding out?
- 2. Where does Todd decide to take Alex?
- 3. Who changes his mind about something?
- **4.** Why does Alex cry for help?
- 5. In your opinion, was Alex frightened?

# Over to you... Discuss. Have you ever pla someone, or has a

- Have you ever played a practical joke on someone, or has anybody ever played a practical joke on you? What happened?
- How did the person / you react?
- In your opinion, is it wrong to play practical jokes? Why? / Why not?

## 2. Vocabulary & Speak

A Read the sentences below.
What's the difference between the pair of adjectives in bold?

The new ride at the amusement park looks really **exciting**. My friends and I are all **excited** about going on it.

#### **B** Circle the correct options.

- 1. My mum was surprised / surprising when we got her flowers on Mother's Day.
- 2. We were all **exhausted / exhausting** when we reached the top of the mountain. Hiking on a hot day can be **exhausted / exhausting**.
- **3.** Aisha was **frightened / frightening** when she got stuck in the lift.
- **4.** Yesterday's match was **disappointed** / **disappointing**. Our team lost.
- 5. Last year, I had to read a poem in front of the whole school and I forgot the verses. It was so embarrassed / embarrassing.
- **6.** Rita was **shocked / shocking** when she heard the news.
- 7. The city's architecture is amazed / amazing!

## C Read and say. Use adjectives from above.

## How would you feel in the following situations?

- You see a spider on your bed.
- You go to school in your pyjamas.
- You win a school contest.

## How can you describe the following experiences?

- failing an important exam
- running a marathon

I was **scared**.

• being alone at home when there's a blackout

# NOTE BUT It was a scary film.

## 3. Grammar

### **Past Progressive**

A Read the examples. When is the Past Progressive used? Match sentences 1-3 with the rules a-c.

- **1.** I was riding my bike to school at 8 o'clock yesterday morning.
- **2.** Tom and I were talking while the children were riding their bikes.
- It was a beautiful Saturday morning. The sun was shining and we were relaxing in the garden.
  - **a.** to describe background scenes to a story
  - **b.** for actions that were in progress at a specific point of time in the past
  - **c.** for actions that were happening at the same time in the past.

	the boys
	(sleep) at
	last night?
<b>B:</b> No. They	
(talk) on t	ne phone.
2. Barry	(sit) in his
boat and it	(rain).
3. While George	
(wash) his ca	
	(cook).
<b>4. A:</b> What	
	(say)
to that ma	
<b>B:</b>	(tell)
him how t	
	if.

## 1. Read

- A Discuss.
  - Which jobs do you consider dangerous? Why?
- B \(^\*\)\(\begin{align\*}\)\(\text{Look at the pictures and the title. What do you think happened to these people while they were working? Read the blog quickly (skim) and check your answers.

HOME

**CONTACT US** 

# is my middle name

he aguarium doesn't open till ten a.m., so when I saw a young boy in the exhibition area while I was cleaning the shark tank, I knew it meant trouble. As I was swimming towards him, I did my best to stay calm. Years of experience have taught me that sharks can sense fear. I tried to get his attention and tell him to stay guiet but, unfortunately, he started tapping on the glass. When the sharks heard the noise, they started moving around wildly. One of the most important safety rules is to get out of the water if a shark is acting strangely. So, when one of the sharks bumped my leg, I didn't think twice. Fortunately, when I reached the surface, my co-worker pulled me out immediately. 'I apologise for my son!' he said. 'I told him to stay in my office, but he didn't listen to me!'



ast week, we were filming a car chase scene on an icy road.
Car chases are very common in my profession, but this time I had to do something totally new. I had to jump my car across a river. While the director and I were talking about the details, the experts were

making sure that everything was safe. I was looking forward to the scene! When I heard the director say 'action!', I sped along the icy road. The other car followed. I was getting ready for the jump when, all of a sudden, something reddish-brown appeared a few metres away. I found out later that it was a fox! I hit the brakes and held my breath. Unfortunately, the road was too slippery. The airbags opened when the car hit the river — so I didn't get injured — but the water was freezing cold!



- Now scan the text. Then read carefully and write G for Gary, K for Kevin or N for Neither.
- **1.** It was the first time I was doing this.
- **2.** I knew something bad would happen.
- 3. I didn't react immediately.
- **4.** I was very excited about the job that day.
- **5.** I got hurt while working.
- **6.** I was afraid the animal might attack me.



- How would you feel if you were Gary or Kevin?
- Would you like to do either of these jobs? Why? / Why not?

#### **LEARNING STANDARDS**

SB: R1.1, R2.1, S1.1, R4.1, R4.2, W1.4, W2.1, W2.2, W2.3, S5.1

#### **FUNCTIONS - TOPICS**

Talking about dangerous jobs Narrating past events

#### **STRUCTURES**

Past Simple-Past Progressive Time Clauses (when, while, as, as soon as) Sequencing past actions and events

#### **VOCABULARY**

apologise appear attack be on fire be/get hurt be/get injured bump call for an ambulance chase (v. + n.) cleaner common co-worker cyclist details expert fear (n.) find out fire brigade freezing get one's attention hike (v.) hit the brakes lifeguard notice (v.) pull put out a fire rain heavily react rescue return safety scene sense seriously slip on sth slippery smoke speed (v.) stuntman surface wet

#### **Phrases/Expressions**

All of a sudden,... Amazingly,... I couldn't believe my eves! I didn't think twice. I held my breath! To my surprise,... (Un)fortunately,... (Un)luckily,...

#### 1. Read

- Write the word job on the board and ask Ss to tell you what they would like to be when they grow up. Elicit answers, and encourage Ss to express themselves.
- · Ask Ss to tell you if they think the job they would like to do is dangerous.
- · Then ask them the question and have them tell you which jobs they consider dangerous.
- If possible you can show them some photos of different professions, including some dangerous ones as well, and have them tell you which ones they think are dangerous and why.
- · Elicit answers and initiate a short discussion.

KEY suggested answers

pilot, mountain guide, firefighter, deep sea fisherman

#### B R1.1

• Draw Ss' attention to the title of the text and ask them to tell you what they understand. Elicit answers and allow Ss to exchange ideas with each other.

#### Language Plus

- A **middle name** is a name between a first name and a surname, and people can have more than one middle name (Steve. P. Jobs-Steven Paul Jobs, J R R Tolkien- John Ronald Reuel Tolkien).
- be sb's middle name is an expression used to indicate a quality that is a very important part of somebody's personality.
- Help Ss understand better by writing the following example on the board adventure is my middle name and have Ss think of important parts of their personality and use this expression to form sentences.
- Ask Ss the question in the rubric and elicit answers (these people were in danger while they were working because something unexpected happened).
- · Have Ss read the text and underline any unknown words at the same time.
- · Ask Ss some comprehension questions:

Where does Gary M. work? in an aquarium What time does the aquarium open? at ten a.m. What was the man doing when he saw the boy? He was cleaning the shark tank.

What did he try to do as soon as he saw the boy? He tried to get his attention and tell him to stay guiet. Did he manage to do that? No, because the boy started tapping on the glass.

What did the sharks do when they heard the noise? They started moving around wildly.

What did the man have to do? get out of the water Who helped him get out of the water? his co-worker Who is a stuntman? Kevin S

Is a car chase something new for Kevin? No, it's common in his profession.

Was jumping a car across the river something common for Kevin? No, it was something totally new. How did he feel about this scene? He was looking

What happened when he was ready to jump? Something reddish-brown appeared a few metres away. What was it? a fox

What did Kevin do? He hit the brakes and held his breath. Did he manage to stop the car? No. because the road was too slippery.

Did he fall into the water? Yes, he did.

Did he get injured? No, because the airbags opened when the car hit the water.

#### **Background information**

A **stuntman** is a person that takes the place of the actor when he/she has to do something dangerous in a film. For example, stuntmen usually do car chase scenes and scenes where the character has to jump from high places.

## C R2.1



· Have Ss do the activity.

forward to it

· Check the answers with the class.

1. K 2. G 3. N 4. K 5. N 6. G

• Explain any unknown words in the text to Ss.

#### Over to you S1.1 🍄



· Ask Ss the questions in the box and elicit answers. If necessary, provide some key phrases/expressions to help lower-performing Ss.

KEY suggested answers

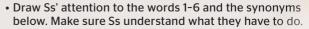
How would you feel if you were Gary or Kevin? I would be frightened and I would panic. It's difficult for me to decide what to do when I'm in danger. / Danger is exciting for me. I'm able to think fast, I always know what to do and I never panic.

Would you like to do either of these jobs? Why? / Why not?

No, I wouldn't. I don't like to put myself in danger. I would prefer to do a job where I won't get hurt. / I would love to have an exciting job like one of these. Every day would be a new adventure! I find regular jobs boring, so jobs where unexpected things happen would be perfect for me!

#### 2. Vocabulary

A R4.1, R4.2 🔑 🔑



- Tell them that the words they have to match are synonyms and encourage them to start with the ones they are already familiar with.
- Draw Ss' attention to the TIP and explain it.

Encourage Ss to learn new words using synonyms or opposites.

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

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

В

- · Ask them to read the whole sentence before they choose the correct word/phrase in order to understand the meaning.
- · Have Ss do the activity.
- · Check the answers with the class.

**KEY** 

- 1. fortunately
- 3. suddenly

2. In the end

#### **OPTIONAL ACTIVITY**

• Draw Ss' attention to activity B and ask them the following questions:

Which word/phrase can replace the adverb fortunately and be a correct answer to the first sentence, too? (Luckily)

Which word/phrase can replace the phrase In the end and be a correct answer, too? (Finally) Which word/phrase can replace the adverb suddenly and be a correct answer, too? (all of a sudden) Which word/phrase can replace the phrase To our surprise and be a correct answer, too? (Surprisingly, Amazingly)

#### 3. Grammar

- Draw Ss' attention to the two examples focusing on the tenses in blue.
- · Ask Ss if they recognise them. (Past Simple, Past Progressive)
- Draw Ss' attention to the yellow box and have them complete the rule.

KFY

1. Past Progressive 2. Past Simple

B

- Draw Ss' attention to the two examples in the yellow box focusing on the words in blue.
- Have Ss complete the rule in the second yellow box.

**KEY** 

- 1. while/as 2. when
- · Point out that when the time clause comes before the main clause, they are separated by a comma.
- Have Ss look for examples of time clauses in the text (while I was cleaning the shark tank / As I was swimming towards him / When the sharks heard / when one of the sharks bumped my leg, ... / when I reached the surface / While the director and I were talking / When I heard the director say 'action!'/ I was getting ready for the jump when, all of a sudden, something... / when it hit the water).
- · Refer Ss to the Grammar Reference.

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

**KEY** 

- 1. were sitting, walked
- 2. was trying, fell
- 3. were chasing, found
- 4. were having, appeared

#### 4. Speak & Write

- · Have Ss go to the Speaking Activities section at the back of the book.
- Divide Ss into pairs. Have higher-performing Ss work with lower-performing Ss.
- Draw Ss' attention to the pictures and have them tell you what they can see (a man falling off his bike, a burning house). Ask Ss to read the prompts and the questions.
- · Explain that each student has to tell a story based on one of the pictures. Ask Ss to go through the questions in the box.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to use when + Past Simple and while/as + Past Progressive to tell the story. Also, encourage them to use words/phrases such as suddenly, all of a sudden, then, finally, and fortunately.
- Demonstrate the activity with the help of a student.
- Have a pair of Ss do the activity at the front of the
- · Have Ss do the activity and go round the class helping them when necessary.
- Choose several pairs of Ss to present their stories to the class

#### **KEY**

suggested answers

- It was a sunny Sunday and my father and I decided to go hiking. As we were walking, I saw some beautiful flowers and I started taking pictures. Suddenly, we saw a cyclist crashing into the roadside barrier and falling down the slope. We couldn't believe our eyes! My dad ran towards the roadside barrier and I called for an ambulance. Fortunately the cyclist shouted that he was fine. We were so relieved. When the ambulance arrived, we saw that he wasn't seriously injured. He thanked us for our help and we kept walking towards the mountain.
- We were having lunch when suddenly we saw smoke coming from the house next to ours. We called the fire brigade immediately. At first we didn't panic and fortunately the firefighters came quickly. We thought there were no people in the building, but suddenly we heard someone calling for help. We were very frightened. One of the firefighters climbed up a ladder to rescue the man and carried him down on his back. The man wasn't injured but we called for an ambulance just to be sure. The firefighters managed to put out the fire after three long hours. The fire destroyed the house but luckily everyone was OK.

#### B W1.4, W2.1 W2.2, W2.3





- Have Ss go to the Writing Reference section at the back of the book.
- · Draw Ss' attention to the information explaining which tenses, time linkers and expressions/phrases they should use when narrating events.
- Tell Ss that they are going to write a narrative account of the events in the picture they discussed in activity A.
- Allow Ss some time to write their narrative account, and go round the class providing support when necessary.

### C S5.1

• Choose several Ss to read out their narrative account.

## 2. Vocabulary 3. Grammar

- A P Match the words 1-6 with their synonyms a-f. Then check your answers in a dictionary.
  - 1. suddenly
  - 2. fortunately
  - 3. then
  - 4. amazingly
  - 5. finally
  - 6. unfortunately
    - a. to my surprise
    - **b.** after that
    - c. by bad chance
    - **d.** all of a sudden
    - e. in the end
    - f. by good chance

When you learn new words, it's a good idea to also learn any corresponding synonyms and/

#### **B** Circle the correct options.

1. The stuntman had an accident while he was jumping off a wall, but suddenly / fortunately, he wasn't seriously injured.

or antonyms.

- 2. Unfortunately / In the end, the police officer found the lost boy and took him back to his family.
- **3.** I was walking in the park when suddenly / then I slipped on wet grass and fell.

- Past Simple Past Progressive Time clauses (when, while, as)
- A Read the examples and complete the rule.
  - 1. I was getting ready for the jump when something reddish-brown appeared a few metres away.
  - **2.** As/While I was swimming towards him, I saw a shark.

We use the <b>Past Progressive</b> and the <b>Past Simple</b> in the					
same sentence when one action interrupted another in the					
past. We use the (1)	for the longer action				
and the (2)	for the shorter action. In this				
case we use while or when or as.					

- B Read the examples below. Then complete the rules with when or while/as.
  - As/While I was swimming, I saw a dolphin.
  - I was fishing when it started raining.
  - to introduce the action of longer **1.** We use duration (the Past Progressive). 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.	The students	(sit) down when the teacher
	(wal	into the classroom.
2.	As I	ry) to take a photo of some dolphins
	at the aquarium, I alm	st(fall) into the pool
3.	While my friends and	(chase) each other in
	the park, we	(find) a tortoise.
4.	Mr and Mrs Ross	(have) a picnic when a

(appear).

## 4. Speak & Write

- A Go to the Speaking Activities section on page 61.
- B 🔯 🍄 🍜 Read the information in the Writing Reference section at the back of the book and write a paragraph about the picture you described in activity A.
- C Present it to the class.



## 1. Read

· Which words would vou use to describe a true hero?

brave confident honest clever sensible strong

- B P Nead the text quickly (skim) and choose the best title.
  - a. A true hero
  - **b.** A great victory
  - c. The King's illness



Sometime in the 12th century, there lived an incredibly brave and sensible man named Salah al-Din. It was a time of war between men of different religions. Salah al-Din led the Muslim soldiers against their enemies and managed to successfully defeat them at the Battle of Hattin in 1187 and freed Jerusalem. Crowds of Muslims gathered to cheer their victory. The war continued for many years, still Salah al-Din remains in history as a supporter of the Muslim culture, as a great leader and as an honest man whose careful plans and many skills won the respect even of his most famous enemy, King Richard I of England.

Tor two years Salah al-Din and King Richard fought against each other. Salah al-Din fought to protect Jerusalem and King Richard to win it. One day, word got around that King Richard was

seriously wounded. His men gathered round the tent in which their King lay hidden and sat there extremely upset. It was unknown whether the King was in pain, or was suffering from an injury.

While they were trying to find out more about the King's health, something totally unexpected happened. 'Some soldiers are coming!' shouted a knight.

Silence fell. As the strangers were galloping towards them, the King's men watched them approach with a feeling of unease. Five Muslim soldiers got off their horses and greeted them.

The knights raised their swords and lifted their shields. Then one of them shouted, 'What is the meaning of this?'

'We are here for the King. Salah al-Din sent us.' replied one of the five men.

'We come in peace,' said another one of them. 'I am Salah al-Din's doctor. Salah al-Din knows your King is ill and sent me here to help him.'

The knight slowly removed his helmet. He noticed that the men were carrying fruit for the King as well as ice to help with his fever.

All the knights were very surprised. They never expected such an act of great kindness in the middle of a war.

It was then that all of them realised that what they heard about Salah al-Din's goodness was true.



- C PNow scan the text. Then read carefully and answer the questions.
  - 1. What happened at the Battle of Hattin?
  - 2. What happened to King Richard that worried his soldiers?
  - 3. Who were the five soldiers?
  - 4. Who sent the soldiers?
  - 5. What did the soldiers have with them?
  - **6.** What do we understand about Salah al-Din's character from the story?



#### **LEARNING STANDARDS**

SB: R1.1, R2.1, S1.1, L2.1, R5.1

**WB:** L2.1

#### **FUNCTIONS - TOPICS**

Talking about an important person in history

#### **STRUCTURES**

Adverbs (manner, frequency, time, degree, place, sequence)

#### **VOCABULARY**

approach battle be in pain cheer defeat gather goodness greet honest incredibly injury kindness knight leader Muslim religion remain reply (v.) sensible soldier suffer from supporter unexpected unknown victory war wounded

#### 1. Read

- Draw Ss' attention to the adjectives in the blue box and ask the question.
- Elicit answers and encourage Ss to come up with any words/ideas related to real-life heroes. You can ask Ss who they consider to be true heroes and initate a short discussion.



- Draw Ss' attention to the three titles. Explain to Ss that they are going to choose the best title for the text.
- · Have Ss read the text and do the activity.
- · Ask them to underline any unknown words at the same time.
- As soon as they finish, have Ss compare their choice with their partners' and discuss any differences they may have.
- · Check the answer with the class and have Ss justify their answer.

#### KEY a. A true hero

· Ask Ss some comprehension questions:

When was the Battle of Hattin? 1187

What is Salah al-Din well-known for? for being a supporter of the Muslim culture, a great leader and an honest man

How many years were Salah al-Din and King Richard fighting for? two years

What did the knights do when they saw the soldiers? They raised their swords.

Why were the knights surprised? Because they didn't expect such an act of kindness.

## C R2.1

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

- 1. Salah al-Din led Muslim soldiers and managed to successfully defeat their enemies and free lerusalem
- 2. He was seriously wounded.
- 3. They were Muslim soldiers (who were sent by Salah al-Din to help King Richard).
- 4. Salah al-Din sent the soldiers.
- **5.** The soldiers had fruit as well as ice with them.
- 6. He was a great leader who managed to win battles, and also a good-hearted man who cared about others.
- Explain any unknown words in the text to Ss.

#### Over to you \$1.1 \*\*



- Draw Ss' attention to the question.
- Allow Ss some time to discuss it with their partners and then elicit answers. If necessary, write some key phrases/expressions on the board to help lowerperforming Ss.

#### KEY

suggested answer

#### How do you think the Story continues?

I believe that King Richard and Salah al-Din become friends. King Richard learns to respect the culture and the religion of Salah-al-Din and he begins to understand how important Jerusalem is to him. King Richard agrees to leave Jerusalem.

#### 2. Grammar

- Ask Ss to read the examples and draw their attention to the adverbs in blue.
- · Have Ss do the activity.

#### KEY

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

- · Have Ss read the first example again and tell them that outside is an adverb of place. Explain that we usually place it at the end of a sentence.
- Help Ss come up with examples of adverbs of place.
- · Have Ss read the second example again and tell them that gladly is an adverb of manner. Explain that we usually place it after the verb (and its object, if there is one).
- · Check Ss' previous knowledge on the formation of adverbs of manner.
- Help Ss come up with examples of adverbs of manner.
- · Ask them if they can recall any irregular adverbs of manner (well, fast, hard, etc.).
- Have Ss read the third example again and tell them that first and then are adverbs of sequence. Explain that we usually place it at the beginning of a sentence and it is often followed by a comma.
- · Help Ss come up with examples of adverbs of seauence.
- Have Ss read the fourth example again and tell them that always is an adverb of frequency. Check Ss' previous knowledge on adverbs of frequency.
- Help Ss to come up with examples of adverbs of frequency.
- · Have Ss read the fifth example again and tell them that very is an adverb of degree.
- Help Ss come up with examples of adverbs of degree.
- Have Ss read the sixth example again and tell them that yesterday is an adverb of time. Explain that we usually place it at the end of a sentence but that it can also be placed at the beginning for emphasis. Adverbs of time with one syllable can also be placed before the main verb and after the auxiliary verb.
- Help Ss come up with examples of adverbs of time.
- · Have Ss scan the text and find as many adverbs as they can then try to identify them: here (place); slowly, successfully, seriously (manner); very, totally (degree); then (sequence)
- · Write the following sentences on the board and have Ss put the adverb in the correct place. Accept all correct answers.

Salim was upset about losing the game. (terribly); Salim was terribly upset about losing the game.

I've finished my homework. (finally); Finally, I 've finished my homework.

I agree with you. (totally); I totally agree with you. I'm going to sit. (here); I'm going to sit here. What did you do? (yesterday); What did you do yesterday?

It's nice to hear from you! (always); It's always nice to hear from you!

· Refer Ss to the Grammar Reference.

#### B

- · Have Ss do the activity.
- · Check the answers with the class.
  - KFY
- 1. Then
- 4. outside 5. happily
- 2. really
- 3. usually
- 6. tomorrow

- Have Ss come up with sentences of their own using any of the types of adverbs. This will challenge higher-performing Ss.
- Write some of the sentences on the board and have Ss identify the adverb in the sentence and what type it is. This will give lower-performing Ss more practice.

#### 3. Listen & Write

#### A L2.1

- Explain to Ss that they are going to listen to the continuation of the story. Before Ss read through the sentences 1-4, ask them to guess how the story ends.
- Draw Ss' attention to the sentences 1-4 and make sure they understand everything. Have them guess which sentences are true or false. Then play the recording for Ss to confirm their answers.
- Play the recording again and have Ss compare their answers in pairs.
- · Check the answers with the class.

#### KEY

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

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

#### B L2.1 🤝

- Draw Ss' attention to the activity and explain that it is a summary of the story of Salah al-Din. Remind Ss that a summary includes only the most important parts of the story and not the details.
- Ask Ss to read through the summary and try to find as many words/short phrases as possible without looking at the story. This will challenge higherperforming Ss.
- Have Ss do the activity.
- Tell Ss that they should read the story on page 50 again and complete gaps 1-5. Then they should use the information from the audio input in activity A to find the rest of the information they need to complete gaps 6-9.

#### **KEY**

- 1. enemy
- 6. town
- 2. five
- 7. twenty kilometres
- 3 doctor
- 8. peace 9. in need
- 4. fruit 5. knights

### C S1.1

- Draw Ss' attention to the question.
- Allow Ss some time to discuss it with their partners and then elicit answers.

#### **KEY**

Yes, I would. Salah al-Din was a great man, so he probably did other important things. I would also like to know more about his childhood. / No, I wouldn't. I'm more interested in reading about present-day heroes and how they are changing our lives now.

#### 4. Read and Present R5.1



- Have Ss choose a book and skim the first chapter.
- Tell Ss that they must focus on the main features (what, where, when, who).
- Allow Ss some time to prepare their presentation, and go round the class providing support when
- · Have Ss present the first chapters of their books to the class.

## 2. Grammar

Adverbs (manner, frequency, time, degree, place, sequence)

- A Read the examples below. What does each adverb express? Match 1-6 with a-f.
  - 1. The soldiers sat outside the tent.
  - **2.** Salah al-Din **gladly** helped King Richard.
  - **3. First**, they gave King Richard ice. **Then**, they gave him the fruit.
  - **4.** The soldiers **always** fought bravely.
  - **5.** All the knights were **very** surprised.
  - King Richard was wounded yesterday.
    - a. when something happens
    - **b.** the order in which something happens
    - c. how something happens
    - **d.** the intensity with which something happens
    - e. where something happens
    - **f.** how often something happens
- B Complete the sentences with the correct adverbs.

usually tomorrow outside happily then really

1. First. I have breakfast.

my teeth.

- **2.** Ameen was excited about the game.
- **3.** Salim goes to the gym after work.
- 4. We were waiting for you
- **5.** Hasna helped her sister with her homework.
- 6. I'm going on a trip

## 3. Listen & Write

A 

Listen to the continuation of the story and write T for True or F for False.

- **1.** Salah al-Din sent men to protect the town of Acre.
- **2.** Salah al-Din lost control of Jerusalem in 1192.
- Richard and Salah al-Din finally agreed to stop fighting.
- **4.** Salah al-Din died in Jerusalem in 1193.
- B Complete the summary of the story.
  Write a word or a short phrase in each gap.

King Richard was a great 1
of Salah al-Din, but when Salah al-Din
heard about his illness he sent
2soldiers to help him and
one of them was a(n) 3 The
five soldiers brought 4and
ice for the King. All King Richard's
5 were amazed by this
action. They now understood why so
many poeple believed that Salah al-Din
was a great man. However, the war
continued and Richard's soldiers later
attacked the 6 of Acre. In
1192 Richard was 7 from
Jerusalem but he could never take the
city, and Salah al-Din and Richard agreed
to make <b>8</b>
al-Din died later in 1193, he wasn't rich
because he always gave his money to
people 9

C Would you like to read more about Salah al-Din? Why? / Why not?

## 4. Read & Present

#### **CLASS PRESENTATION**

Choose a book you like from your class/ school library. Read the first chapter and present the key features of the story (what, where, when, who) to the class.



## 2. Listen (1)

Listen to four short dialogues and answer the questions. Choose picture a, b, c or d.

1. What time are they meeting?



**3.** Where did the man look for the torch first?



2. What do they not have with them?



**4.** What did the boy <u>not</u> do during his trip?



#### **LEARNING STANDARDS**

SB: S1.1, L2.1, L1.1, R5.1

**WB:** R2.1

#### **FUNCTIONS - TOPICS**

Talking about camping Expressing result

#### **STRUCTURES**

Clauses of result

so + adjective/adverb + (that)

such + (a/an) + (adjective) + noun + (that)

#### **VOCABULARY**

go fishing indoors not a thing

#### Words/Phrases related to camping

backpack collect wood compass first-aid kit (fishing) gear insect repellent make a fire matches put up a tent rope sleeping bag sunscreen torch whistle (n.)

#### 1. Vocabulary

A

- Draw Ss' attention to the picture and the words in the box.
- Ask them to label the pictures using these words.
- Allow Ss some time to read them and encourage them to start with the ones they are familiar with.
- · Have Ss do the activity.
- · Check the answers with the class.

#### KEY

first-aid kit 12 sleeping bag 5 tent 1 backpack 2 compass 11 torch 9 matches 10 sunscreen 6 whistle 8 rope 4 insect repellent 3 fishing gear 7

#### **OPTIONAL ACTIVITY**

- Have Ss look at the words in the box again and draw a first aid kit on the board.
- Have them work in pairs and list five things they
  might want to put in the first aid kit if they were going
  camping. Encourage them to use some of the words
  in the box but also any other words they know related
  to the topic.
- Demonstrate the activity with the help of a Student.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Have Ss do the activity and go round the class helping them when necessary.

## B \$1.1

- Draw Ss' attention to the questions. Encourage Ss to express themselves in English. Also, encourage them to elaborate on their answers.
- Ask Ss the first question and write the following on the board: I like/don't like camping because...
- You can also tell Ss to try and replace the verbs like/ dislike with others they know from module 1. Elicit answers.
- For the second question, you can write the following question words on the board to help Ss elaborate on the question *When Where Who*.
- Ask Ss the third question. You can have them work in pairs and share their ideas in class.
- You can have them justify their answers. This will challenge higher-performing Ss.

#### KEY suggested answers

• I like camping because I enjoy being close to nature. / I dislike camping because I don't like sleeping in a tent.

- Yes, I have and I had a good time.
   No, I haven't but I would really like to go.
- batteries/GPS/map/mobile phone)

### 2. Listen (1) L2.1 5

- Explain to Ss that they are going to listen to four short dialogues and ask them to read through the questions 1-4.
- Play the recording once and have Ss take notes of what they hear. Point out to Ss that they may hear all the options but they have to pay attention to the question they have to answer.
- Play the recording again and have Ss compare their answers in pairs.
- Check the answers with the class.

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

 Ask Ss to use their notes and tell you why the other options/pictures weren't correct. This will challenge higher-performing Ss and help lower-performing Ss understand why these were the correct answers.

#### 3. Grammar

A

- Ask Ss to underline the word/words that follow(s) so or such (beautiful day / dark) and draw their attention to the article a in the first sentence. This will help lower-performing Ss do the activity.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

**KEY 1.** such **2.** so

В

- Have Ss read through the questions and underline the words What and Why. Explain to them that the cause and effect relationship describes something that happens and why it happens.
- Ask Ss to complete the rules about the formation of clauses.
- Check the answers with the class.

**KEY 1.** so, **2.** such

- Have Ss tell you if they understand the meaning of so/such in these sentences (to such a great extent) and discuss the new structures mainly through the examples.
- Point out to Ss that we use such without the article a/ an before nouns in plural or uncountable nouns.
- Write the following examples on the board to help Ss understand better:
  - They are such intelligent girls. (girls-plural) It was such lovely weather that we spent the whole day at the park. (weather-uncountable)
- Have Ss come up with their own examples practising the new structures. This will challenge higherperforming Ss.
- Refer Ss to the Grammar Reference.

C

- Have Ss do the activity. Tell Ss to pay attention to the word/words after so and such.
- · Check the answers with the class.

**KEY 1.** such **2.** so **3.** such **4.** so **5.** such

#### 4. Listen (2)

#### A

- Ask Ss if they have ever spoken about an adventure they had on a radio show.
- Draw Ss' attention to the picture and the words below and ask Ss to guess what happened and which words will be used by the man to talk about his adventure.
- · Have several Ss share their answers in class.

#### **KEY**

Open answers

#### B L1.1

- · Have Ss read the question.
- · Play the recording and have Ss compare their answers in pairs.
- · Check the answer with the class.

#### **KEY**

b

#### C L2.1

- Have Ss read through the sentences a-h. Make sure they haven't got any unknown words. Point out that the first one has been done for them.
- · Before they listen to the man's adventure again, ask Ss to figure out the sequence of events. This will challenge higher-performing Ss.
- · Play the recording and have Ss do the activity.
- · Play the recording again and have Ss check their answers in pairs.
- · Check the answers with the class and have Ss justify their answer.

**1.** d **2**. a **3**. h **4**. b **5**. g **6**. c **7**. e **8**. f

#### D S1.1 <sup>®</sup>

- Draw Ss' attention to the questions.
- · Allow Ss to express themselves and initiate a short discussion.

#### **KEY**

suggested answer

- Without a tent I would leave immediately and go home.
- · It can start to rain and my things could get wet, wild animals can take my food, I can have an accident, I can get lost.

#### **OPTIONAL ACTIVITY** What's my word?

- · Have each student make 5-10 cards with the vocabulary presented in the lesson. Alternatively, you can choose a topic and have Ss come up with words related to it.
- As soon as Ss have made the cards, have them work in pairs and ask them to exchange the cards with their partners.
- SA places a card on his/her forehead, without looking at it, and tries to find the word based on SB's description. SB should give as many clues as possible to help his/her partner guess the word.
- Demonstrate the activity with the help of Ss.

- Have a pair of Ss demonstrate the activity at the front of the class.
- Have Ss do the activity swapping roles.
- To challenge Ss, you can set a time limit of 2 minutes for every student's turn.
- The student who has found the most words is the

#### 5. Read & Present R5.1



- Have Ss search the Internet to find the information they need for their presentation. You can recommend some safe websites for Ss to use.
- Allow Ss some time to make notes and prepare their presentation. Go round the class providing support when necessary.
- Have Ss present their outdoor adventure to the class.

## 3. Grammar

#### Clauses of result

- A (3) Read the following sentences from 2. Listen (1) and complete them with so or such. Then listen and check your answers.
  - **1.** It's \_\_\_\_\_ a beautiful day that I don't want to stay indoors.
  - **2.** It's \_\_\_\_\_ dark that I can't see a thing.
- B Read the sentences in activity A again and answer the questions. Then complete the rule.
  - 1. What doesn't the woman want to do? Why doesn't she want to do this?
  - 2. What can't the man do? Why can't he do this?
    - 1. + adjective or adverb + (that)...
    - **2.** + (a/an) + (adjective) + noun (that)...

#### C Complete with so or such.

- **1.** It was \_\_\_\_\_ a cold morning that we didn't go out at all.
- **2.** The view was \_\_\_\_\_ impressive that we couldn't stop taking photos.
- **3.** We had \_\_\_\_\_ a great time on our camping trip that we want to go again.
- **4.** The campsite was \_\_\_\_\_ far that we couldn't go there on foot.
- **5.** My best friend is \_\_\_\_\_ a good mountain climber that I'm sure he'll climb Mt Everest some day.

## 4. Listen (2)

A You will hear a caller speaking on a radio show about an adventure he had. Before you listen, look at the picture and guess which of the words below will be mentioned.

fishing gear			boa	t	rope		swim		fire		
first-aid kit		'	wind		whistle	9	reso	cue	m	obile p	ohone

B Listen and answer the question.

Choose a, b, or c.

What was Bill's main problem?

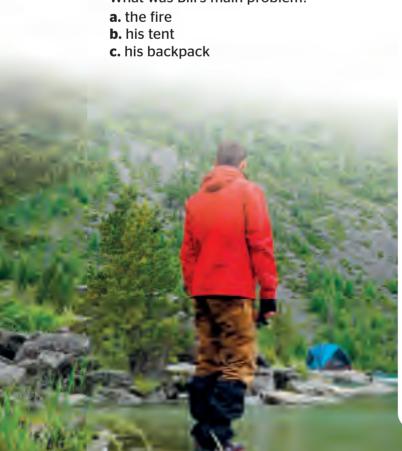
- C 

  Listen again and put the sentences in the correct order. Write 2-8.
  - a. Bill went fishing.
  - **b.** Bill saw his tent in the lake.
  - c. Bill made a fire.
  - **d.** Bill put up his tent.
  - **e.** Bill saw a boat.
  - \_ \_...
  - **f.** Bill shouted for help.
  - **g.** Bill felt hungry.
  - h. Bill collected wood.
  - D �� Answer the following questions.
    - What would you do if you were in the man's place?
    - What else do you think can go wrong during a camping trip?

## 5. Read & Present

**CLASS PRESENTATION** 

Do some research and find another outdoor adventure. What happened? Make notes and present it to the class.



4e

## 1. Listen

A Look at the cartoon below. What do you think happened to the girl's brother? How might the dialogue

So, how was your trip to the amusement park? Did you take lots of pictures with my camera?



- B 1) Put the dialogue in the correct order. Write 2-8. Then listen and check your answers.
  - So, how was your trip to the amusement park? Did you take lots of pictures with my camera?
  - You what? And now it's in pieces?
  - I'm afraid so. I'm terribly sorry. I didn't mean to break it. It was an accident. I was actually taking good care of it... up until then.
  - What is it?

- Oh, well, never mind. I've been meaning to get a new one. I guess now's the time.
- I dropped your camera while I was taking a selfie on the roller coaster. I'm so sorry.
- Listen, it was my fault, so I'll pay for a new
- Erm... Listen, Emily. I've got some bad news.

### C FRead the dialogue again and answer the questions.

- **1.** Which phrases does the boy use to apologise for breaking the camera?
- **2.** Which phrase does the girl use to show that it doesn't matter?

## 2. Speak

A Read the phrases. Can you think of any more to add?

#### Apologising and explaining

- I'm so/really/terribly sorry!
- I'm sorry for breaking/losing...
- I'm sorry I broke/lost...
- Sorry about that!
- It's my fault.
- I didn't mean to... It was an accident.
- I don't know how it happened!
- I know that was wrong of me.
- It won't happen again. I promise!

#### Responding to an apology

- That's OK.
- No problem.
- Don't worry about it.
- Oh, well, never mind.
- It doesn't matter.
- · Forget about it.
- It happens.
- I hope this doesn't happen again.
   You know I don't like it when...

**B** ROLE PLAY

Choose one of the situations shown in the pictures. Talk in pairs.







Where are my

## 46

#### **LEARNING STANDARDS**

SB: L1.1, L2.1, R2.1, S5.1, W1.4, W2.1, W2.2, W2.3, W3.2

#### **FUNCTIONS**

Apologising and explaining Responding to an apology Narrating a story

#### **VOCABULARY**

any longer as a result be in pieces branch dive entrance face-to-face faint fall asleep fire alarm for this reason go off human relieved shoulder sleepy stare take care of sth tie (v.) treasure chest tropical fish walk away woods

#### **Phrases**

Forget about it. I couldn't wait to... I didn't mean to... I promise. I'm afraid so. I'm sorry for breaking/losing... I'm terribly sorry! It doesn't matter. It was an accident. It was wrong of me. It won't happen again. It's my fault. I've been meaning to... Never mind. Without thinking...

#### 1. Listen

### A L1.1

- Write the following sentence on the board *I made a mistake*. *I apologise for that*. and ask Ss to tell you if they understand the meaning of the verb apologise. Elicit answers (to tell someone you are sorry about something you shouldn't have done/said).
- Ask Ss:
   When was the last time you apologised for something?
   What was it for?
   How did you feel?
- Draw Ss' attention to the cartoon and ask them to tell you what they can see (a girl talking to her brother and the boy is remembering something and doesn't know what to say).
- Ask Ss who they think has a problem and encourage them to understand from the facial expressions and the body language (the boy). You can also ask Ss to tell you how they know that the boy doesn't know what to say (he says Erm... which is used to fill an awkward moment in a conversation).
- Have them read through the bubbles and ask them to tell you what happened (the boy broke his sister's camera and he has to apologise to her and explain).
- Have them work in pairs and think of how the dialogue between the boy and the his sister continue and tell them that they are going to act out the dialogue. Do not correct Ss at this stage.
- Demonstrate the activity with the help of a student.
- Have a pair of Ss demonstrate the activity at the front of the class.
- Have Ss do the activity and go round the class helping when necessary.

### B L2.1

- Draw Ss' attention to the sentences and make sure Ss haven't got any unknown words.
- Have Ss do the activity and think logically about the order of the dialogue.
- Have Ss listen again and compare their answers in pairs.
- Check the answers with the class.

KEY

1, 5, 6, 3, 7, 4, 8, 2

### C L2.1 🥌

- Have Ss work in pairs and ask them to read through the dialogue again.
- Ask them to find any expressions the boy uses to apologise for what he did and then any expressions the girl uses to show that it doesn't matter.

KEY

**Boy:** I'm terribly sorry. / it was my fault **Girl:** Oh, well, never mind.

#### Language Plus

#### apologise or apologize?

-ise or -ize

Both endings are acceptable in British English but in American English the only correct spelling is -ize. The -ize ending is the older and closer to the Greek verb endings -izo and -izein. However, -ise endings are more widely used in British English. The same applies to verbs ending in -yse/-yze.

#### 2. Speak

A

- Draw Ss' attention to the box containing the set phrases used for apologising and explaining and responding to an apology.
- Read each phrase and have Ss repeat after you. Make sure they understand everything.
- Ask them to think of any other phrases they could add to the tables
- Help Ss understand how they can use these phrases to apologise effectively.
- Tell them that first they have to get their attention (e.g. Listen, ...), say what happened (e.g. I lost your mobile phone), sincerely apologise for what happened (e.g. I'm terribly sorry/ Sorry about that) and admit that they are wrong (e.g. I know that was wrong of me/ It's my fault).

В

- Have Ss work in pairs and look at the situations depicted in the pictures. Ask Ss to tell you what they think happened in each situation and tick the phrases they want to use. This will help lower-performing Ss.
- Demonstrate the activity with the help of a student.
- 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. Tell Ss to swap roles.
- Choose several pairs of Ss to act out the dialogue at the front of the class.

#### KEY suggested answers

- A: What happened to my mobile phone Hessa?
  - **B:** It was an accident. Let me explain what happened.
  - A: OK I'm listening.
  - **B:** Well, as you know, I borrowed your phone to take pictures for my school project. As I was taking a picture, a girl on her skateboard hit me and the phone fell out of my hands and broke. I am so sorry.
  - A: I hope you didn't get hurt.
  - **B:** Fortunately I'm fine but, your phone is broken.
- A: Don't worry about it.
- A: Are you OK, Saeed? Oh no! Look at my bike!
- **B:** Well, I was late for Karate class and I was going really fast. It was raining and the road was slippery. I guess you know what happened next.
- A: I told you to be careful, Saeed!
- **B:** I was being careful. I don't know how it happened. I'm sorry about that!
- A: That's OK. Let's see if we can fix it now.
- A: Where are my sunglasses?
- B: Erm... Huda, I've got some bad news.
- A: What's wrong, Dana? Have you seen my sunglasses?
- **B:** Well, I took them yesterday because I broke mine and
- **A:** What? You took my sunglasses without asking?
- **B:** I'm so sorry, Huda. The problem is I can't find them now. I don't remember where I put them. It's my fault.
- **A:** You know I don't like it when you borrow my things without asking me first, but forget about it. It happens.
- **B:** Listen, I know that was wrong of me. I'm going to find them and it won't happen again. I promise!
- A: Oh, well, never mind. I've got another pair.

4e

#### 3. Speak & Write

#### A R2.1

 Draw Ss' attention to the story and ask them to read it silently. Alternatively, have Ss take turns reading it aloud.

· Ask Ss some comprehension questions:

Why didn't Steve go to school yesterday? Because he had a stomach ache.

How did he spend the morning? He spent the morning reading about rainforests.

Where did he suddenly find himself? in the rainforest How did he feel when he found himself face to face with a monkey? He was shocked.

What had he read about monkeys? He had read that monkeys can attack humans.

What did he do to keep himself safe? He started walking away.

What happened when he tried to call for help? The monkey jumped down from the branch, grabbed his mobile phone and disappeared.

What happened when Steve started shouting? more than twenty monkeys appeared

Did Steve stay calm? No, he fainted.

Was Steve really in a rainforest? No, it was a dream. How did he feel when he woke up? relieved

- Explain any unknown words.
- Ask Ss to read through the questions and explain to them that they should try to justify their answers whenever it is possible. This will challenge higherperforming Ss.
- Have Ss do the activity. Check the answers with the class.

#### KEY

- The writer uses the following tenses: the Past Simple (didn't go, spent, started, closed, had, thought, sat, wasn't, was, etc.) and the Past Progressive (was staring, was taking, were making). We use these tenses when we are telling or writing a story.
- 2. The writer uses linking words expressing time (after a while, immediately, as, then when), contrast (however, but) and result-consequence (because).
- **3.** The writer uses the following adjectives to describe Steve's feelings: *sleepy, shocked, relieved.*
- 4. The first paragraph introduces the main character (Steve) and describes the setting and how it all started (Steve was at home and he fell asleep). The second paragraph describes what happened (Steve is in the rainforest and he finds himself face to face with a monkey). The third paragraph describes what happened in the end and makes a comment on Steve's feelings (It had all been a dream and Steve was relieved).

#### В

- Ask Ss to look at the plan and check their understanding.
- Explain the plan in detail and refer to the story in activity A to provide them with examples.

#### C

- Draw Ss' attention to the box and explain to them that they should use the linking words/phrases to join sentences.
- Have Ss read through the sentences and check their understanding.
- Ask Ss to do the activity. Point out that more than one answer may be correct. Check the answers with the class.

#### KEY

**1.** As soon as/When Peter saw a bear in the woods, he started running.

- 2. While/As I was watching TV, the fire alarm went off. / I was watching TV when the fire alarm went off.
- 3. I was so exhausted that I fell asleep immediately. / I fell asleep immediately because I was exhausted. / I was exhausted, so I fell asleep immediately. / I was exhausted and as a result I fell asleep immediately.
- 4. Tina didn't revise for the history test, so she failed it. / Tina didn't revise for the history test and as a result she failed it. / Tina failed the history test because she didn't revise for it.

#### **OPTIONAL ACTIVITY**

- Have Ss search the Internet to find interesting facts about rainforests. Tell them that each of them should find at least two facts.
- · Ask Ss to present them.
- You can also encourage Ss to choose ten of these facts and make a poster as a class.

#### D S5.1

- Refer Ss to the Speaking Activities section- activity A.
- · Have Ss work in groups of three.
- Draw Ss' attention to the pictures and ask them to tell you what they can see.
- Have Ss read through the boxes and explain to them that they should use these prompts to tell their story.
- · Have Ss put the pictures in the correct order.
- Point out to Ss that they have to give the story an ending.
- · Check the answers with the class.

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

- Draw Ss' attention to activity B.
- Demonstrate the activity with th help of two students.
- Have a group of Ss demonstrate the activity at the front of the class.
- Have Ss tell their stories in groups.

#### KEY suggested answer

They couldn't wait to open the chest! They thought it might have gold inside! However, they quickly went from being excited to disappointed when they saw that it had some old fishing equipment in it! They decided to take the chest to the police because it wasn't theirs, but first they wanted to show it to their friends and play a practical joke on them. Everyone had a good laugh!

#### Over to you

 As soon as they have finished, have Ss vote for the most interesting ending.

KEY

Suggested answer

I liked the second group's ending the best because it made me laugh.

### E W1.4 🧕 , W2.1, W3.2 😷 , W2.2, W2.3 🥏

- Refer Ss to the story in activity D and the prompts in the *Speaking Activities* section
- Draw their attention to the TIP and explain it to them.
- Point out to Ss that they should use the prompts and the plan in activity B.
- Ask Ss to go to the Workbook page 58 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Have Ss go to the Workbook on page 59 and complete the writing plan before they start the task.
- Draw Ss' attention to the blank 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 story and go round the class providing support to Ss when necessary.
- Choose several Ss to read their stories in class.

## 3. Speak & Write A walk in the rainforest

- A Read the story and answer the questions. Where it is possible, underline words/phrases in the story to justify your answers.
  - 1. What tenses does the writer use? Why?
  - 2. What words does the writer use to link ideas?
  - **3.** What words does the writer use to describe feelings?
  - **4.** What is the purpose of each paragraph?

B Read the plan.

Steve didn't go to school yesterday because he had a stomach ache. He spent the morning reading about rainforests. However, after a while, he started feeling sleepy and closed his eyes.

Suddenly, he had a strange feeling. He thought someone was staring at him. He immediately sat up in bed – but he wasn't in bed at all! He was in the rainforest. All of a sudden, he felt a hand on his shoulder. Steve turned to look and found himself face-to-face with a monkey. He was so shocked that he held his breath! He knew that monkeys can sometimes attack humans, so he slowly started walking away. He decided to call for help. As he was taking his mobile out of his pocket, the monkey jumped down from the branch, grabbed it and disappeared. 'Hey! Come back here!' Steve shouted. To his surprise, more than twenty monkeys appeared. They were making noises and looked like they were ready to attack. Steve fainted.

When he woke up, he was not in the rainforest any longer. Fortunately, it was all a dream! He was so relieved!

Plan

A story

#### (INTRODUCTION)

Describe the setting of the story (time, place, weather, etc.) and introduce the main character(s).

#### **MAIN PART**

Mention what happened, what the character(s) saw, heard, did, said, etc. and how they felt. Use:

- **Past Tenses** (Past Simple, Past Progressive) and present the events in your story in a logical order.
- linking words/phrases to join your ideas.

**Time - Sequence:** when, while, as, before, after that, after a while, till/until, during, later, soon, then, at that moment, in the beginning, finally, in the end, by the time, immediately

Contrast: but, however

**Result - Consequence:** so... that, such... that, so, for this reason, as a result

Cause - Reason: because

- expressions/phrases to make your story more interesting.
  - All of a sudden / Suddenly,...
  - (Un)fortunately,...
  - To my surprise,...
  - I couldn't believe my eyes!
  - I held my breath!
  - Without thinking,...
  - I didn't think twice.
  - I couldn't wait to...
- adjectives describing feelings (frightened, shocked, upset, relieved, excited, etc.).

#### CONCLUSION

Describe what happened in the end and how the characters felt.

C Join the pairs of sentences 1-4 using the linking words/phrases in the box. Make any necessary changes. More than one answer may be correct.

so while so... that because when as as a result

- **1.** Peter saw a bear in the woods. He started running.
- **2.** I was watching TV. The fire alarm went off.
- 3. I was exhausted. I fell asleep immediately.
- **4.** Tina didn't revise for the history test. She failed it.

#### **D** TELL A STORY

Talk in groups.

Go to the Speaking Activities section on page 61.

E Use the ideas you discussed in activity D and follow the plan in activity B to write the story. Go to the Workbook page 59.

Try to organise your story in paragraphs, using the plan. However, sometimes you may not be able to follow it strictly. You may, for example, need to introduce a character or change the setting in the main part.

# Round-up

## 1. Vocabulary

A Circle the correct options.

- 1. The firefighters put / took out the fire and rescued / attacked the old woman and her cat.
- 2. The water was freezing and, after a while / as a result, we didn't swim in the river.
- 3. The boys went hiking in the woods / nature and when they came back, they were exhausted / exhausting!
- **4.** We were driving in the mountains when a bear started **cheering / chasing** us. It was a frightened / frightening experience!
- 5. All the children gathered / replied around the new roller coaster.
- 6. Gavin can't hear me shouting, and I need to get his attention / safety. Quick! Give me your matches / whistle.
- **7.** Are you sure Mark can take care **of / for** the tropical fish we bought him?

Score:

read

play

**8.** Ali put **up / out** his tent by himself.

do

2	. Grammar
В	Complete with the Past P

not study

rogressive of the verbs in the box.

1. A:Did you go to th	e park yesterday morning?
<b>B:</b> No, I	television.
<b>2.</b> Last night Kevin	for the test.
He	computer games.
<b>3. A:</b> What	you
last night?	
<b>B:</b> I	a very interesting book.
	Score: 0/5

watch

C Complete with the Past Simple or the

	Past Progressive	of the verbs in bracke	ts.
I.	While Hamad	(try) to take	ذ
	a photo, he	(drop) the	
	camera.		
2.	As I	(climb) a tree, a bran	ch
		(break) and I	
	(fall) to the groun	d.	
3.	While Lisa	(walk)	
	into the aquarium	, she(se	ee)
	her friend Mandy.		
4.	1	(wear) my pyjamas when	n
	my friends	(come) to visit	t. I

was so embarrassed!

5. Mrs Smith	(make) dinner
when the girls	(arrive)
home.	Score: /11
D Rewrite the sentence words given.	es starting with the
<b>1.</b> It was such a bad joke t The joke	, ,
2. The climb is so dangerd people have done it.	

3.	It was such a long tunnel that it took us ten
	minutes to get out of it.
	The tunnel

**4.** This film is so good that I watched it twice. This is



## 3. Communication

E Complete the dialogue with the sentences a-d.

A: Clara um I need to
tell you something.

**B:1** What's wrong?

A: Well... I lost the compass you lent me.

B: Jo, that's OK. 2

what? **b.** I'm all ears.

a. You know

**c.** If you insist.

d. It doesn't matter.

A: No, I know it was your dad's. I feel terrible about losing it.

**B:** Seriously, never mind. It was very old. He needed a new one anyway. I'll look for one in the shops next Saturday.

A:3	Let me pay	for it. It's	the least I	can	do.
<b>B:</b> OK <b>4</b>				_	

A: I do. It's unfair for you to pay for it.

Score:	/8
Total score: (	)/40)

### Now I can...

- narrate past events
- describe my feelings
- distinguish between the Past Simple and the Past Progressive
- sequence past actions and events
- express result
- apologise, give an explanation and respond to an apology
- use linking words/phrases (time - sequence, contrast, result consequence, cause - reason)
- write a story

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.

#### **LEARNING STANDARDS**

**WB:** L1.1, L2.1

#### 1. Vocabulary

#### KEY

- 1. put, rescued 5. gathered
- 6. attention, whistle 2. as a result
- 3. woods, exhausted
- **4.** chasing, frightening **8.** up

#### 2. Grammar

В

#### KEY

- 1. was watching,
- 2. wasn't studying, was playing!
- 3.were... doing, was reading

C

#### KEY

- 1. was trying, dropped 4. was wearing, came
- 2. was climbing, broke, 5. was making, arrived
- 3. was walking, saw

D

#### KEY

- 1. was so bad that nobody laughed
- 2. such a dangerous climb that only a few people have done it
- 3. was so long that it took us ten minutes to get out of it
- 4. such an interesting film that I watched it twice

#### 3. Communication

#### **KEY**

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

# **Culture Page** Nasser Salih Nasser Abdullah Al-Attiyah

#### **LEARNING STANDARDS**

SB: R2.1, R5.1, S2.2

- Draw Ss' attention to the picture and ask them if they recognise the person in the picture. (Nasser Salih Nasser Abdullah Al-Attiyah)
- · Ask Ss what they know about him and ask them if they think the title of the text is appropriate. Elicit answers and initiate a short discussion. Encourage Ss to give their opinions.
- · Have Ss read the text.

#### B R2.1

- Ask Ss to read through the text and underline any unknown words.
- · Ask Ss some comprehension questions:

In which sport did Al-Attiyah win a medal at the Olympic games in London in 2012? skeet shooting

What does Al-Attiyah consider the greatest moment of his life? his win in the Dakar Rally in 2011

How many times has he won the Fia Rally? three times

What place did he get at the Dakar Rally in 2010? second (place)

What event did he miss because of the Olympics in 2012? the Nestle Oil Rally (in Finland)

What did he miss at the Dakar Rally of 2009? nine checkpoints

What does Al- Attiyah think his special talent is? archery

What is his favourite food? roast camel

- · Have Ss do the activity.
- To help lower- performing Ss, you may eliminate one or two of the incorrect options.
- · Check the answers with the class.

#### KEY

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

#### PROJECT R5.1 S2.2



- Draw Ss' attention to the project and tell them they are going to do research about a successful Qatari athlete
- Allow Ss some time to brainstorm and note down successful athletes they've thought of.
- Tell them to decide on how they are going to present the information (e.g. a poster, a slideshow presentation, a video etc.). This will encourage Ss to express themselves according to their learning styles and needs.
- Refer Ss to the Project Skills section at the back of the Student's Book and explain the steps they have to follow to prepare their project.
- Draw Ss' attention to the guestions. Read through them and make sure Ss haven't got any unknown words
- Have Ss search the Internet to find information they need. You can recommend some safe websites for Ss to use
- Encourage them to find pictures and interesting facts as well.
- Allow Ss time to do the activity in class, or assign it as homework.
- · Have Ss present their project in class.

## **Culture Page** Nasser Salih Nasser Abdullah Al-Attiyah

A What do you know about Nasser Salih Nasser Abdullah Al-Attiyah? Read and find out more.

B P Now scan the text. Then read it carefully and choose a, b, c or d.

## search... The action man **SPORT** 1 2 3

After the London Olympic Games in 2012, he came home with a bronze medal in skeet shooting. However, he described his win at the 2011 Dakar Rally driving a Citroen DS3 WRC as the 'greatest' moment in his life. Since his first Dakar Rally in 2004. able to race in the Nestlé Oil Rally in Finland. the great moments just keep getting greater. In 2006 he was the Production World Rally Champion, in 2014 and 2015 he was the WRC-2 champion and he was also the winner of the FIA cross-country rally 10 Cup three times (2008, 2015 and 2016).

Of course that's not all. He has become the Middle East Rally Champion thirteen times and is the first and only Middle Eastern who has won the Dakar Rally twice (2011 and 2015). In the 2010 Dakar

Rally, Al-Attivah came second but was only two seconds behind the winner. Al-Attiyah is always proud to honour his country with medals and to win for the Qatari people. He never stops amazing people in his country.

Al-Attiyah never gets tired. Sometimes he takes part in one sport and can't do another one which is taking place at the same time. For example, because of the London Olympics in 2012, he wasn't His great success doesn't mean that he hasn't had difficulties. He missed out on the 2008 Olympic Games by just two points. Also, he missed 9 checkpoints at the 2009 Dakar Rally in Argentina. If he had missed only four, he would have got a better place. However, he learnt from that event and just keeps getting better and better. Although Al-Attiyah is now in his late forties, he is faster than younger drivers.

He is good at rallies and skeet shooting, but he says that his special talent is archery. Even though he keeps changing his sports interests, he manages to do well at anything he chooses to do. When he isn't playing sports, he enjoys relaxing and eating his favourite food, which is roast camel.

- 1. When did Al-Attiyah first start competing in the Dakar Rally?
  - **a.** in 2004 **b.** in 2009 **d.** in 2012 c. in 2011
- 2. How many times has Al-Attiyah won first place in the Middle East Rally Championship?
  - a. once
- **b.** twice
- **c.** three times
- **d.** thirteen times
- **3.** Why does Al-Attiyah enjoy winning?
  - a. to protect his sports reputation
  - **b.** to make the Qatari people proud
  - c. to have many medals and awards
  - **d.** to be proud of the people of Qatar
- **4.** What happened at the 2009 Dakar Rally?
  - a. Al-Attiyah won the rally.
  - **b.** Al-Attiyah missed the rally.
  - c. Al-Attiyah got a good place.
  - d. Al-Attiyah learnt a useful lesson.
- 5. What is true about Al-Attiyah?
  - a. He has many talents.
  - **b.** He enjoys riding camels.
  - **c.** He is not as good at archery as skeet shooting.
  - **d.** His sport interests have always been the same.

# PROJECT

#### Do research!

- Think of another successful Qatari athlete and use the Internet to do research to answer some of the following questions.
- When was he/she born?
- Which important sports events has he/ she taken part in?
- Has he/she won any awards/medals?
- What are some other interesting facts about him/her?

Download some pictures from the Internet and then present your chosen athlete in small groups of three.

20

30

# POEM

# (Modules 3 & 4) Things that go bump in the night

(1) Complete the poem with the words in the box. Listen and check your answers. Then say.

> scared freezing fear longer brave fall scary torch

We went camping in the wild, a long way from town. Then the rain came down and put our small fire out. We couldn't 1 asleep; our tent was wet and 2 . Then we heard something moving out there in the dark. The noise grew even louder. but none of us were 3 . We left our tent, prepared. and walked into the trees. We looked around the woods searching without 4 but it was just a deer,

that quickly ran away.

Then we saw before us the entrance to a cave. Feeling very **5** we went in to explore. The cave didn't seem empty: we heard a strange sound. I shone my **6** around; something flew past my head. We started to walk back then, not sleepy any 7 The dark around grew strongerat least, that's how it seemed. I told a **8** \_\_\_\_story of things that walked the night, then to give them all a fright I switched off the torch and everybody screamed.



# POEM (Modules 3 & 4)

# Things that go bump in the night

- 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 and 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 and explain any unknown words.

#### KEY

1. fall 2. freezing 3. scared 4. fear 5. brave6. torch 7. longer 8. scary

- Play the recording again and have Ss follow along in their books.
- Ask Ss if they have ever heard a noise that scared them and how they handled the situation. Initiate a short discussion.

# Speaking Activities

GROUP SURVEY

A Talk in groups of three. Ask each other questions and complete the table below. You Student 1 Student 2

If you go to the park with your friends at the weekend, what will vou do?

> If you're thirsty after class, what will you drink?

What will you do as soon as you finish your homework today?

> What will you wear if it's cold tomorrow?

What will you watch on TV if you have some free time today?

> If your mobile phone breaks, what will you do?

What will you do before you go to bed tonight?

If you go to the park with your friends at the weekend, what will you do? If I go to the park with my friends at the weekend, we will play football. B Report your group's answers to the class.

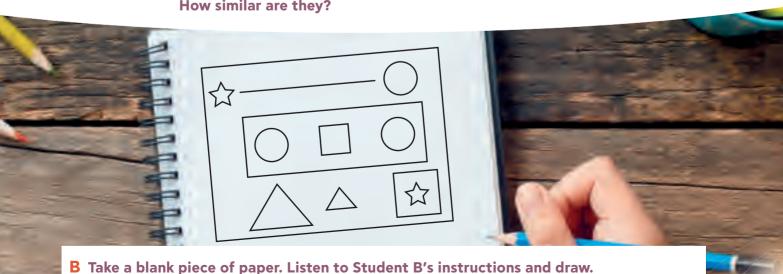
Two students in my group will play football if they go to the park with their friends at the weekend.



#### **DRAWING DICTATION**

#### Student A

A Look at the picture below and give Student B instructions so that he/she can draw it. Then compare the picture Student B has drawn to the one below. How similar are they?



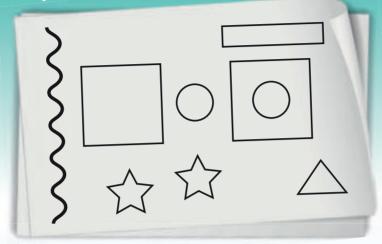
Then compare your picture to the one Student B has described. How similar are they?

# Speaking Activities

## **2d**

## DRAWING DICTATION Student B

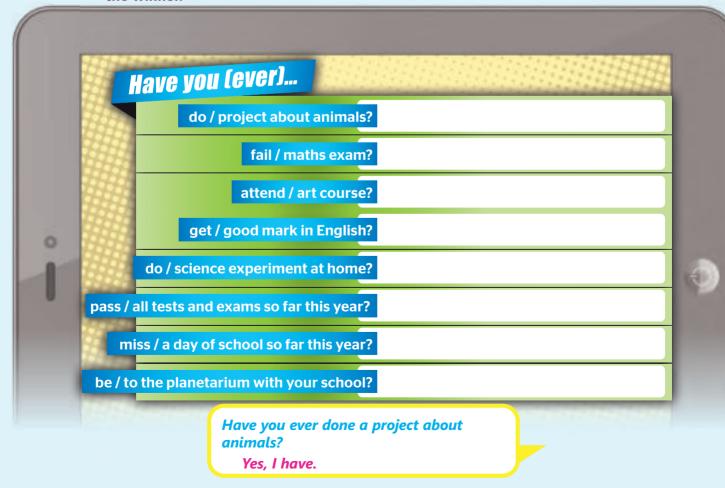
- A Take a blank piece of paper. Listen to Student A's instructions and draw. Then compare your picture to the one Student A has described. How similar are they?
- B Look at the picture below and give Student A instructions so that he/ she can draw it. Then compare the picture Student A has drawn to the one below. How similar are they?





#### **GAME: FIND SOMEONE WHO...**

Find students who have done the following. Go round the class and ask questions using *Have you ever...?* and the past participle of the verbs given (e.g. done, failed). Write the students' names below. The first one to finish is the winner.





A Use the prompts below and/or your own ideas to write a questionnaire about English language-learning habits.

- What / name?
- What / date of birth?
- How old / when start / learn English?
- Where / have lessons?
- How often / have lessons?
- How many / hours / study?
- Do you watch...?
- Why / learn / English?

#### **B** ROLE PLAY

Talk in pairs.

#### Student A

Use the questionnaire about English language-learning habits which you have made and interview Student B about his/her habits.

#### **Student B**

Answer Student B's questions.
Then use your questionnaire to ask him/her about his/her habits.



Talk in pairs. Imagine you each took one of the photographs below. In turns, tell the story of what happened. Answer some of the questions below. You can use the prompts given.

- Where were you?
- What happened?
- What did you do?
- How did the story end?



Before you speak, make sure you understand the task and how you should use the prompts.



- see cyclist
- have accident crash into roadside barrier
- be injured
- call for ambulance



- see smoke
- · house on fire
- call fire brigade
- rescue people
- be injured
- call for ambulance

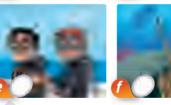


A Work in groups of three. Look at the pictures a-g, which show what happened to Billy and James. The pictures are mixed up. Put them in order and make up a story using the prompts given. Then think of an interesting ending.









- It was a warm summer morning...
- As soon as...
- As...
- They were so amazed...
- A few minutes later, ...

full of

- They decided...
- While they were...
- Then...
- When the boys...
- Fortunately/ Unfortunately, ...

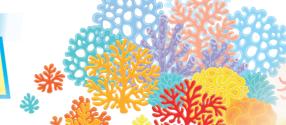


go / scuba diving
put on / scuba diving gear
underwater camera
dive / water
see / tropical fish
take / photo
see / entrance to underwater cave

go inside / explore
discover / wooden treasure chest
swim / boat
tie / rope / around / chest
pull up / boat
open / chest

B Tell your story to the class and listen to the other groups' stories. Use the prompts given when narrating your story.

Vote for the best ending to the story.



# Writing Reference



A SHORT BIOGRAPHY OF AN IMPORTANT PERSON IN HISTORY

## Plan

#### PARAGRAPH 1

Give some basic information about this person, saying who he/she was and what he/she was famous for. Also, give some information about this person's early life:

- date/place of birth
- family
- hometown
- interests
- skills/education
- personality traits

#### **PARAGRAPH 2**

Describe important events in this person's life:

- first job
- other jobs
- greatest achievements, most famous work
- how he/she achieved success
- most difficult times
- awards he/she received
- date/place of death



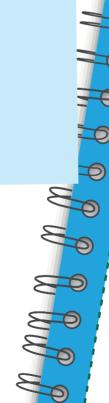
#### A NARRATIVE PARAGRAPH

When writing a narrative paragraph, set the scene: say who, when, where.

Narrate the events in the order they happened.

- Use the Past Simple and the Past Progressive tenses.
- Use time linkers:
   when, while, as, before, after that, after a while,
   during, later, soon, then, in the beginning,
   finally, in the end, etc.
- Use expressions/phrases:
- All of a sudden / Suddenly,...
- (Un)fortunately,...
- To my surprise,...
- I couldn't believe my eyes!
- I held my breath!
- I didn't think twice.

Explain what happened in the end. Describe your feelings.



# Grammar Reference

## Module 1

#### **Present Simple vs Present Progressive**

PRESENT SIMPLE					
AFFIRMATIVE NEGATIVE					
- 1	work	I	don't	work	
He/She/It	works	He/She/It	doesn't	work	
We/You/	work	We/You/	don't	work	
They	WOIK	They	uont	WOIK	

#### **QUESTIONS**

Dο 1 work? Does he/she/it work? Do we/you/they work?

PRESENT PROGRESSIVE					
AFFIRMATIVE NEGATIVE					
1	am working	I	'm not working		
He/She/It	is working	He/She/It	isn't working		
We/You/ They	are working	We/You/ They	aren't working		

QUESTIONS				
Am	I	working?		
ls	he/she/it	working?		
Are	we/you/they	working?		

#### We use the **Present Simple:**

- for permanent states. James lives in London.
- · for habits or actions that happen regularly. We always have breakfast at eight.
- for general truths. The earth goes round the sun.

#### We use the **Present Progressive:**

- for temporary states. I'm taking driving lessons this month.
- · for actions happening at the moment of speaking. Lucy is sleeping now.
- for future arrangements. We're flying to Zanzibar tonight.

#### TIME EXPRESSIONS

#### **PRESENT SIMPLE** PRESENT PROGRESSIVE

usually, always, often, etc. every day/week, etc. in the morning/spring, etc. on Mondays/Monday morning, etc. at the weekend, etc. once/twice/three times, etc.

a week/day, etc.

now, at the moment, today, these days, this week/year, etc. tonight, tomorrow, etc. next week/year, etc.

#### Stative verbs

The following verbs are **not** usually 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.

#### NOTE

Some stative verbs can be used in progressive tenses, but with a different meaning.

#### see

I'm seeina my doctor tomorrow.

#### think of/about

I'm thinking of buying a car.

(with words like: lunch, breakfast, shower, barbecue)

He's having a shower at the moment.

#### **Past Simple**

#### **AFFIRMATIVE**

I/He/She/It/We/You/They worked/went

#### **NEGATIVE**

I/He/She/It/We/You/They didn't work/go

#### **QUESTIONS**

Did I/he/she/it/we/you/they work/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. They had lunch an hour ago.
- habitual or repeated actions in the past. My mother always read books to me when I was little.
- completed actions that happened one after the other in the past.

Last night, I had dinner, finished my homework and went to bed.

#### 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

## Grammar Reference

#### NOTE

The Past Simple of the verb **can** is **could**. The Past Simple of the verb **be** is **was/were**.

#### Used to

#### **AFFIRMATIVE**

I/He/She/It We/You/They used to play

#### **NEGATIVE**

I/He/She/It We/You/They

didn't use to play

#### **QUESTIONS**

Did I/he/she/it we/you/they

use to play?

We use **used to** to talk about something that happened regularly in the past, but no longer does. We used to go skateboarding every afternoon when we were young.

## Comparative and Superlative Forms of adjectives and adverbs

#### Adjectives

NOTE

Adjectives define nouns. They come before nouns in a sentence and they have no plural form. When they are not followed by a noun, they don't take an article before them.

That's a beautiful painting.

This bike is green.

#### **Adverbs of manner**

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.	quiet → quietly careful → carefully
Adjectives ending in a consonant + -y, drop the -y and take -ily.	easy → easily
Adjectives ending in -le, drop the -e and take -y.	terrible → terribly
Irregular adverbs	$good \rightarrow well$ $fast \rightarrow fast$ $hard \rightarrow hard$ $late \rightarrow late$ $early \rightarrow early$

- We use the comparative of adjectives and adverbs when we compare two people, animals or things. Adjectives and adverbs are usually followed by than.
- We use the superlative of adjectives and adverbs when we compare one person, animal or thing with several of the same kind. Adjectives and adverbs always take the definite article the and are usually followed by the prepositions of or in.

All one-syllable and most two-syllable adjectives take -er/-est.	short - shorter - the shortest happy - happier - the happiest big - bigger - the biggest
Adjectives with three or more syllables and some two-syllable adjectives take: more + adjective / most + adjective.	interesting - more interesting - the most interesting
All one-syllable adverbs and <b>early</b> take -er/-est.	fast - faster - the fastest early - earlier - the earliest
Adverbs with two or more syllables take: more + adverb / most + adverb.	carefully - more carefully - the most carefully

Fred is taller than James. Rob runs faster than Mike. Alex is the tallest boy in his class. Kevin drives the most carefully of all his friends.

IRREGULAR COMPARATIVES AND SUPERLATIVES			
POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM	
good/well bad/badly little many / much far	better worse less more farther/further	the best the worst the least the most the farthest/furthest	

#### Other forms of comparison

less + adjective/adverb + than
 His first book is less interesting than his second book.

lan drives less carefully than his brother.

- the least + adjective/adverb + of/in
   Physics is less interesting than history, but
   maths is the least interesting subject of all.
- as + adjective/adverb + as
   My uncle's car is as fast as my father's car.
   Fiona draws as terribly as her sister.
- not as + adjective/adverb + as
   Mark isn't as tall as Darren.

   Fiona doesn't draw as badly as her sister.

## Module 2

#### Relative Pronouns/Adverb

 The relative pronouns who, which, that, whose and the adverb where introduce relative clauses.

	PRONOUNS	EXAMPLES
PEOPLE	who/that	The boy who/that is in that shop is my friend. The person (who/that) I play tennis with is my father.
THINGS ANIMALS IDEAS	which/that	The tablet that/ which is on the desk is my sister's. The car (which/ that) we bought last week is blue.
POSSESSION	whose	The man whose wallet you found is over there.
	ADVERB	EXAMPLES
PLACE	where	The park where I play football is near my house.

#### NOTE

- Who, which and that can be omitted when they refer to the object.
- Whose and where can never be omitted or replaced with that.

#### NOTE

That's the city where he was born. That's the city that he was born in.

We do not use prepositions after where. When we use which/that to refer to places, the verb is followed by a preposition.

#### **Conditional Sentences Type 1**

We use **Conditional Sentences Type 1** for something which is possible to happen in the present or future.

IF-CLAUSE	MAIN CLAUSE
If + Present Simple	Future <i>will</i> Modal Verbs (can, may, might, must) Imperative

If I finish my homework early, I'll watch TV. If the weather is good, we can go on a picnic. If you go out, put on a jacket.

#### NOTE

- We can use unless instead of if... not.
   We'll go shopping unless it rains.
   (=We'll go shopping if it doesn't rain.)
- When the **if-clause** comes before the **main clause**, put a **comma** to separate them.

#### Time Clauses (Present - Future)

- Time clauses begin with when, after, before, as soon as, until, etc.
- When the sentence refers to the present or future, we usually use the Present Simple in the time clause and the Future will in the main clause.

TIME CLAUSE	MAIN CLAUSE
As soon as I know,	I'll tell you.
Before I leave,	I'll help you with your project.

#### NOTE

When the **time clause** comes before the **main clause**, put a **comma** to separate them.

## Grammar Reference

## Some/Any/No/Every and their compounds

- some + uncountable / plural countable nouns in affirmative sentences and in questions when we offer something or ask for something politely.
   There is some bread on the table.
   May I have some apples please?
   I would like some tea please.
- any + uncountable / plural countable nouns in questions and negative sentences.
   Is there any bread on the table?
   We haven't got any apples.
- no (= not any) + uncountable / plural countable nouns in affirmative sentences to give a negative meaning.
   There is no money in my wallet = There isn't any money in my wallet.
- every + singular countable nouns. Every family in this town has got a car.

	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 are used in the same way as some, any, no, every but they are not followed by a noun. They always go with singular verbs.

Everybody in the class likes the teacher. I don't go anywhere without my mobile.

### **Prepositions of place**

in	The clothes are in the wardrobe.
on	The mirror is on the wall.
at	Robert is standing at the bus stop.
under	The cat is sleeping under the kitchen table.
near	Is there a post office near here?
behind	There is a boy behind that tree.
over	There's a colourful painting over the fireplace.
opposite	The supermarket is opposite the bank.
next to	Frank sat next to Charlie at the cinema.
in front of	John sits in front of me in class.
between	The bookshop is between the museum and the shopping centre.
round	The children are sitting round the campfire.
_	

above Let's put a light above the table.

#### NOTE

The prepositions **on**, **in** and **at** are used in various other expressions.

- on: with the expressions: on the left, on the right
- in: with names of continents, countries, cities, villages: in Qatar, in Africa, in Argentina, in Los Angeles, in Wivenhoe
- at: with confined areas: at the cinema, at the airport, at the station, etc. with addresses: He lives at 58 Park Road. with the expressions: at work, at home, at school, etc.

#### **Prepositions of Movement**

to	Are you going to the supermarket?	
ир	Walk up the stairs.	
down	I ran down the hill.	
into	My kite fell into the neighbour's garden.	
out of	The children ran out of the school.	
through	I walked through the back door and went out to the garden.	
across	Walk across the street.	
along	Walk along King Street and then turn right.	
from	Maria comes home from work at five o'clock.	
round	I walked round the park.	
towards	The children came towards me.	
off	Penny jumped off the bridge.	
over	The cat jumped over the chair.	
past	He walked past me, but he didn't see me.	

## Module 3

### **Present Perfect Simple**

		•			
AFFIRMATIVE					
l He/She/It We/You/The	have has ey have	worked / brought			
NEGATIVE					
I He/She/It We/You/They	haven't hasn't haven't	worked / brought			
QUESTIONS					
	l e/she/it you/they	worked / brought?			

#### NOTE

Look at the list of irregular verbs.

#### We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.
   I've been to Paris twice so I want to go to Rome this year.
- for actions that happened in the past and their results are obvious in the present.
   Look! Anne has cleaned the house.
- for actions which were completed a short time ago (usually with just).
   I'm happy! I've just won the spelling bee!

#### **TIME EXPRESSIONS**

always, ever, never, before, so far, yet, already, just, once, twice, etc.

#### NOTE

- have/has gone means that someone has gone somewhere and is still there.
   Salim has gone to the post office. (He's still there).
- have/has been means that someone has visited a place but has come back.
   Salim has been to Barcelona. (Now he's back.)

### **Present Perfect Simple vs Past Simple**

## We use the **Present Perfect Simple**:

- for actions that happened in the past, but we don't say when exactly.
   I've lost my keys.
- with the time expressions: ever, never, before, so far, just, yet, already, always, for, since, once, twice, etc.

#### We use the **Past Simple**:

- for actions that happened at a definite time in the past. We say when.
   I lost my keys yesterday.
- with the time expressions: yesterday, in 1995, ago, last week/month, etc.

#### since/for

 We use the Present Perfect with for and since for actions that started in the past and continue up to the present.

since + a point in time It refers to the time when the action started.	I've known Mark since January.
for + a period of time It refers to the duration of the action.	I've known Mark for a month.
Present Perfect Simple + since + Past Simple To indicate when an action which started in the past and continues up to the present started.	Tyler has made a lot of friends since he moved here.

#### Reflexive pronouns

PERSONAL PRONOUNS				
SUBJECT	OBJECT			
I	me			
You	you			
He	him			
She	her			
It	it			
We	us			
You	you			
They	them			

REFLEXIVE PRONOUNS
myself
yourself
himself
herself
itself
ourselves
yourselves
themselves

#### We use reflexive pronouns:

- as objects of verbs when the subject and the object of the verb are the same.
   I didn't hurt myself when I fell down the stairs.
- as objects of prepositions when the object of the preposition is the same as the subject of the verb.

Our new teacher told us about herself.

#### NOTE

We use **by + reflexive pronoun** to show that someone does something alone, without any help from anyone else.

They always pack their lunch for school by themselves.

## Grammar Reference

## Module 4

#### **Past Progressive**

#### **AFFIRMATIVE**

I/He/She/It was working We/You/They were working

#### **NEGATIVE**

I/He/She/It wasn't working We/You/They weren't working

#### **OUESTIONS**

Was I/he/she/it working? Were we/you/they working?

#### We use the **Past Progressive**:

- for actions that were happening at a specific point of time in the past.
   Aisha was doing her homework at five o'clock yesterday evening.
- to describe background scenes to a story.
   The children were playing on the beach and the sun was shining.
- for actions that were happening at the same time in the past. In this case we usually use while.

While the baby was sleeping, mother was doing the washing up.

## 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 **when** or **as**.

As/While I was playing basketball, I hurt my knee. My father was driving when he had the accident.

#### **Adverbs**

#### Adverbs of manner

We use **adverbs of manner** to describe how something happens. We usually place them **after** the verb (and its object, if there is one). Hasna draws beautifully.

Tom closed the door angrily.

We form most adverbs of manner by adding -ly to the adjective.	quiet → quietly careful → carefully
Adjectives ending in a consonant + -y, drop the -y and take -ily.	easy → easily
Adjectives ending in -le, drop the -e and take -y.	<i>terrible</i> → terribly

#### IRREGULAR ADVERBS

 $good \rightarrow well$   $fast \rightarrow fast$   $hard \rightarrow hard$   $late \rightarrow late$  $early \rightarrow early$ 

### Adverbs of frequency

	*	***	****	****
never	sometimes	often	usually	always

We use **adverbs of frequency** to describe how frequently something happens. We place them:

• **before** the main verb.

Reema always visits her grandmother after school.

Saleh doesn't usually have dinner by himself. Do you always hang out with your friends at the weekend?

after the verb be.
 Khaled is never late for work.

#### Adverbs of time

now, then, tonight, yesterday, etc.

We use **adverbs of time** to describe when something happens. We usually place them **at the end** of a sentence. However:

- when they are placed at the beginning of a sentence, they express emphasis.
- adverbs of time with one syllable (soon, then, now, etc.) may be placed before the main verb or after the auxiliary/modal verb.
   We didn't do anything interesting yesterday.
   Tomorrow I'm seeing Mr Smith.
   We'll soon get the results of those tests.

#### Adverbs of degree

very, really, totally, much, quite, a little, etc.

We use **adverbs of degree** to describe the intensity of another adjective/adverb. *He's quite young. Karim runs really fast!* 

#### Adverbs of place

here, there, upstairs, outside, etc.

We use **adverbs of place** to describe where something happens. We usually place them **at the end** of a sentence.

Why don't we sit outside?

### Adverbs of sequence

first, next, then, finally, etc.

We use **adverbs of sequence** to describe the order in which something happens. We usually place them **at the beginning** of a sentence and they are often followed by a comma. First, I do my homework. Then, I tidy my room. Next, I help my mum with the housework. Finally, I can relax.

#### Clauses of Result

We use **Clauses of Result** to express the result of an action or a conclusion.

- so + adjective/adverb + (that)
  He was so bored (that) he left before the end
  of the film.
- such + (a/an) + (adjective) + noun + (that)
   It was such a hot day (that) we all went swimming.

# Irregular verbs

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## Project Skills

Q

BRAINSTORM

**PLAN** 

**RESEARCH** 

**CREATE** 

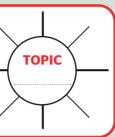
PROOFREAD

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.

### STEP3

#### 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 eve 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, it's a good idea to also learn any corresponding synonyms and/or antonyms.
- 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 and use the prompts given.
- Use the language you have learnt.
- Speak only in English.
- Speak clearly.
- Don't worry if you make a mistake. Correct yourself if you can, otherwise continue speaking.
- If you can't remember a word, don't stop. Try
  to use other words. For example, when you
  don't know what something is called, try to
  describe its shape, what it's made of, what it's
  used for, etc.
- When you are talking with someone, make sure you contribute to the conversation but also pay attention to what the other person is saying.
  - Listen carefully to him/her and show that you are following what they are saying by using phrases like I see, Uh-huh.
  - When you hear good news, raise your tone of voice to sound excited and enthusiastic, and use phrases like Really?, How exciting!
  - When you hear bad news and want to express sympathy, lower your tone of voice to sound more serious, and use phrases like What a shame!, Poor you!
  - To keep the conversation going, respond to what the other person is saying by asking questions, by expressing your opinion, agreeing, disagreeing, etc.

#### 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 title and the pictures.
- Look for key words in the text to understand the main ideas.
- 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.
- Try to understand which of the words in the text are really important. Try to guess the meaning of as many of these words as possible from the context.

Use the following strategies:

- Read the words before and after the unknown word and think of the context.
- Try to figure out if the unknown word is a verb, noun, etc.
- See if the unknown word is similar to other words in English or in your own language.
- Read the text quickly to understand the main idea
- Read the text carefully to understand specific details.
- Make sure you understand who or what the pronouns (he, it, this, them, etc.) and the adverbs (here, there, etc.) refer to in the text.
- Decide in which part of the text you can find the information you need.
- Remember that sometimes the answer you are looking for is not clearly stated in the text, but is implied.
- Don't be in a hurry to answer a multiple choice question. Read each question carefully to get an idea of what you are looking for, and underline the section in the text where the answer is found. Make sure you have chosen the correct answer by eliminating the wrong options.
- When completing a text with missing sentences, read the whole text first and then the sentences given. Pay attention to the development of the story, the vocabulary, as well as to pronouns (it, they, this, etc.) and words/phrases which link sentences (however, later, etc.) both in the text and in the sentences given.

#### Listen

How to do better when doing listening tasks

- Before you listen, read the rubric and look at the pictures carefully. Try to predict what the speakers are going to talk about.
- Before you listen, read the statements or questions carefully. This will give you an idea of what to listen for. Also, make sure you haven't got any unknown words.
- While listening for gist, try to understand the general idea, not every single word.
- Listen for key words to help you understand the main ideas. Also, pay attention to the speakers' tone of voice to understand how they are feeling.
- Don't be in a hurry to answer a multiple choice question. Listen carefully till the end and check all the options before your final decision. Don't think that an answer is correct just because you hear the same words that are in the activity.
- When you have sentences to complete, read them first and try to predict what kind of information is missing, as well as the part of speech of the missing words (noun, verb, adjective, etc.). After you have completed the sentences, read them again. Make sure that they make sense and that the words are in the correct form (singular or plural form of the noun, correct form of the verb, etc.).

## Learning Tips

#### Write

How to do better when doing writing tasks

- Make sure you understand what you are asked to write.
- Before you start writing, think about the topic carefully and try to come up with ideas which are relevant to it. Make notes of the information you want to include. You can also make a mind map to organise your ideas.
- 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 linking words/phrases to add something or list points (e.g. to begin with, in addition, lastly), to express contrast (e.g. but, however), to express result (e.g. as a result) and to give reason (e.g. that is why). This will make your writing flow.
- Use time linkers (e.g. first, then, next, after that, later, when, before, while, as soon as, by the time) to show the order in which events happen.
- Use a variety of adjectives (e.g. fascinating, shocked) and adverbs / adverbial phrases (e.g. unfortunately, all of a sudden) in your writing to make it more interesting.

- Use pronouns (e.g. he, she, it, them, there, this) to avoid repeating the same words.
- When writing a note, keep the text short and give only the necessary information.
   Remember that you don't have to write full sentences. Make sure the other person will understand your message, though.
- When writing an informal email/letter:
  - make sure you understand why you are writing (to thank, to apologise, to describe an experience, etc.) and who you are writing to so that you respond suitably.
  - don't forget to use appropriate phrases to begin and end your email/letter.
  - use informal language and expressions (e.g. well, of course, you know).
- When writing a formal email/letter:
  - use appropriate greetings and signature endings.
  - use formal language and do not use short forms or abbreviations.
- Write neatly.
- Write your first draft and correct it. Check punctuation, capital letters, spelling, word order, grammar, vocabulary, linking words, paragraphing and style (formal - informal language). Then write your final draft and edit it once more.

## Wordlist

### Module 1

#### 1a

a bit annoyed argue care about change one's mind feelina fight (v.) get along with give up (=stop trying) immediately need (n.) others reason shout at sb upload (a video) upset

vlog vlogger without

#### **Personality**

bossy confident easy-going helpful kind outgoing quick-tempered relaxed selfish stubborn

#### **Phrases**

Got it?

Hang in there. Here we go again! I know the feeling. Same here! What are you waiting for? What's he/she like?

#### 1b

advantage anxious app communicate concentrate connect constantly control (v.) digital disconnect electronic device every now and then experience (v.) fact goal headteacher

imagine keep (=continue doing sth) last (v.) notification performance pocket realise

send skills smartphone social social media survey take part though turn off while (n.)

receive

#### 1c

agree ≠ disagree air athlete belt championship compete focus on give up (=stop doing)

incredible

instructor kick - kicking manage martial arts move (n.) one's own practise proud recently respect (v.) rule take up (a sport) tournament **Sports/Activities** do aerobics do athletics do exercise do gymnastics do iudo do karate do taekwondo go ice skating go jogging go parachuting ao skydivina go snowboarding play handball

#### 1d

astronomy bake blogging (n.) camel racing camping candle coin collecting falconry model car sculpture soap

play water polo

#### Phrases: like/dislike

be a (big) fan of be crazy about be interested in be into sth be one's thing can't stand find something interesting (exciting, etc...) It's something else! 1e close friend

complete stranger create especially alobe in fact ioin make sure primary school regularly relationship springtime take place

#### Phrases: starting a conversation

Fancy seeing/ meeting you here. How are things? How's it going? I haven't seen vou for ages. Long time no see! Phrases: ending a

## conversation

Give me a call sometime. Got to go. I have to run. I'm off. It was great chatting with vou. Take care. Time for me to go.

## Module 2

2a

amazed area be allowed to bone brain ceiling clever cut down (trees) depth distance enter exhibit exhibition

expect giant arow hang from height huge length particular per

planetarium powerful sharp terrifying weigh weight **Units of** 

### measurement

centimetre (cm) gram (g) kilogram, kilo (kg) kilometre (km) metre (m) tonne (t)

#### 2b

autograph be in a hurry book (v.) definitely free graduate half price inventor item lend missina notice (n.) order (v.) organise pay reach sell sign (n.)

#### **Phrases/Expressions**

sore throat

After all.... Calm down. I haven't got a clue. Take it easy. That's a piece of cake.

Why the long face? You never know!

#### 20

animated award hirth character come out (for a film) company continue death education follow one's dream silent sound (n.) steal studio success successful such as up until (then)

#### **Collocations with** 'make'

make a cake make a film make a mistake make friends make noise

#### **Collocations with** 'do'

do a project do an experiment do research do sb a favour do well

#### **2d**

circle

at the top/bottom of the page in the bottom left/ right-hand corner in the middle/centre in the top left/righthand corner nearby on the left/righthand side straight line wavy line **Shapes** 

rectangle square star triangle

2e architect architecture attract (top) attraction attractive brochure cable car destination dull explore fascinating general impressive leaflet look for on foot place of interest sight street performer tourist well-known

#### worth **Phrases**

Are there any cultural events on? Could you explain/ repeat that? Could you recommend a good...? Do you have anything in particular in mind? Do you know of any tours of the city? Enjoy your stay. Have a look at... I'm not following vou. I'm not from round here.

I'm not sure I get what you mean. May I...?

What do you mean by that?

You shouldn't miss the...

### Module 3

#### Cover

contest except foreign (language, country) solve

#### 3a

abroad let nervous pretty (adv.) search stamp stuff that (=so) title (one's) turn (n.)

#### **Words/Phrases** related to education

attend a class/ course, etc. break time do well in a test / an exam / school fail a test / an exam get good/bad marks get results lah miss a test/class, etc pass a test / an exam revise (for) a test / an exam sit (for)/take a test / an exam **Phrases** 

Beats me. Come again? give sth a go I guess not. Sort of. What for?

#### 3b

activity challenging culture diarv disappointed drop (v.) experience (n.) glad arill (v.) around have sth in common improve instead of keep sb busy lift (v.) meaning member necessary

unforgettable welcome (v.) **Phrasal verbs** 

treat (=behave

towards sb)

prepare

sauce

come along come round look after look forward to

pick sb up (=collect sb)

pick sb/sth up (=lift) put sth on

take off take sth off

3c

act (v.) adult adulthood become chapter childhood connection danger develop disappear discover exist

go on (=happen)

grow up hairstyle

have trouble doing

sth

keep in mind make sb/sth special/ different, etc. memory pay attention

period recognise risky route speed (n.) strenath sunlight

way (=direction)

weak wonder (v.)

voice

3d

accent available pronunciation record (v.) sign up special offer subtitles way (=method)

3e

clap film (v.) grab

have an argument instructions marathon object (n.) robot

the other day try sth out wheel

win first place

**Phrases: responding** to news

Are you serious? Cheer up!

Congratulations! How awful!

How exciting/nice! Look on the bright

side. Poor you!

That's the last thing I expected.

That's too bad. Unbelievable! Well done! What a shame/pity! What a surprise! You poor thing!

You're kidding! Phrases for letters/ emails

Here's the latest. How have you been? Keep in touch. Waiting for your reply.

What have you been up to lately? What's new with you?

Module 4

Cover

add adventurous brave caravan cave nature safari tree house

4a

blackout cry for help disappointing embarrassed embarrassing exhausted exhausting frightened frightening get out of here get stuck in a lift lie down play a (practical) joke on sb pull one's leg pyjamas scare scary shocked

shocking

surprise (v.) surprising truth tunnel **Phrases** If you insist. I'm all ears. What on earth...? What's wrong? You know what?

4b

apologise appear attack be on fire be/aet hurt be/get injured bump call for an

ambulance chase (v. + n.) cleaner common co-worker cyclist details expert fear (n.) find out fire brigade

freezing get one's attention hike (v.) hit the brakes

lifequard notice (v.) llua

put out a fire rain heavily react rescue return safety

sense seriously slip on sth slippery smoke

speed (v.)

scene

## Wordlist

stuntman surface wet

**Phrases/Expressions** 

All of a sudden,...
Amazingly,...

I couldn't believe my

eyes!

I didn't think twice.
I held my breath!

To my surprise,...
(Un)fortunately,...

(Un)luckily

4c

approach battle be in pain cheer

defeat gather goodness

greet honest incredibly

injury kindness knight

leader Muslim religion remain

remove

reply (v.)

sensible soldier suffer from supporter

unexpected unknown

victory war

wounded

4d

go fishing

indoors
not a thing
Words/Phrases
related to camping
backpack

collect wood

compass first-aid kit

(fishing) gear insect repellent make a fire

matches
put up a tent

rope

sleeping bag sunscreen torch

whistle (n.)

4e

any longer as a result be in pieces

branch dive entrance

face-to-face

fall asleep fire alarm for this reason

go off human relieved shoulder

sleepy stare

take care of sth

tie (v.)

treasure chest tropical fish walk away woods

**Phrases/Expressions** 

Forget about it.
I couldn't wait to...
I didn't mean to...

I promise.
I'm afraid so.

I'm sorry for breaking/

losing...

I'm terribly sorry!
It doesn't matter.
It was an accident.
It was wrong of me.
It won't happen again.

It's my fault.

I've been meaning to...

Never mind.

Without thinking,...

## Module 1

#### 2. Listen (1)

#### Anthony

Big Bob's Little Car Blog has advice and tips for model builders, and photos that make the models look like they're real, full-size cars. The thing is that it's mostly written for adults who already know what they're doing, and unfortunately most of the models are much too difficult for beginners to make. I don't think teenagers will find it interesting or exciting.

#### Harry

A Kingdom for my Horse, by vet and horse expert Nadia Baker, tries to make research into horses and riding easier to understand for people who aren't scientists, and in my opinion it does this well. For riders with years of experience, or for people like me who still have lots to learn, it's a great site, especially for information on healthcare. Every horse lover should read it!

#### Alice

The Starry Skies Diary brings you the facts about what's happening in space, from down here in our solar system to all the way out in galaxies far away. It talks about when and where you'll find different stars and planets, and there's a part for young people, too, that explains how to start watching the sky at night. Astronomy fans will love it - it's something else!

#### Bridget

Jewels and Tools tells you about everything that's new in the world of jewellery making. Anyway, that's what it says on the homepage. What I saw, though, wasn't very impressive. The designs were boring, looked cheap, and were not my thing at all, and the pictures were really hard to understand. I wouldn't recommend it to anyone. It's the worst jewellery blog ever!

#### 4. Listen (2)

#### Noora

I've always liked making different things. When I was younger, I used to spend all my free time making model cars, and I've got a really big collection of them now. Last year, I started doing a new hobby with my sister. We make soaps together! It was a bit difficult at the beginning, but I think we're really good at it now. We can make them in any colour, and they smell great too!

#### Sara

Most of my friends do hobbies that have something to do with art. Some of them draw or paint, and my best friend, Tracy, has just started sculpting. Unfortunately, I'm not very good at art, so I decided to take up a hobby which doesn't involve creating anything. I started collecting coins last month, and I've already got coins from more than twenty different countries. The good thing is that my dad travels abroad quite often, so he helps me a lot with my collection.

#### Ameena

I've done so many hobbies over the years that I feel like I could write a book about what to do in your free time. Unfortunately, I never seem to stay with one hobby for too long because I get bored easily. That was until I started baking with my mum last year. We have great fun making bread, cookies, cakes and lots of other tasty food. And then, of course, we sit down and eat what we've made!

#### 1e

#### 1. Listen

#### Dialogue 1

- A: Fancy meeting you here!
- **B:** Hi, Bella. I'm going to Mega Mall. I'm meeting my sister there.
- **A:** It's a pity I can't come with you. So, how did you do in your biology exam?
- B: Not that great, I'm afraid.
- **A:** I'm sorry to hear that. Oh, got to go. This is my stop. Give me a call later and tell me what you bought.
- B: Sure thing!

#### Dialogue 2

- A: Charlie, is that you?
- **B:** Erm, sorry, do I know you?
- A: I'm Mark, from karate class, remember?
- B: Oh, right. So, Mark, are you still into karate?
- A: Of course. It's so cool!
- B: Well, I'm not. I've taken up running.
- A: I see. Well, it was nice seeing you again. Bye.
- B: Bye.

#### Module 2

#### 2a

#### 4. Listen

So, can everyone hear me? OK... great. In a few minutes, we will be entering the Lake District National Park - one of the most popular parks in the country. More than 15 million people visit it every year! Now, how about that? It's also the largest national park in England, and it's a place where you can find lakes, forests and beautiful mountains. There isn't time to see everything, of course, but you can start with a boat ride on Lake Windermere. This lake is about 66 metres deep and over 18 kilometres long. It's just amazing! Cruises on the lake are really popular; about 1.5 million people go on cruises there each year. There are also other options. You can go hiking on Scafell Pike, which is the highest mountain in England. It's 978 metres high! So, get ready for lots of fun activities. Right now, we are entering... (fade out)

#### **2**c

#### 4. Listen

Her Highness Sheikha Moza bint Nasser is the wife of Qatar's former Emir, His Highness Sheikh Hamad bin

Khalifa Al Thani, and is the mother of the current Emir, His Highness Sheikh Tamim bin Hamad Al Thani. She is famous for her work in education and for successfully organising community projects at home and abroad. Her Highness was born in Doha, Qatar, and she has a degree in Sociology from Qatar University and a master's degree in Public Policy in Islam from Hamad bin Khalifa University.

In 1995, together with His Highness the Father Emir, she started the Qatar Foundation. One of her many achievements with the foundation is the creation of Education City, including the new Qatar National Library building, which she opened in 2016. Her Highness has worked with a number of international organisations, including the United Nations Educational, Scientific and Cultural Organisation UNESCO since 2004 and the United Nations Alliance of Civilisations UNAOC since 2005. In 2012 she also set up Education Above All to make quality education available to more women and children in different parts of the world. Many countries have given Her Highness Sheikha Moza bint Nasser awards for her work. In 2007, for example, she accepted the Chatham House Prize in the UK for helping to build better relations between different countries.

#### 2d

#### 2. Listen (1)

#### **Tony**

Check out this one! The water looks like it's moving. There's some orange and blue in it, too, so it would fit well with my living room carpet and sofa. The two birds look nice there in the middle. The one in front is more colourful than the one behind. I don't know what type of birds they are, but I like the way the artist has painted them sitting next to each other on the water. I wonder how much it costs.

#### Carl

Take a look at this painting! They're pretty, aren't they? Look, one is near the plant, going towards it and the other one is sitting on it. It's not very colourful, though. The plant is completely black and the whole picture only really has one other colour – brown. The artist hasn't even painted anything in the top left-hand corner at all. I would have put a big red and green bird there, flying over the other ones.

#### Frank

Hmm, this one is nice. I love looking at pictures of animals that can swim. And the colours on the water: the artist has really got a lot of talent. One dolphin is jumping out of the water, and the other is going back into the water again. There's sunlight coming through the clouds, and I think the sun is going down, not up – it feels like evening, not morning. Do you know what? I think I'll buy it!

#### 5. Listen (2)

**Mrs White:** Let's begin. I want you to start in the middle of your paper and draw a square. Have you all done that? Now, in the top right-hand corner, draw a circle.

**Sally:** Where should we draw the circle? Could you

repeat that, please?

Mrs White: Sure. Draw a circle in the top right-hand

corner. OK. So... in the bottom left-hand corner of the paper, draw three small triangles.

**Tina:** Bottom what, Mrs White?

Mrs White: Bottom left, Tina. Now look at the square in

the middle of your paper. Draw a star inside the square. Have you all done that? Now, draw a wavy line above the triangles.

**Lilly:** Like that, Mrs White?

Mrs White: A wavy line, Lilly, not a straight line. Good.

And now I'd like you to draw a rectangle at

the bottom of your paper.

**Tina:** On which side, Mrs White? The left?

Mrs White: Bottom right. Nice. Now, show me what you

did

#### 2e

1. Listen

A: How can I help you, sir?

**B:** I'd like some information about a castle here in Scotland.

A: Well, there are many castles.

**B:** Yes, I know. I don't remember the name of the one I want to visit. It's very popular, though.

A: Do you mean Stirling Castle, sir?

B: Yes, that's the one. What time does it open?

**A:** It opens at 9.30 every day, and in summer it closes at 6 p.m.

**B:** Thank you very much.

**A:** And here's a leaflet so that you can read all about it. Would you like any more information?

**B:** Yes, actually I would. Is there any traditional food, maybe something sweet, here in Scotland that I can buy to take back home?

**A:** I recommend shortbread or clootie dumpling. They're both delicious.

B: Sorry, I didn't get that. Shortbread and what?

A: Clootie dumpling. It's like a cake.

B: How do you spell 'clootie'?

**A:** It's C - L - double O - T - I - E.

B: Thank you for your help.

A: No problem.

#### Module 3

#### 3b

4. Listen

**A:** Hey, Lizzie! We've missed you! When are you coming home?

**B:** I'm leaving next Saturday.

A: You don't sound very excited about it.

**B:** How can I be? You see, I look forward to seeing you guys, but these two weeks here in Rome have been

incredible.

- A: And you have one more week, right?
- B: Yep. I don't want this trip to end.
- A: That good, huh? So, what have you been up to?
- B: Where do I start? I've visited lots of interesting sights. My host family has been very nice to me, and they take me to see places at the weekends. They don't speak English very well, and I don't understand lots of Italian, but we manage to communicate. What else? Oh, yeah. Yesterday I went on a school trip to the Borghese Gallery. I think that is the best place I've visited so far. It had so many amazing sculptures and paintings...
- **A:** I hope you have pictures to show us when you get back.
- **B:** Of course I have! Now, guess where I'm going tomorrow!
- A: Erm... to the Colosseum?
- **B:** No, I've already been there. My host family is taking me to see a football match at the Stadio Olimpico!
- A: You're kidding! You told them that you're a Roma fan?
- **B:** Yeah, and they got the tickets as a farewell present.
- **A:** That was nice of them. You should definitely buy a football shirt from the official Roma shop there.
- **B:** It's on my list. Listen, I have to run. I'm going to a nearby park with some of my classmates. They usually go skateboarding there.
- A: Wow! Have you taken up skateboarding?
- **B:** I'm too scared to try, but some of them are really good. Last week, they took part in a competition and the stunts they did were brilliant. I'll send you pictures. See you in a few days! Bye!
- A: Bye!

#### 3d

#### 2. Listen (1)

#### Dialogue 1

- **A:** Steve, what are you doing in front of that mirror? Are you talking to yourself?
- **B:** Um... yeah. You see, I read that the best way to practise a foreign language is to communicate with other people.
- A: Obviously, but there's nobody else here.
- **B:** I know. That's why talking to myself in German is better than not talking at all.
- A: I guess you've got a point.

#### Dialogue 2

- A: Your Italian accent is excellent, Lucy.
- B: Oh, thanks. I try my best to practise.
- A: Is that why you watch Italian films all the time?
- **B:** Well, no, I just like them a lot. I think my new recording app has helped me a lot.
- A: Really? How?
- B: I record myself reading sentences in Italian and then

I listen and try to find the mistakes I've made.

A: Oh. I see.

#### Dialogue 3

- **A:** Hey, Tim. How about watching this DVD? It's about a French family who lives in the USA. I've heard it's really funny.
- **B:** Sounds nice, but give me a minute. I want to finish this chapter.
- **A:** No problem. What's it about? I don't even understand the title.
- **B:** That's because it's in French. I just need some extra practice, so I bought this crime novel.
- **A:** Good idea. Let me know when you finish so we can watch the film.

#### 5. Listen (2)

Α

- A: Hello. Expert Languages. How can I help you?
- **B:** Hello. I'm thinking of signing up to learn a foreign language.
- **A:** Well, we have a special offer. If you and a friend sign up this week, you'll both get your first month half price.
- **B:** Well, that's nice, but I just want some general information for now.

В

- **A:** OK, no problem. What language are you interested in? Our language centre offers Spanish, French, Italian, Mandarin, Russian and Arabic.
- B: Russian... Wow! I'd love to learn Russian.
- A: Yes, Russian and Arabic are very popular nowadays.
- **B:** Anyway, I just want to ask about Spanish, because I need it for my job.
- A: Certainly. Have you had any Spanish lessons before?
- **B:** Not really. I've been teaching myself for a few months, though, by watching Spanish films with English subtitles. Along with a dictionary, I've managed to learn a few words and phrases. Some are very similar to Italian. For example, Sunday is domenica in Italian and domingo in Spanish. You see, I've also been taking an online Italian course. I started it a year ago.
- A: OK, so we're talking about a beginners' class.
- **B:** I guess we are. Oh, and I'm interested in evening classes
- **A:** OK. There's a group you can fit into on Mondays and Wednesdays. How does that sound?
- B: Hmmm... Wednesdays won't do.
- **A:** I see. Then the Tuesday and Friday group is probably better for you.
- **B:** Yes, I'm available then.
- **A:** Nice. Why don't you come over to our school and we can discuss the details?
- B: Sounds good. The school is on King Road, right?

- **A:** It used to be. Now, you'll find us at 14 Hill Road, right next to a beautiful park.
- **B:** Oh yes, I know where that is. Actually, I work on Kent Road and it's just a five-minute walk from where you are. Thanks.
- A: Thank you for calling.

#### 3e

- 1. Listen
- **A:** Hey, Alice. Where have you been? You were supposed to meet me here fifteen minutes ago.
- B: Well, I was checking my exam results.
- A: Oh, and?
- B: There's good news and bad news.
- A: Good news first!
- B: I passed the biology exam!
- A: You're kidding!
- B: Nope. I'm so glad I didn't fail. I studied so hard!
- A: Well done! I'm happy for you.
- **B:** But...
- A: Why does there always have to be a 'but'?
- **B:** I saw Mrs Brams and she told me that I have to do the project on vitamins again if I want a good mark for the whole year.
- A: That's too bad.
- B: Mrs Brams thinks I could do better.
- A: Listen. Let me know if there's anything I can do to help.
- B: Thanks, Martin.

#### Module 4

#### 4c

#### 3. Listen & Write

During the time that Salah al-Din sent his men to help Richard, Richard's soldiers were attacking the town of Acre, which was under Muslim control. Salah al-Din sent soldiers to help the people there. They tried their best to protect the town, but they couldn't defeat Richard's men.

The war continued, with both sides fighting for control of different towns in Palestine. In January 1192 Richard arrived at Beit Nuba, twenty kilometres from Jerusalem, but he was afraid of losing to Salah al-Din in the city, and he never reached there. Then later, in July 1192 Salah al-Din nearly won Jaffa from the Christians. Finally, Richard and Salah al-Din agreed to peace, with Jerusalem staying under Muslim control and the Christians controlling the coastal towns.

Salah al-Din, the protector of Jerusalem, died on 4th March 1193 in Damascus, less than one year after he and Richard achieved peace. When he died, all he owned was forty-one coins, because he always gave his money to people in need.

#### 4d

- 2. Listen (1)
- 1.
- **A:** It's such a beautiful day that I don't want to stay indoors. Let's go hiking up the mountain.
- **B:** Great idea! I can come and pick you up at eleven.
- **A:** So soon? That's half an hour from now. How about at half past eleven?
- B: No problem.
- 2.
- **A:** Ahh, another mosquito. Give me the insect repellent.
- B: Here
- A: I didn't ask for sunscreen.
- **B:** It's so dark that I can't see a thing. Anyway, there's nothing else in the backpack. I guess we didn't bring any.
- **A:** I've heard that fire keeps insects away. Here are the matches. You get some wood.
- 3.
- **A:** Do you know where the torch is, George? I can't find it in the car.
- B: Well, then it's probably in my backpack.
- A: I checked there before I went to the car.
- **B:** Oh, now I remember. I needed it last night, so it's probably next to my sleeping bag in the tent.
- 4.
- **A:** Rock climbing looked like fun, but it was so hot that we decided to spend our last day at the lake.
- B: Did you go canoeing or did you go fishing?
- **A:** Well we did both of those on our first day, so we decided to go swimming instead.
- 4. Listen (2)
- **A:** Our first caller, with a story of adventure in the great outdoors, is Bill from Derry. What's your story, Bill?
- **B:** Hi, Peter. I want to tell you about the time I went camping on my own. It did not go well.
- A: We're all listening. What happened?
- **B:** Well, the first challenge was putting up my tent. It was my first time! It was so difficult that I almost gave up right then.
- A: You managed to do it though?
- **B:** I did, but it took so long that I was exhausted by the time I finished! I needed to relax, so I left my backpack, took my fishing gear, and walked round the lake until I found a place to fish. I spent the next hour there.
- A: That sounds perfect.
- **B:** It was. I even caught some fish. There was lots of dry wood around as well, so I took some back to my tent to make a fire.
- A: Great
- **B:** Here's the problem; my tent wasn't there. At first, I thought I was lost. Then I almost fell over something in the sand. It was my backpack.

- A: Yeah?
- **B:** That's when I saw my tent out in the water. I guess I didn't put it up properly and the wind blew it into the lake.
- A: Couldn't you reach it?
- **B:** I thought about going to get it. I even put one of my feet in the water. But it was too cold to swim.
- **A:** Why didn't you call for help? Didn't you have a mobile phone?
- **B:** I did, but I had no signal. Anyway, I was starting to get really hungry. I didn't know what to do, so I made a fire and sat down to cook my dinner and think.
- A: You stayed very calm. What did you do in the end?
- **B:** While I was cooking, a boat appeared. I started shouting and the man in the boat saw me and came to help. He brought my tent back to shore for me. He even helped me dry it and put it up properly!

#### 4e

- 1. Listen
- **A:** So, how was your trip to the amusement park? Did you take lots of pictures with my camera?
- B: Erm... Listen, Emily. I've got some bad news.
- A: What is it?
- **B:** I dropped your camera while I was taking a selfie on the roller coaster. I'm so sorry.
- A: You what? And now it's in pieces?
- **B:** I'm afraid so. I'm terribly sorry. I didn't mean to break it. It was an accident. I was actually taking good care of it... up until then.
- **A:** Oh, well, never mind. I've been meaning to get a new one. I guess now's the time.
- **B:** Listen, it was my fault, so I'll pay for a new camera.

#### **MODULE 1**

#### 1a

#### A.

- 1. quick-tempered 2. stubborn
- 3. outgoing 4. bossy 5. easy-going
- 6. confident 7. selfish

#### В.

- 1. upset 2. care about 3. reason
- 4. give up 5. argue

#### C

- 1 do, get up, usually wake up, leaves
- 2. 's, talking, don't know, think
- **3.** 's going, 'm thinking, Does, go, organises, doesn't go
- **4.** often studies, 's studying, 're working

#### D.

- 1. My team rarely plays on Fridays.
- **2.** We aren't going to school tomorrow.
- **3.** Is your brother eating dinner at the moment?
- **4.** Kelly is visiting her cousin next weekend.
- 5. I'm not playing football these days.
- **6.** What do you think of my new jumper?

#### E.

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

#### F.

#### suggested answers:

- 1. I'm answering your questions.
- **2.** On weekdays, I go to school. At the weekend, I hang out with my friends.
- **3.** They're about my friends and my hobbies.
- **4.** I upload a video once a week, every Thursday evening.
- **5.** I like watching films and other people's vlogs.

#### 1b

#### Α.

- **1.** digital **2.** headteacher **3.** anxious
- **4.** concentrate **5.** goal
- 6. advantage 7. communicate

#### В.

#### 1. b 2. a 3. a 4. a 5. c

#### C.

- 1. visited 2. brought 3. didn't have
- 4. started 5. didn't want 6. went
- 7. told 8. needed 9. came

- **10.** surprised **11.** was **12.** felt
- 13. didn't seem 14. asked
- 15. did.... get 16. weren't 17. said
- 18. couldn't

#### D.

- 1. used to watch his vlogs all the time
- 2. didn't use to have a tablet in the past
- **3.** used to drink orange juice every day
- **4.** didn't use to get along with him when I was younger

#### E.

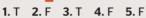
#### suggested answers:

I used to enjoy watching videos on the Internet, but now I don't.

I didn't use to like hiking in the past, but now I do.

I didn't use to read blogs, but now I do. I used to play football at weekends, but now I don't.

#### F. L2.1



#### 1c

#### A.

1 play, e 2. go, h 3. play, a 4. go, g 5. do, c 6. do, d 7. go, f 8. go, b

#### В.

- 1. rule 2. gave up 3. disagree
- 4. compete 5. focus on

#### C.

- 1. taller, tallest
- 2. least, worst
- 3. comfortable
- 4. more outgoing, kind
- 5. less, better, best
- 6. most difficult

#### D.

- **1.** the **2.** than **3.** more **4.** as
- 5. less 6. least

#### E.

#### suggested answers:

- 1. Jogging is not as exciting as sailing.
- 2. Ice cream is as tasty as cake.
- **3.** A museum is not as quiet as a library.
- **4.** A village is not as noisy as a city.

#### F.

- 1. isn't easier than martial arts.
- **2.** is the most dangerous sport in the world.
- 3. isn't as difficult as snowboarding.
- 4. is less interesting than hockey.

#### 1d

#### Α.

- 1. baking 2. astronomy
- 3. jewellery making
- 4. coin collecting 5. camping
- 6. blogging

#### В.

- 1. horse riding is something else.
- 2. sculpture very interesting.
- 3. can't stand camping.
- 4. into model car making.
- 5. a big fan of camel racing.
- **6.** crazy about coin collecting.

#### C. S1.1

#### suggested answers:

- **1.** Sure!
- 2. I'm thirteen years old.
- **3.** I'm into sculpture and jewellery making.
- 4. I'm crazy about jewellery making.
- 5. I took it up three years ago.
- **6.** I like it because I can make beautiful presents for my friends.
- 7. I do it with my sister.
- 8. Yes, I used to like baking.
- **9.** I would like to start making candles because I like to have pretty candles in the house.

#### 1e

#### A.

- 1. regularly 2. take place
- 3. springtime 4. stranger
- **5.** make sure **6.** create **7.** especially

#### В.

- **1.** I <u>don't understand</u> what you are saying.
- **2.** I used to have a coin collection.
- 3. The town I live in is very pretty.
- 4. I was bored so I called Khaled.
- **5.** I started photography lessons <u>in</u> September.
- **6.** Do you like the martial arts instructor?

#### C.

- **1.** I'm not into exercise or sports like my friends are, but I'm crazy about art.
- 2. My parents realised I was a good artist when I was young, because I used to draw all the time.
- 3. One of my goals as an artist is to keep trying new things so I started/'ve started making jewellery too.
- **4.** I love living in London because there are so many art events.

D. W2.1

- **1.** and
- I'm not into exercise or sports like my friends are, but I'm crazy about art.
- **3.** or
- **4.** My parents realised I was a good artist when I was young, because I used to draw all the time.
- **5.** and/or **6.** and
- 7. One of my goals as an artist is to keep trying new things so I started/'ve started making jewellery
- **8.** I love living in London because there are so many art events.
- **9.** so

#### Writing: A blog post

suggested answer:

#### Reema's blog!

Hi, I'm Reema. I'm fourteen years old and I have lots of interests! Read my blog and find out what I like to do when I have free time.

#### **Hobbies**

I'm crazy about astronomy. I love learning about the stars and planets. My parents bought me a book about astronomy when I was seven. I used to look at the beautiful pictures in it every night. Now I like to use the Internet to get more information. There's a lot to learn!

#### Other interests

Baking didn't use to be my thing, but now I'm really into it! At the weekends, I always bake biscuits and cakes with my mother because it's a lot of fun. I also enjoy making jewellery and giving it to my friends. You can see some pictures of my jewellery here.

#### 1 Round-up

A.

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

В.

take up 2. practise 3. sculpture
 bossy 5. changed 6. join

7. shout 8. kind

C.

are... doing
 'm looking for
 Do... know
 think

5. are... going 6. have 7. don't believe 8. feel

D

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

E.

- **1.** What sports did you do when you were young?
- **2.** Asma's concentrating on her homework at the moment.
- **3.** Dana's playing in a handball tournament next month.
- 4. Does your cousin like martial arts?
- **5.** My brother took up snowboarding last year.
- 6. I don't eat breakfast every morning.

F.

- 1. is funnier than Salem.
- 2. is less difficult than gymnastics.
- 3. is not as tiring as handball.
- 4. isn't as outgoing as my dad.
- 5. is better than horse riding.
- 6. is the most exciting sport (there is).

G.

**1.** c **2.** g **3.** e **4.** b **5.** a **6.** h **7.** d **8.** f

H. R2.1

1. I 2. B 3. A 4. I

Ι.

- **1.** He can see how fast and how far he's jogging.
- **2.** It's going to help him become a faster runner.
- **3.** He uploads them/posts them online.
- **4.** He's taking part in a skateboarding competition.

#### **MODULE 2**

#### 2a

Α.

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

В.

sixty-seven centimetres
 42 km
 four hundred and fifty-eight kilos/kilograms
 13 m
 one hundred and eighty-two grams
 6. 628 t

C

- 1. My dad's got a car that it can go as fast as 200 km per hour!
- **2.** The museum where we went **there** last weekend was amazing.
- That's the famous archaeologist who he discovered a lost city.
- **4.** The student whose **his** painting is the best wins a prize.
- This game has got rules which they are really difficult to understand.

D.

- 1. where you can learn a lot about dinosaurs
- 2. which/that was about five metres tall
- **3.** who/that discovered the first fossils of the T. rex
- **4.** who/that directed (the popular dinosaur film) *Jurassic Park*

E.

- **1.** There was a man at the entrance who/that gave us a map.
- **2.** I like going to interesting places where I learn new things.
- **3.** My best friend has got a brother whose name is Ahmed.
- **4.** People who/that plant trees in the forest care about the environment.
- **5.** Eastwood Secondary is a good school which/that believes in learning from experience.
- **6.** New York is a city in the US where you can find the American Museum of Natural History.

F.

suggested answers:

- 1. who/that is crazy about dinosaurs.
- 2. where there are many exhibitions.
- 3. who/that I love very much.
- 4. which/that live in the sea.
- 5. which/that I want to visit.

#### 2b

A.

organises
 sells
 missing
 order
 sign
 hurry

В.

- 1. train, 'll reach 2. will play, help
- 3. will come, has 4. will you do, is
- **5.** needs, won't sell **6.** won't get, read

C

- **2.** If you go to Willmington Zoo, you'll see baby giraffes!
- **3.** If you win the model car race, you will get £150.
- **4.** If you join Martial Arts World today, you'll get your first month free.

D.

1. get, 'll read 2. give, won't lend

3. reach, 'll go 4. 'll wait, finish

E.

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

F.

suggested answers:

- **1.** After Omar searches online for a new board game, he'll go to the shop.
- 2. As soon as I get home, I'll call Carl.
- **3.** Mahmood won't go to his friend's house until he finishes his homework.
- **4.** The girls will play Monopoly before they go to bed.

G.

**1.** b **2.** b **3**. c

#### **2c**

A.

- 1. dream 2. animated 3. birth
- 4. successful 5. awards
- 6. came out 7. character

B.

make
 do
 doing
 make
 do
 make

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

D.

C.

- 1. someone/somebody 2. nothing
- 3. something 4. anyone/anybody
- **5.** everywhere **6.** nowhere

E.

- 1. something 2. somewhere 3. any
- 4. nothing 5. any 6. anything
- **7.** anywhere **8.** someone/somebody
- 9. everything 10. no

#### 2d

A.

- 1. wavy
- 2. straight
- 3. bottom left-hand corner
- 4. star
- 5. bottom right-hand

В.

1. c 2.a 3.c 4.a 5.b 6.b 7.b 8.a

C.

- 1. next to, in front of, behind
- 2. in, under
- 3. in, above, next to / near
- 4. opposite, between

D.

in 2. round 3. from 4. on
 next to 6. towards 7. past

8. into

E. R2.1

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

#### 2e

A.

dull 2. architect 3. brochure
 look for 5. street performer
 general

R

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

C. W2.1

1. It

- 2. them
- 3. there
- 4. it
- 5. there
- 6. They
- **7.** It
- 8. there

#### Writing: A description of a place

suggested answer:

The city of Lausanne in Switzerland is on a hill across from the Swiss Alps and beside Lake Geneva. It's the fifth largest city in the country and people there speak French.

There are many interesting places to go and see there. Lausanne is famous for being the world's Olympic capital because it's where the organisers of the Olympic Games work. The Olympic Museum is also there and visitors can find the biggest collection of important items related to the Olympic Games.

Lausanne is anything but boring. You can take a boat ride on Lake Geneva, walk through its attractive old town or even take a day-trip to the nearby Alps to hike or ski. Don't leave without exploring the pretty waterfront area of Ouchy. There are amazing walkways where locals and visitors can enjoy the outdoors.

Lausanne is definitely a place worth visiting. It's a travel destination where culture and nature come together, giving its visitors an experience they won't forget.

#### 2 Round-up

A.

- 1. continue 2. made 3. pay
- 4. silent 5. award 6. tonnes 7. did

B.

- 1. sign 2. circle 3. graduates
- 4. height 5. missing 6. attractive
- 7. expected 8. inventor

C

- 1. (which/that) 2. where
- 3. which/that 4. which/that
- 5. whose 6. (which/that)
- 7. which/that 8. who/that

D.

suggested answers:

- I'll help you with your project as soon as I finish my homework.
   As soon as I finish my homework, I'll help you with your project.
- **2.** If it's cold tomorrow, we won't go swimming. / We won't go swimming if it's cold tomorrow.
- 3. I will go to the planetarium before I draw a picture of the solar system./ Before I draw a picture of the solar system, I will go to the planetarium.
- 4. Unless we go to the city centre, we'll miss the street performers.
  / We'll miss the street performers unless we go to the city centre.
- **5.** If you want a sandwich, go to the kitchen and make one!
- **6.** When I enter the room, I'll turn on the lights. / I'll turn on the lights when I enter the room.

E.

- 1. Nobody/No one
- 2. anyone/everyone/anybody/ everybody
- 3. something/anything
- 4. anywhere
- 5. someone/somebody
- 6. somewhere
- 7. anything
- 8. everyone/everybody

F.

for 2. that/which 3. who /that
 If 5. some/many 6. on 7. where

G.

- **1.** d **2.**b **3.**c **4.**e **5.**a **6.**f **7.**h **8.**g
- H. L2.1 5 1. b 2. a 3. a

I. L2.1 🍜

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

#### **MODULE 3**

#### 3a

A.

1. miss 2. fail 3. results

4. break time 5. attend

**6.** sitting, revise **7.** pass

В.

1. always 2. ever 3. yet 4. never

5. just 6. already

C.

1. 've seen

2. Have ... played

3. haven't signed up

4. hasn't found

5. Has ... done

6. have already packed

D.

1. Have you ever visited the planetarium?

2. Emily has always done well in school.

**3.** I've never felt nervous about a test before.

**4.** Hala has visited the aquarium twice.

**5.** My parents have never let me stay up till midnight before.

E.

1. has gone to Megan's house

2. has been to the amusement park

3. has gone to tennis practice

4. have been to Hawaii

F.

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

G.

suggested answer:

I've revised for the chemistry test. I've been to the youth club.

I haven't eaten broccoli.

I haven't taken the underground.

#### **3b**

A.

1. dropped 2. necessary

3. common 4. unforgettable

5. culture 6. treat 7. keep

В.

1. pick up 2. come along

3. looking after 4. pick up

5. take off 6. put on

C.

1. 've always enjoyed 2. went

3. visited 4. were 5. left 6. bought

7. used 8. 've done

9. haven't found

D.

1. 've never heard that word before /
've never heard it before

2. went there eight years ago

3. haven't seen her yet

4. 've already forgotten

5. ate it yesterday

6. 've just taken off

E.

1. 'd / would 2. 's / has 3. of 4. last

**5.** have **6.** for **7.** gone **8.** before

**9.** to **10.** time

#### 3c

A.

1. strength 2. grow up 3. become

4. discovered 5. risky 6. wonder

7. way 8. chapter 9. mind

10. going on

В.

**1.** since **2.** for

3. since 4. for

**5.** for **6.** since

**7.** since **8.** for

C.

1. Tariq has played two different video games since he got home.

**2.** Mike has not had trouble sleeping since he got a new bed.

**3.** Aunt Jemima has been to Paris three times since she moved to Europe.

**4.** I haven't seen Dana since she came over last weekend.

**5.** Dad hasn't changed (his) hairstyle since he was at university.

ח

 Arthur has known Dan since 2005. / Arthur has known Dan for many years.

2. Chelsea has been at the shopping centre since eleven o'clock. / Chelsea has been at the shopping centre for over an hour.

Ameera and Salwa have worked together since last year. / Ameera and Salwa have worked together for eight months.

 Noora hasn't spoken to Majeda since last week. / Noora hasn't spoken to Majeda for seven days. E. L2.1 🍜

Saturday 9.00 237 Marjoram 12

#### 3d

Α.

1. pronunciation 2. accent

3. sign up 4. special offer 5. record

6. subtitles 7. way

В.

1. ourselves 2. himself 3. myself

4. themselves 5. by yourself 6. itself

C.

1. it 2. myself 3. themselves

4. her 5. himself 6. yourselves

**7.** us

D. R2.1

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

#### **3e**

A.

1. wheels 2. clapped 3. robots

4. object 5. instructions

6. marathon 7. grabbed 8. film

В.

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

C.

1. It's amazing how fascinating life seems when you pay close attention

2. I got a new camera last month and since then, I've taken lots of cool pictures. / I got a new camera last month and, I've taken lots of cool pictures since then.

**3.** We should go to the cinema and watch a film together one day.

**4.** Sorry I haven't written for so long, but I've been busy with my new hobby.

D.

1. How have you been?

Sorry I haven't written for so long, but I've been busy with my new hobby.

**3.** I got a new camera last month and since then, I've taken lots of cool pictures. / I got a new camera last month, and I've taken lots of cool pictures since then.

**4.** It's amazing how fascinating life seems when you pay close attention.

5. What's new with you?

- **6.** We should go to the cinema and watch a film together one day.
- **7.** Make sure you write and tell me all your news.
- 8. Take care,

#### Writing: An email giving news

suggested answer:

Dear Max,

How are things? I hope that you are doing well. The last time we met, I was preparing for the maths competition at school.

You'll never guess what happened! The competition was last week and I won first prize! All my classsmates took part in the competition and most of them are very strong in maths, so I didn't think I could win. The teacher gave me some problems to do before the competition and my mother helped me with some of the more difficult problems. I also found more problems on the Internet for extra practice. I was really surprised when the teacher gave me the news. My parents were really proud of me and I was really happy too!

What about you? How did your team do in the basketball tournament last week? Write back soon with your news!

Keep in touch,

Mark

#### 3 Round-up

#### Α.

- 1. title 2. argument 3. memory
- 4. let 5. stuff 6. improve 7. sit for
- B.
- 1. experience 2. culture 3. common
- 4. round 5. welcome 6. revise
- 7. nervous 8. challenging
- C.
- 1. hasn't been 2. Did... attend
- 3. has solved, had 4. didn't see
- 5. Have... booked 6. 's gone

#### D.

- We've taken part in a spelling bee twice
- 2. I've just heard your good news!
- **3.** Tabitha hasn't completed the activity yet.
- 4. Karen has lived here for three

years.

- 5. I've never tried this sauce before.
- 6. Louis has sent three emails so far.

E.

- 1. 've been
- 2. 've made / made
- 3. had
- 4. haven't heard
- 5. Have you seen
- 6. 've done
- 7. missed
- 8.'ve had
- 9. haven't forgotten

F.

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

G

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

H. R2.1 🔮

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

- I. R2.1 😩
- 1. He's studying physics.
- **2.** Clay learnt to read when he was three years old.
- 3. They made him go outside and play.
- **4.** Clay went to secondary school when he was seven years old.
- **5.** He's happy to be around people he has more in common with.

#### **MODULE 4**

#### 4a

#### A.

- 1. exhausted, exhausting
- 2. disappointed, disappointing
- 3. frightening, frightened
- 4. embarrassed, embarrassing
- 5. shocking, shocked

В

- 1. scary 2. truth 3. scare
- 4. pyjamas 5. lie 6. tunnel

#### C.

- **1.** d
- **2.** b
- **3.** a
- **4.** e

#### D.

- **1.** Were they doing an experiment in chemistry class yesterday? Yes, they were.
- 2. Were the boys doing homework at seven p.m. last night? No, they weren't. They were watching TV.

- **3.** Was Jenna waiting for the bus at two o'clock? Yes, she was.
- 4. Was your brother playing tennis on Saturday morning? No, he wasn't. He was looking at paintings/ pictures/artwork.

#### 4b

A.

- 1. heavily 2. return 3. lifeguard
- 4. slippery 5. attacked 6. put
- 7. speeding 8. bumped

B.

- 1. scene 2. expert 3. cleaner
- 4. brakes 5. chase 6. attention

C.

- 1. Did you watch 2. was talking
- 3. didn't turn on 4. were having
- 5. noticed 6. went 7. saw 8. called

D.

- 1. didn't come 2. missed
- 3. wasn't feeling 4. decided
- 5. were 6. was looking
- 7. was swimming 8. was walking
- 9. seemed 10. wanted

E.

- What were Jassim and Rashid doing at five o'clock last Saturday? They were playing football.
- 2. What did Joanne do as soon as she got home?

She opened/read a text message.

- **3.** What did Jake see on holiday last summer?
  - He saw a dolphin.
- **4.** What was Rawda doing while she was walking to the shopping centre? She was talking on the phone.

F.

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

G.

- Jim was driving when it started raining. / It started to rain when Jim was driving.
- 2. Billy was watching an action film while Lauren was playing video games. / Lauren was playing video games while Billy was watching an action film.
- 3. As Thomas was running through the forest, he slipped on a rock. / Thomas slipped on a rock as he was running through the forest.
- 4. As soon as I saw the car accident, I

- called for an ambulance. / I called for an ambulance as soon as I saw the car accident.
- **5.** Gloria was looking for her keys when her phone rang. / When her phone rang, Gloria was looking for her keys.

#### 4c

#### Α.

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

#### В.

- 1. We went to John's house, and then we went to the cinema.
- **2.** He said goodnight and disappeared upstairs.
- **3.** Do you usually do your homework after dinner?
- 4. He says he's coming to visit us soon.
- **5.** Jane successfully completed her project. / Jane completed her project successfully.
- **6.** I'm going to an art exhibition tonight. / Tonight, I'm going to an art exhibition.
- **7.** I always see my friends at the weekend.
- **8.** The students in the classroom quietly read their books. / The students in the classroom read their books quietly.

#### C.

- I often play video games at the weekend. d
- 2. He's incredibly good at maths. f
- **3.** <u>First</u>, we had a delicious breakfast at the hotel. e
- **4.** I'm on my way to the supermarket now. c
- 5. Why don't we meet here? a
- 6. He ran fast and won the race. b

### D. L2.1 🍜

1. a 2. b 3. a

### E. L2.1 🍜

- 1. feeding 2. cage 3. door
- 4. scared/frightened 5. play
- 6. his mum 7. upset/angry

#### 4d

#### Α.

- 1. matches 2. compass
- 3. sunscreen 4. rope 5. tent
- 6. backpack 7. whistle 8. torch

#### В.

**1.** so **2.** such **3.** such **4.** so **5.** such

#### C.

- **1.** We're so bad at fishing that we didn't catch any fish.
- 2. My sleeping bag is so warm that I can even sleep in the snow.
- **3.** We made such a big fire that it kept us warm all night.
- **4.** I saw such a beautiful tree that I'll never forget it.
- **5.** He is such a good teacher that everybody likes him.
- **6.** I was so scared when I saw the snake that I couldn't move.

#### D.

- 2.d 3.b 4.c
- **2.** It was such a cloudy day that we didn't go on a picnic in the end.
- **3.** Our fishing gear was so heavy that we needed help carrying our stuff.
- **4.** The lake was so beautiful that we took over twenty pictures of it.

#### E. R2.1

1. S 2. A 3. N 4. N 5. S 6. A 7. N

#### 4e

#### A

1. fire alarm 2. shoulder 3. faint

4. any longer 5. dive

#### В.

**1.** d **2.** c **3.** e **4.** a **5.** b **6.** i **7.** f **8.** h **9.** g

#### C.

- **1.** Last summer, I went on holiday with my family.
- 2. One day, while my parents were sleeping, I decided to go windsurfing.
- **3.** Suddenly, the wind changed and started to push me towards the open sea.
- **4.** I tried to return to the beach but just kept going further away from it.
- **5.** I let the sail drop into the water and took the phone out of my pocket, but it was wet.

#### D

- **1.** my surprise
- 2. to the beach
- 3. relieved
- 4. saved/rescued me

#### Writing: A story

suggested answer:

It was a nice summer morning and Billy and James decided to go scuba diving. They took their scuba diving equipment and got into Billy's dad's boat.

As soon as they arrived, they put on their scuba diving gear and dived into the water. As they were swimming, they saw a tropical fish. They were amazed! It was so beautiful that they started taking photos of it.

Suddenly, they saw an entrance to an underwater cave. At first, they looked at each other because they were scared, but then they decided to go inside and explore it. While they were swimming in the cave, James discovered a wooden treasure chest. They were surprised.

They had to find a way to take it to their boat. They tied a rope around the chest and started swimming back to the boat. Then they pulled it up to the boat.

When the boys opened the chest, they couldn't believe their eyes! It was full of gold coins! They didn't know what to do. They decided to take the chest to the police. The police thanked them because they had discovered a really important treasure. The boys were so excited!

#### 4 Round-up

#### A.

- 1 exhausting
- 2. embarrassing
- 3. incredibly
- 4. pull
- 5. entrance
- 6. sunscreen
- **7.** plan
- 8. embarrassed

#### В.

**1.** a **2.** b **3.** a **4.** c **5.** c **6.** b **7.** b **8.** c

#### C.

- 1. went
- **2.** had
- 3. decided
- 4. were collecting

- 5. heard
- 6. didn't know
- 7. started
- 8. was running
- 9. fell
- 10. disappeared
- 11. turned
- 12. discovered
- 13. was carrying
- **14.** tied
- **15.** threw
- 16. climbed
- 17. were walking
- 18. were thinking

#### D.

- 1. carefully / everywhere
- 2. everywhere / carefully
- 3. really
- 4. sometimes
- 5. there
- 6 tomorrow
- **7.** then
- 8. totally

#### Ε.

- is so scary that no one goes near it. such a scary house that no one goes near it.
- 2. so comfortable that I don't want to take them off.
  - such comfortable pyjamas that I don't want to take them off.
- **3.** so big that twelve people can sit around it.
  - such a big dinner table that twelve people can sit around it.
- **4.** so boring that I fell asleep. such a boring film that I fell asleep.

#### F.

1. c 2. a 3. c 4. a

G. L2.1 🥏

Cody a Fiona d Elsa c

H. L2.1 🥏

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

#### Think it through 1

(Higher-order thinking skills: Solving problems)

#### A Stage 1: Familiarising

- Write the following on the board: Solve the problem Understand the problem Examine the solutions Find out / think of the possible solutions.
- Explain to Ss that these are the steps we usually follow when it comes to solving a problem. They are in jumbled order.
- Have Ss work in pairs and figure out the correct order. Elicit answers (*Understand the problem, Find out / think of the possible solutions, Examine the solutions, Solve the problem*).
- Draw Ss' attention to the rubric. Ask Ss: What is the problem? and elicit answers.
- Have Ss work in pairs and explain that each of them
  has two options. Ask them to read through their
  options. Explain to Ss that this stage includes the two
  first steps of the problem-solving procedure. Then
  draw their attention to the sentences a-d for each
  option, and tell them that these are the pros and cons.
- Ask Ss to read the definitions the professor is holding up and make sure everyone understands what the words pros and cons mean (the positive and the negative aspects of each solution respectively).
- Allow Ss some time to do the activity and have them share their answers.
- · Check the answers with the class.

#### **KEY**

Student A
climbing wall: pros: d cons: a
Internet café: pros: b cons: c

Student B

gym: pros: b cons: c

amusement park: pros: d cons: a

#### **B** Stage 2: Developing

- Ask Ss to think of the pros and cons of their two options, and choose the one they think would be better for young people.
- Draw their attention to the professor again and read what he says. Remind them that they should always justify their answer using the useful expressions in the hox.
- Have Ss present their choice to their partner and go round the class helping them when necessary.

#### C Stage 3: Applying

- Tell Ss that now that they have examined their solutions and they have one option each, they have to compare and contrast these two options and reach a consensus on the best facility.
- Draw their attention to the box with the expressions and make sure they haven't got any unknown words.
- Have Ss analyse their options and go round the class helping them when necessary.
- As soon as Ss have decided on the best facility, have them present their decision to the rest of the class.

Alternatively, you can pretend to be the mayor and have Ss present their decision to you.

- When all pairs have presented their decision, you can write the facility most pairs have chosen on the board.
- You can also encourage Ss to think of other facilities that would be suitable for young people and initiate a short discussion. Ask Ss to think of the pros and cons and exchange opinions with their classmates.

#### **KEY**

suggested answer:

- **SA:** Young people will enjoy a climbing wall because they can exercise there. What do you think?
- **SB:** I agree because they will have the chance to be more active, but they may get hurt doing this activity. I think exercising at a gym is good for young people's health and it's safer than a climbing wall.
- **SA:** I agree with you. Exercising at the gym is a great free-time activity, but too many young people will want to use the same equipment after school and at the weekends.
- **SB:** Yes, but young people will have the chance to have fun with their friends there without getting hurt.
- **SA:** You're right. So, let's choose the gym.

#### Presentation

We believe that the gym is the best facility for young people because they will have the chance to exercise, stay safe and have fun.

#### Think it through 2

(Higher-order thinking skills: Analyzing and interpreting)

#### A Stage 1: Familiarising

A<sub>1</sub>

- Ask Ss to tell you about any well-known paintings they are familiar with and who they were painted by. Elicit answers and initiate a short discussion.
- Then write the following on the board 'I dream of painting and then I paint my dream'.
- Ask Ss if they have ever heard of this quote. Elicit answers.
- If Ss don't know the answer, draw their attention to the picture with the painting in activity A1 and ask them if they know who painted it (Vincent van Gogh). Tell them that the quotation above belongs to him.
- Ask Ss to tell you what they know about him, if they have ever seen this painting and if they have ever been to an art exhibition with Vincent van Gogh's works.
   Elicit answers and initiate a short discussion, and encourage Ss to express themselves.

#### **Background information**

**Vincent van Gogh** (1853-1890), is one of the most famous post-Impressionist painters, although he wasn't well-known when he was alive. At the age of 27 he decided to become an artist and he took painting lessons in The Hague. His work has influenced 20<sup>th</sup>-century art and some of his most famous works are *Starry Night*, *The Bedroom* and *Sunflowers*.

- Now draw their attention to the quote again and ask them to tell you what they think Vincent van Gogh wanted to say (first you dream about what you want to achieve and then you make your dream come true).
- Explain to Ss that they are going to pretend that they are in an art gallery with Vincent van Gogh's works and they are going to analyse his famous painting *The Bedroom*.
- Draw their attention to the first short text and ask them to read it and circle the correct answers.
- Check the answers with the class and ask Ss to tell you what this text refers to (it refers to the objects in the painting / what we can see in the painting).
- Now have Ss read the second short text and circle the correct answers.
- Check the answers with the class and ask Ss to tell you what this text refers to (it refers to the shapes and the colours the artist uses in the painting).

#### **KEY**

1. chairs, paintings 2. straight, rectangles

#### **A2**

- Draw Ss' attention to the questions. Explain to them that these are the questions we usually ask when we analyse works of art.
- Ask Ss to match these questions to the texts in activity A1.
- Check the answers with the class.

#### KEY

**a.** 2 **b.** 1

#### **A3**

- Draw Ss' attention to the three bubbles. Explain to Ss that they are going to read what three people said about Van Gogh's painting.
- Ask Ss to pay attention to the words in bold (I think this painting is about..., It reminds me of..., It makes me feel...) and explain to them that these are some common phrases we use when we want to express our interpretation of a painting and give our opinion about it.
- Have Ss read the bubbles and ask them to tell you if they agree or not. Alternatively, ask them to use the words in bold and give their own interpretation of the painting.

#### **B** Stage 2: Developing

- Write the following steps on the board to summarise what Ss have to do when they want to talk about a painting: 1. Introduce the painting 2. Describe the painting 3. Analyse it (objects/shapes/colours) 4. Interpret/ Give your opinion
- Remind Ss that they can use the vocabulary/phrases presented in lesson 2d in their Student's Book in order to describe a work of art.
- Draw Ss' attention to the painting in activity B and

- the speech bubbles. Have Ss complete the speech bubbles by following the steps. Tell them to try and complete as many speech bubbles as they can.
- Then have them compare answers with their partners.
- Have Ss present their answers to the rest of the class.

#### **KEY**

#### suggested answers:

- In this painting, we can see a red room and a woman placing fruit in a bowl. On the table, there is some fruit and a vase with flowers. There is a window in the background.
- 2. Henri Matisse uses straight lines and bright colours, like red, blue and green. There are also some wavy lines in the flower pattern.
- 3. I think this painting is about everyday life in a house.
- **4.** It makes me feel energetic because of the red colour but also calm.
- **5.** It reminds me of my grandma's dining room because it has bright colours and patterns on the wall.

#### **Background information**

Henri Matisse (1869- 1954) was a French painter, sculptor and printmaker. He is particularly known for his use of colour and his desire to achieve the art of balance and purity in his works of art. Henri Matisse belonged to the *Fauves*, a group of artists who used colour to convey emotions. Matisse's painting *The Dessert: Harmony in Red* is considered to be Matisse's masterpiece. It went through three stages. First, it was painted green, then blue and finally Matisse decided that red was the most suitable colour for his painting.

#### C Stage 3: Applying

- Ask Ss to choose their favourite painting or any painting they find interesting. Encourage them to use the Internet to find one.
- Explain to them that they are going to make a poster. They can print the painting or copy it and use the speech bubbles in activity B in order to analyse and interpret it.
- Have Ss present it to the class in the next lesson.
- You can put Ss' posters on the wall and create your own art gallery.

#### Think it through 3

(Higher-order thinking skills: Observation and deduction)

#### A Stage 1: Familiarising

- Draw Ss' attention to the two pictures with the bird. Have Ss work in pairs and spot the difference. Elicit answers (in picture **a** there is snow and it's cold-it's probably winter while in picture **b** it's sunny and warm-it's probably spring).
- Explain to Ss that they are going to read a short text and choose the correct picture. Tell them that there is a clue in the text that reveals the correct answer.
- · Ask Ss to underline the clue they find.

- Allow Ss some time to read the text, then read through the question and choose the correct picture.
- · Check the answers with the class.
- Follow the same procedure for the second pair of pictures. First, ask Ss to tell you the main difference in these two pictures (in picture a there is some hot tea on the coffee table while in the second picture there is some cold lemonade).
- Allow Ss some time to read the text, underline the clue(s) and share their answers.

#### KEY

- **1.** a (clue: *She slowly took off her gloves...*)
- 2. a (clue: He had a sore throat and a terrible cough, so he was drinking hot tea and not cold lemonade).

#### B Stage 2: Developing

- Draw Ss' attention to the table with the sports and the names. Read the rubric of the activity aloud and make sure Ss understand what they have to do.
- Explain to them that they have to pay attention to the clues given, and decide on each boy's favourite sport.
- In order to help Ss, start working on the activity together. Read the first clue and tell Ss to underline the important piece of information it contains (*Brad and Alex don't need a ball*).
- Then ask Ss to rule out the sport(s) that doesn't/don't fall into this category (tennis, water polo). Ask Ss: Can you decide on Brad's and Alex's favourite sport? Elicit the answer No, we can't and ask Ss to move on to the next clue.
- Read the sentence aloud and ask Ss what Toby's favourite sport is and why (tennis because the other three sports are water sports and Toby doesn't like water sports).
- Have Ss follow the same procedure for the next two clues and go round the class helping them when necessary.
- As soon as they finish, have them compare their answers with their partners' and justify their answers.
- · Check the answers with the class.

#### KEY

	tennis	water polo	windsurfing	sailing	judo
Brad	X	X	0	X	X
Toby	0	Х	X	X	Х
Jake	Х	Х	Х	X	0
Leo	Х	0	X	X	Х
Alex	Х	X	Х	0	Х

#### C Stage 3: Applying

- Have Ss work in pairs. Tell them to choose a boy from activity B, but not to reveal to their partner which one they have chosen.
- Explain that they are going to give clues to their partner

to help him/her find the boy they chose. Read through the speech bubble to help them.

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

#### KEY

suggested answer:

This boy likes water sports. (Ss rule out the boy that doesn't fall into this category- Toby)

This boy uses a ball. (Ss rule out Brad and Alex because they don't need a ball to play their favourite sport). It's Leo.

#### Think it through 4

(Higher-order thinking skills: Evaluating and summarising)

#### A Stage 1: Familiarising

- Draw Ss' attention to the text. Have Ss work in pairs.
   SA should read the story from the beginning (It was a cold December afternoon...) to 'I hope it's not sinking,' thought Eric jokingly and SB the rest of the text.
- Tell them to read their parts of the text silently. In order to ensure that each student won't read their partner's part, you can ask them to use a notebook and cover the part of the text they don't have to read.
- As soon as they finish, have SA use his/her own words and the most important information and tell SB his part of the story. Then SB continues the story using his/her own words again.
- Go round the class making sure all Ss have understood the short story.
- Then you can have SA read SB's part of the story and vice versa in order to check if their partner included the most important information.
- Now have them work together and choose the best title for the story. Remind Ss that a title should summarise the whole story and not specific parts of the story.
- · Ask Ss to justify their answer.
- Check the answers with the class.

#### KEY

b

#### **B** Stage 2: Developing

- Write the word *summary* on the board and explain to Ss that it is a short description/text that gives the main idea of a story/text without any examples and details.
- Draw their attention to the professor and read his advice aloud. Make sure Ss understand everything.
- Write the following questions on the board and elicit answers:

Who was on a cruise? (Eric and his grandpa.)
What was Eric's grandpa doing? (He was sleeping.)
Was Eric bored? (Yes. he was.)

So, what did Eric do? (He turned on the TV.)
What did he see on the news? (The Delphinium.)
Why was the ship on the news? (The ship was on the news because the famous writer Frank Carson was presenting his new book on the ship.)
Was Eric excited? (Yes, he was.)

- Explain to Ss that if they use the answers to these questions, they can write the summary of the story in activity A.
- Have Ss work in pairs and summarise the story based on the answers to the questions on the board.
- Draw their attention to the texts a and b to compare their summary with the ones provided and choose the best one.
- · Ask Ss to justify their answer.
- Check the answers with the class.

#### KEY

a

#### C Stage 3: Applying

- Draw Ss' attention to the short story. Tell them that they should read the story and find a title for it, then use the questions to write a good summary.
- Ask Ss to read through the professor's advice again and allow them some time to do the activity.
- As soon as they finish, have them work in pairs and compare titles and summaries.

#### **KEY**

suggested answer:

#### The scary noise

Zoe and Stella were at Stella's house. They were watching a film when suddenly they heard a strange noise. When they heard the noise a second time, they decided to go upstairs and check. They saw Stella's brother playing video games. Stella and her friend were relieved that it was her brother.

## **Workbook Listening Transcripts**

#### **Module 1**

#### 1b

F

**Host:** And we're back with Mark and Jane - two teenagers who recently took part in a digital detox and went a whole week without technology.

Jane: Well, we could use it for schoolwork or homework

Mark: But that was it!

**Host:** I see. So, what's some advice for people who want to do a detox, Mark?

Mark: It's important to start slowly. Many people think it's a good idea to stop using all their devices at the same time, but then they find it difficult when they suddenly can't use any technology at all. I just used them less and less every day, until I finally stopped using them completely.

Host: And what about you, Jane?

Jane: On the first day of the detox, I gave all my devices, like my laptop and my tablet, to my mum. I even gave her my phone every time I got home from school. No social media at all!

**Host:** And what did you do when you felt that you needed to use technology?

**Mark:** I just used to go for a run in the park or ride my bike around town.

**Jane:** As for me, I made lots of plans for my free time, like meeting up with friends, so I was constantly busy and just forgot about my phone.

Host: So when's your next detox, guys?

Mark: Not for a while, but I'll think of doing one in the future

Jane: Same here!

#### Module 2

#### 2b

G 1.

**A:** Hey, Jake! There's a tennis tournament on Friday. You're really good at tennis!

**B:** I haven't played tennis for months, and there are better players than me, Kevin.

A: Are you sure? Check out the prize!

**B:** A new game console? I definitely need to get a new one.

A: Well, here's your chance! You never know!

B: It's not that easy.

A: Unless you try, you'll never find out.

**B:** I guess you're right.

2

**A:** Hey, Lisa. Why the long face? I thought you were excited about going shopping with me.

**B:** Well, I am, but I'm really upset with Megan.

**A:** Why? What happened? You're best friends.

**B:** That's what I thought, too... She's hanging out with some friends today and she didn't even tell me about it.

A: Does she know you're upset?

**B:** She hasn't got a clue. If she doesn't say sorry though, I won't speak to her again.

**A:** Well, unless you talk to her about it, she won't know you're upset. So, why don't you call her?

3.

A: You won't believe this!

B: What's wrong?

**A:** My computer broke down again. How am I going to do my project now? If I don't do it, I'll be in trouble.

B: Take it easy! We'll think of something.

**A:** Well, I can't fix it. I could use my dad's laptop, but he's coming home late tonight.

**B:** Look, I'm going to football practice now, but I can lend you mine as soon as I finish.

A: Really?

B: Of course.

#### Round-up

**Q:** Elizabeth Grey is with us today. So, Elizabeth, how did you start writing?

**A:** I was really into reading as a teenager, but I started writing after I finished university.

**Q:** So, science-fiction books were always your favourite type of book, right?

**A:** In fact, they weren't. As a teenager, there was nothing I liked more than fantasy books. I loved books with maps of other worlds. In fact, before I began writing, I used to draw pictures and maps of fantasy worlds.

Q: So, you draw the ones in your books, right?

A: Oh, of course not. A professional artist does that.

**Q:** I see. So, how do you start writing? Do you think of the story first?

A: Well, that's what some writers do. They think of the plot first and then create characters for the plot. I like to focus on my characters first. I think about what kind of personality I want each one to have, what their interests are. Then I think about what's going to happen to them.

**Q:** Interesting. What advice do you have for teenagers who want to be writers?

**A:** Some people think that you have to be born a writer, but that isn't true. If you want to be a writer, then just write. All the time! Soon, you'll get good at it.

**Q:** Do you think teenagers are more interested in technology these days than they are in reading books?

A: Well, I'm not sure. The technology we have today is amazing - and I'm totally into my gadgets - but I feel fortunate that I grew up without all the electronic devices people have nowadays. It makes me anxious that kids are constantly connected to others through social media. I would tell them to just unplug every now and then, and spend some time doing other things - like reading my books!

## Workbook Listening Transcripts

#### Module 3

#### 3c

Е

Hi, this is Aunt Flora. I heard about an exhibition at the Science Museum and I thought you might be interested. It's called 'Inside the Teenage Brain'. It has lots of 3D displays and interesting information, and you can also do fun activities and brain puzzles to test your brain power! It's only for one day - this Saturday, and it opens at 9.00 a.m. I know you have basketball practice at ten, but maybe you can go afterwards. The address of the Science Museum is 237 Marjoram Street. That's M - A - R - J - O - R - A - M. An adult ticket is 24 pounds, but it's half price for students, so only twelve pounds. Anyway, you can go online if you want more information about it. Take care now! Bye!

#### Module 4

#### **4c**

D

- A: How was work today?
- **B:** Well, you know. There's never a dull moment at the zoo!
- A: Uh-oh. What happened this time?
- **B:** I was in the monkeys' cage and I was giving them their lunch when I heard a child laughing. I looked up and saw a young boy in the cage with us!
- A: How on earth did he get in there?
- **B:** I guess I forgot to close the door and he just walked in.
- A: Oh no! What did the monkeys do?
- **B:** At first, I was scared that they might hurt him. But they seemed to enjoy his visit and even wanted to play!
- A: Unbelievable! Where were his parents during all this?
- **B:** The boy walked away from his mum and she was looking everywhere for him. She was starting to panic when we found her so, luckily, even when I told her everything that happened, she was just glad he was OK.
- **A:** Well, that's nice! It's good that she wasn't upset with him.

#### Round-up

#### Cody

I grew up in London, but I've always been crazy about the outdoors. I was camping in a beautiful forest one summer when I finally made the decision to move house — and go to the forest! My friends told me to follow my dream, and they helped me build the house that I live in now. Two houses, actually! We made them at the top of these large, tall trees and connected them with a bridge. There's nothing like waking up to the sound of birds singing every morning, is there?

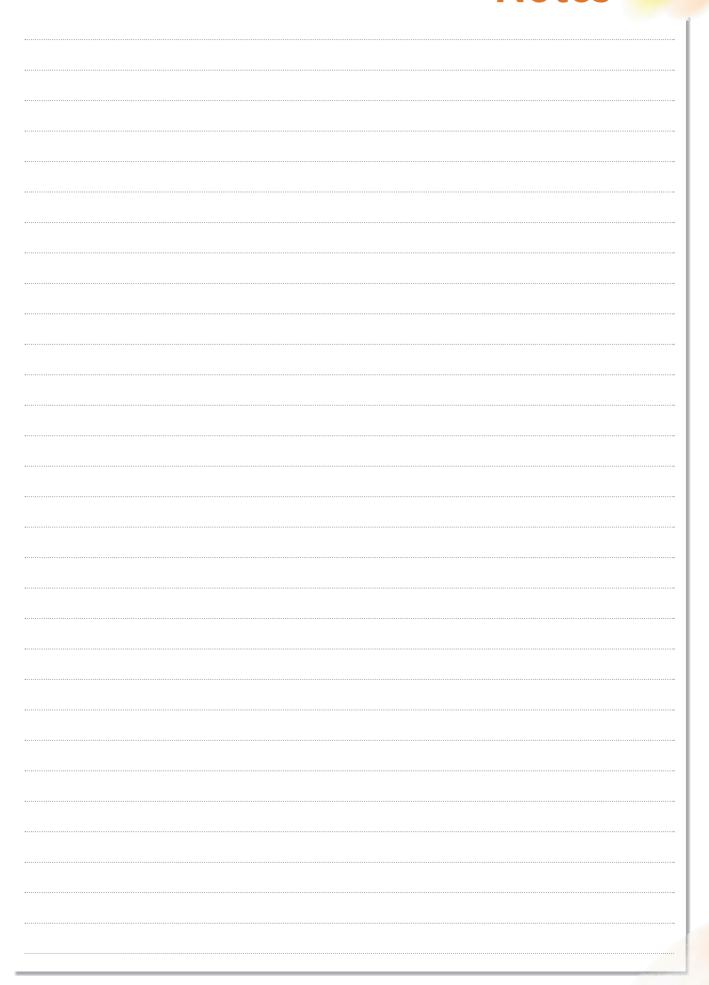
#### Fiona

Yurts are perfect for anyone who loves nature, because they allow you to live almost anywhere: a desert, a mountain, an island — everywhere except a big city, that is! A lot of people haven't heard of yurts, but in some parts of the world, people have lived in them for thousands of years. Modern yurts are small houses, in the shape of a circle, and they're easy to move from one place to another. My family moved our yurt to Alaska two years ago, and it's covered in snow for most of the year. I think yurts are so cool that I can't imagine living anywhere else!

#### Elsa

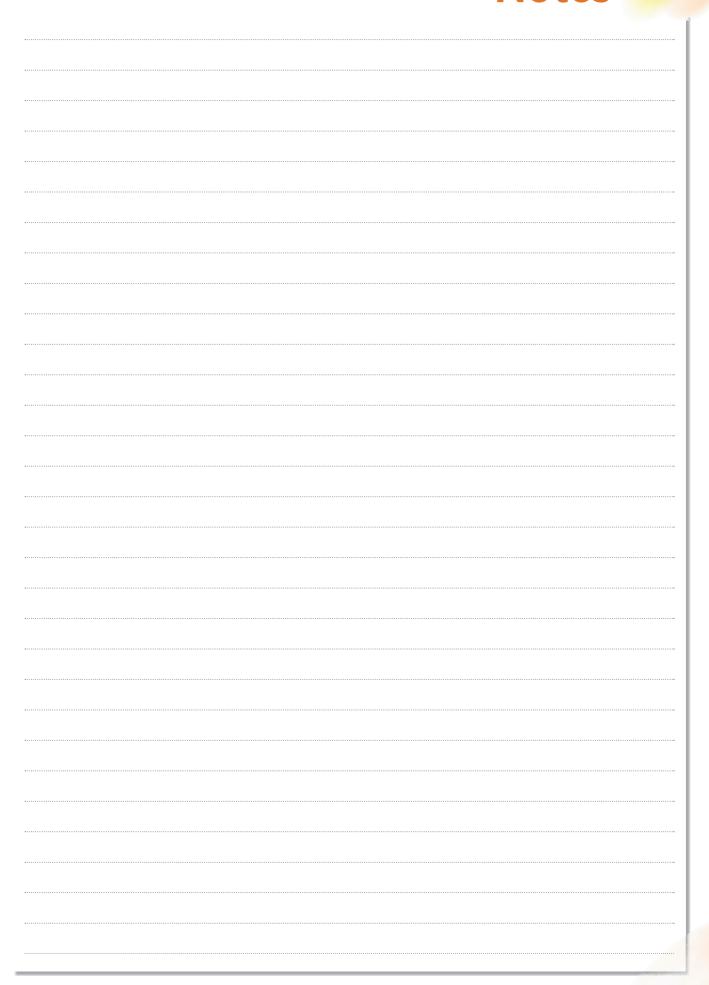
When I was born, my parents made the decision to live by the sea. I'm really glad they did, because there's nothing I like more! When I was fifteen, my family sold our old sailing boat and bought a catamaran. One of the advantages of the catamaran is that it has a much bigger living area than a regular sailing boat. However, I'd also like to live somewhere else someday. I think big cities are cool, so I might try that! I would never want to be too far from the water, but living in a flat is so different from the way I grew up that it seems interesting!

## Notes



## Notes


## Notes



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