

In this unit, students:

- develop study skills by reading, understanding and correcting a variety of reviews of New York
- develop a close understanding of the reviews
- learn about adjectives; spell words with *oi / oy*; learn about the conjunction *because*
- learn and practise the order of adjectives
- learn and practise *see, hear, watch, feel* something happen/happening
- learn about the features of proofreading; correct and rewrite given texts
- listen to a conversation about photos; discuss the photos; listen and answer questions on a talk about the Statue of Liberty
- make a short individual presentation about interesting local sights

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Lesson 1 Check-in; Reading SB pp17-19

Lesson aims

- to prepare for the topic of New York and other aspects of work in Unit 2 through the Check-in page
- to read and gain a general understanding of students' reviews and recounts

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

WB practice: Unit 2 vocabulary list (p138)

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

► Check-in - 10	► After reading - 10
► Before reading - 3	► Reading practice - 10
► Reading - 7	

Point out the unit title and give students a few moments to look at the pictures.

Ask: What can you see in the photographs?

Check-in

- 1 Read the first two statements.

Task box Elicit ideas from the class about New York. Encourage them to say as much as they can about the city. Students may know a lot about the city and may be able to talk about a number of activities. If they do not, encourage them to think of the kind of places most cities have, e.g. museums, parks, etc.
Elicit as many students' views as possible.
Elicit different activities that students tell you about.

- 2 Read the last statement.

Reading

- 1 Read the first two points.

Task box Ask the class what the answer to this question is: *proofreading*.

Note: If you wish, explain that a proof is a first printing of a page which is then used to mark necessary corrections before the final printing.

- 2 You might wish to ask the class if they know another meaning of proof as a noun. They may know that it can also mean *evidence*, e.g. *We believe he is guilty but we have no proof.*
- 3 Read about the new words and elicit meanings.

Looking at language

- 1 Read out the work that will be covered in the unit.
- 2 If you wish ask the class to think of a word with each of the *oi / oy* spellings.

Task box Read out the question and elicit that a conjunction joins two main clauses. Ask the class to name one or two other conjunctions. They should know that *and*, *but* and *or* are conjunctions.

Grammar

- 1 Read the sentence about adjectives.

Task box Elicit the answer: *an adjective describes (tells you more about) a noun.*
Ask the class for a few examples of adjectives.

- 2 Read about the other work that students will cover in the unit.

Writing

- 1 Read out the proofreading work that students will do in the unit.
- 2 Check they remember what proofreading is.

Listening

Read out the work that students will cover in the unit.

Task box Ask the question. Elicit that the Statue of Liberty is on Liberty Island in New York Harbour.

Speaking

- 1 Read the information about Speaking.
- 2 Explain that structures can include things like bridges, statues, memorials, etc.

Reading: New York! New York! SB pp18–19

Before Reading Pre-reading questions

- 1 Tell the class to skim over the texts on the two pages.
- 2 Ask: How many texts are there? *six*
Are they all different? **No. Each text is shown twice.**
- 3 Explain that the first text of each pair is uncorrected. The second text is the one that the students have proofread and marked corrections on.
- 4 Ask: What places or things are shown in the pictures? **a silk robe, a park, a performance**

Reading

- 1 Read the text to the class or play track 1.05.
- 2 Check understanding of vocabulary. Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.
- 3 Some or all of the key words for Unit 2 in the Word list at the back of the WB may be checked in a dictionary during the lesson, if necessary, and as a homework task.

Note: Students will have the opportunity to check meanings of words for homework and will do further comprehension and vocabulary work in following lessons. This reading lesson aims to achieve a broad, general understanding of the texts. It is important not to spend time on checking meanings in the lesson.

After reading General questions

Check students' general level of understanding by asking questions on the gist of the texts.
Students should be able to answer broad questions fairly easily. Elicit answers. Make sure that everyone agrees. Refer the whole class to the texts to check details, if necessary.
Use the following questions or any of your own:

- 1 Which students went to a place where works of art are kept?
Holly and Sofia
- 2 What was the name of the place? **the Metropolitan Museum of Art**
- 3 Which students wrote about The Lion King? **Jack and Ali**
- 4 What did Laura write about? **the meeting with Professor Brown at the end of the week**
- 5 Who wrote the most? **Jack and Ali**
- 6 How did Jack and Ali travel to the theatre? **by train**
- 7 From what Laura wrote, how much did the friends enjoy their visit to New York? **a lot**

Reading practice

- 1 Ask different students to read sections of the texts aloud using the corrected copies.
- 2 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 3 Remind students that they need a detailed knowledge and understanding of the texts for the next lesson.

Homework

Students listen again to the recounts (track 1.05). They re-read them carefully and check meanings again as necessary. Explain that they should ensure they understand all the words listed for Unit 2 at the back of their Workbooks.

Lesson 2 Reading comprehension SB p20

Lesson aims

- to re-read New York! New York! (I) in full (II) in sections for detail
- to develop a close understanding of the texts
- to give a personal response to the students' recounts of their time in New York

SB skills: reading for detail; discussing meanings in context; identifying mistakes; critical thinking; vocabulary; personal views

WB practice: true/false; cloze; personal views

EPB link: Test 1, Reading Q1, Q2, Q3

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

- | | | |
|------------------|------------------|------------------------|
| ▶ Warm-up – 2 | ▶ Activity 2 – 6 | ▶ Vocabulary check – 4 |
| ▶ Re-reading – 5 | ▶ Activity 3 – 5 | ▶ Your views – 3 |
| ▶ Activity 1 – 6 | ▶ Activity 4 – 9 | |

Warm-up

- Ask the class to think of as many places in New York as they can. They should be able to recall the places mentioned in the reading texts. They may be able to name others from their own knowledge.

Before starting this page, read New York! New York! again or play track 1.05.

Activity 1

- 1 Ask the literal comprehension questions to check whether the class has a good understanding of the texts.
- 2 Elicit oral answers from the class. (They will need to work out the answer to question 6 from facts in the text.)
- 3 Encourage them to turn back to the texts and scan them to find or check answers. Tell them to scan the texts the writers have corrected rather than the ones with the mistakes.

Answers

- 1 the Metropolitan Museum of Art
- 2 1000 5th Avenue at 82nd Street
Note: If appropriate, explain to the class that much of New York is built on a grid system with the avenues running from north to south and the streets running from east to west. The Metropolitan Museum of Art is on 5th Avenue at the junction with 82nd Street.

- 3 a more than two million
b nearly five million
- 4 a great view of Central Park
- 5 the Lyceum Theatre in Times Square
- 6 Scar is Simba's uncle
- 7 None, it was as bright and noisy as when they arrived.
- 8 sightseeing, taking photos and shopping
- 9 to create a website where young people can find out about each others' lives
- 10 in a leaflet

Activity 2

- 1 If you wish, students may work in pairs.
- 2 Ask the class to find the first word. Ask a volunteer to read the sentence in which it appears.
- 3 Give the pairs a moment to agree on the answer.
- 4 Elicit the answer and check that the class agrees.
- 5 Continue in the same way with the two phrases.

Answers 1b 2a 3b

Activity 3

- 1 Students work in pairs. Give them a time limit to scan the texts and to find the seven errors.
- 2 Check answers together.

Answers

Holly and Sofia's spelling mistakes: fascinating, two
Jack and Ali's grammatical mistakes: Prince Simba is (not are); for many years (not since); Everyone was humming (not Everyone were humming)
Laura's punctuation mistakes: line 2, full stop and speech marks missing after *brilliant*

Activity 4

- 1 Students discuss their answers to these questions in pairs or small groups. See Introduction p22 for advice on setting up groups if your class is not familiar with this.
- 2 Tell students to note their answers.
- 3 Give them a time limit to discuss the five questions.

Example answers

- 1 The opening date: 1870 determines the number of years the museum has been open.
- 2 Students should notice that the boys say it was *after dark* when they arrived at 42nd Street.
- 3 The boys say that the audience booed and cheered different characters so it sounds as though they were responding actively to the show. They also say that *Everyone was humming and singing as they left the theatre* so it seems likely that they enjoyed the music and remembered it afterwards.
- 4 Students' own answers

Vocabulary check

- 1 Ask the class to find the first word. Ask a volunteer to read out the sentence in which it appears.
- 2 Ask if anyone can suggest the meaning without looking in the dictionary. Encourage suggestions, e.g. **very interesting**.
- 3 If necessary, ask the class to look up the word to check the meaning.
- 4 Continue with the other words, encouraging the class to think first and check second.

Note: This activity may be set as an extra homework task.

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Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class.
- 2 This activity offers students the opportunity to give their individual response to the texts they read and gives the teacher the opportunity to find out how well students have engaged with the content.
- 3 Each student should write their own response as an independent homework task.
- 4 Explain to the class how much you require them to write.
- 5 Students reading their responses can also be a warm-up activity for following lessons.

WB: Reading comprehension (WB p13)

Vocabulary check (if not done in class)

Your views personal response

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

WB answers

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

Exercise 2

- 1 They have spent one week in New York.
- 3 Laura did not visit the Metropolitan Museum of Art.
- 6 The Metropolitan Museum of Art is on 5th Avenue / The Lyceum Theatre is in Times Square.
- 8 Laura is not very good at punctuating her work correctly.

Exercise 3 1 exhibits 2 information 3 prehistory
4 convinced 5 extraordinary

Exercise 4 Students' own answers

WB: Vocabulary (WB p14)

This page may be completed after Lesson 2 or Lesson 3. Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them when they do this page.

WB answers

Exercise 1 1 fascinate 2 amaze 3 astonish

Exercise 3 1 astounding 2 exciting 3 startling
4 confusing

Exercise 5 Students' own sentences

Exercise 7 Students' own sentences

Lesson 3 Looking at language SB p21

Lesson aims

- to investigate how adjectives are set out in a dictionary
- to practise spelling words with *oi / oy*
- to learn about and practise using the conjunction *because*

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

WB practice: comparative/superlative adjectives; spelling *oi / oy*; recognising clauses or sentences; completing sentences with clauses; identifying clauses of reason

EPB link: Test 1, Grammar and Vocabulary Q4, Q5

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

► Warm-up - 5

► B Spelling - 10

► A Dictionary work - 10

► C Language development - 15

Warm-up

- Ask two or more students to read their responses to 1-20 views on SB p20.

A Dictionary work

Information box Ask students to define the term adjective: **a word that describes a noun.**

Read through the entry for *wonderful*. Point out that the same key elements are given as for a noun which they looked at in Unit 1: word / phonetic spelling / word class / definition.

In the second entry point out the extra information: the comparative and superlative forms. Ask what the spelling change is. **Where a consonant precedes y, it changes to i before -er/-est is added.**

Ask if they can think of any other adjectives that have this spelling change: prompt, e.g. *funnier/est, dirtier/est*. Remind students of changes to words ending with a short vowel sound + consonant, e.g. *big, bigger, biggest*.

Activity 1

- Students look up and write the comparatives of all the words.
- If students are confident, encourage them to write first, then check. If they have made a mistake they can correct it but encourage them to think back to the rules for spelling changes if they have forgotten to apply them.
- Check answers together.

Answers 1 noisier 2 sadder 3 lonelier 4 hotter
5 lovelier 6 luckier

Activity 2

- Complete this activity in the same way as Activity 1.
- Give them a time limit to complete the activity.
- Go around as they work and monitor how many students make accurate first attempts without having to look in the dictionary.

Answers 1 wettest 2 gloomiest 3 driest
4 thinnest 5 heaviest 6 shiniest

B Spelling

Information box Read through the information with the class. Ask students to read the example sentences and words.

If necessary, explain *soya*: a kind of bean.

Activity 1

- Students work in pairs. Remind them to look back at the rules if they are not sure of any spellings.
- Check answers together.

Answers 1 toy 2 oil 3 join 4 voyage 5 avoid
6 voice 7 employ 8 coin 9 loyal

Activity 2

- Give students a time limit to compose five sentences.
- Ask several individuals to read out their sentences.
- Alternatively, if you are short of time you may wish to set this as an additional homework task.

C Language development

- Read the first information point. Ask the class what other conjunctions they know. They should be able to name *and*, *but* and *or* as conjunctions they have studied.
- Read the next information point. Ask volunteers to read example a, with two separate sentences, and example b with the same sentences joined with *because*.

Activity 1

- Read out the first question. Remind the class that the final action means the event that happened last.

- 2 If necessary, prompt the class towards the correct answers. Help them to work out that the students won the competition first, then they went to New York.

Answers

The first clause tells the reader what the final action was:

They went to New York

The second clause tells the reader the reason for the action: **they had won a competition**

Read the information point and the example sentence.

Activity 2

Ask the two questions. Remind the class to think what happened last.

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Answers

The second clause tells the reader the final action.

The first clause tells the reader the reason for the action.

Read the next information point.

Activity 3

- 1 Read the question.
- 2 Ask a volunteer to read the two lines.
- 3 Elicit a response from the class. They should very quickly recognise that the second line is a complete sentence and the first is not.
- 4 If there is any hesitation about this, remind them that a clause expresses part of an idea but not a complete idea. Write up some examples of clauses and short sentences and invite the class to say which is which, e.g. *The man with the red hat* *The hat is red*, etc.
- 5 Ask the class to think of a complete ending to add to the clause in the first line. Elicit several different ideas, e.g. **we arrived late in school; we missed the train/plane; we were very cross**, etc.
- 6 Read the next statement and question.
- 7 Ask two volunteers to read each pair of lines.
- 8 Elicit the answer from the class.

Answer The second pair of lines is a complete sentence.

- 9 Ask the class in pairs to think of an ending to add to the clause in the first two lines and write a complete sentence, e.g. **we went indoors; Anna put on her coat**, etc.
- 10 Read the next information point.
- 11 Explain that texts can appear complicated when they have a lot of clauses. If the meaning of a sentence is unclear because there are so many, the reader should look for the completed action, then go back and look at the clauses.
- 12 Read about comprehension answers. Ask an individual to read the question and example short answer.
- 13 Read the last information point and ask a volunteer to answer in a complete sentence.

Answer Laura took lots of photos because she liked the city so much.

WB: Looking at language (WB pp15-16)

This work should be done as an independent homework task. Point out that Exercise 2 of the Dictionary work involves irregular adjectives, most of which they should know but should check in the dictionary if necessary.

WB answers

Dictionary work

Exercise 1 1 friendlier, friendliest 2 bigger, biggest
3 earlier, earliest 4 healthier, healthiest 5 busier, busiest

Exercise 2 1 worse, worst 2 less, least
3 further, furthest 4 better, best

Spelling

Exercise 1 1 choice 2 annoy 3 enjoy 4 spoil
5 royal 6 joint 7 destroy 8 point 9 voyage

Exercise 2 1 moisture 2 decoy 3 alloy 4 coy
5 envoy

Exercise 3 Students' own sentences

Language development

Exercise 1 1 Dad was very cross 2 complete sentence 3 Mum made coffee 4 Mum didn't buy it 5 complete sentence

Exercise 2 Students' own sentences
Example answers

Because we were scared, we ran away as fast as we could.
We stopped as soon as we could because we realised we were lost / we were completely exhausted.
Because we realised we were lost, we were scared.
We were scared because we heard the dogs barking / because we saw the explosion / we realised we were lost, etc.

Exercise 3

- 1 (The cliff was covered with) plants and bushes.
- 2 between the rocks and in deep cracks
- 3 The floor of the cave was rough.
- 4 because they had left in such a hurry
- 5 a torch, a candle and a box of matches
- 6 the dim light from John's mobile phone

Lesson 4 Grammar SB p22

Lesson aims

- to read and understand a short text with several adjectives describing a noun or nouns
- to learn the rules for the order of adjectives
- to practise the correct order of adjectives through oral and written activities

SB skills: reading, speaking, grammar accuracy

WB practice: categorising adjectives; ordering adjectives

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

- | | | |
|------------------|-------------------|------------------|
| ▶ Warm-up - 4 | ▶ Activity 2 - 6 | ▶ Activity 4 - 8 |
| ▶ Activity 1 - 5 | ▶ Activity 3 - 10 | ▶ Activity 5 - 7 |

Warm-up

- Write some verbs on the board and ask the class to form adjectives, e.g. *astonish*, *fascinate*, *hide*, *excite*, *break*.
- Write some nouns and ask the class to form adjectives, e.g. *dirt*, *noise*, *wonder*, *colour*.

Activity 1

1 Pre-reading questions

What kind of buildings have the four friends seen in New York? Elicit, e.g. **tall**, **lots of windows/glass**.

What are the New York streets like? Elicit ideas, e.g. **busy**, **noisy**, **lots of traffic**, etc.

- 2 Ask three students to read a paragraph each. Point out that the adjectives are in bold type. Explain that the order of adjectives in English is important.

- 3 After reading the text, ask questions to practise the order, e.g. What was their week in New York like? **wonderful and busy**.

What were the suits of armour like? **extraordinary**, **ancient**, **metal**. Point out that the last adjective tells the reader what the armour was made of.

Activity 2

- Go through this activity with the whole class.
- Ask an individual to read the first sentence. Ask a volunteer to correct it. Check everyone agrees.
- Continue with the other sentences.

Answers

Incorrect word underlined, correction in *italics*.

- 1 *quiet* **noisy** 2 **bored** *fascinated* 3 *Japan* **China**
4 *Central Park* **Times Square** 5 *water* **solar** 6 *tiny* **huge**

Activity 3

Remember!

Go through the information and examples in the box. Write the categories for the order of adjectives on the board on the left side, well spaced out.

Ask individuals to read out the phrases. Write the adjectives in each phrase under the correct category word.

- Go through the practice activity with the whole class.
- Tell the class to think about the order for **ancient**, **amazing**. Remind them to look at the categories on the board.
- Elicit an answer. If it is correct, write the adjectives under the correct category word.
- If the whole class has the wrong idea, ask them to think what each adjective does, e.g. **gives the age**, **gives an opinion**.
- Continue with the other phrases, checking with the class that the answer matches the order of categories on the board.

- Answers 1 an amazing, ancient castle
2 a marvellous, long holiday 3 a tiny, round box
4 a little, old lady 5 a new, oval window 6 an unusual, triangular painting 7 an extraordinary, huge, circular pool

Activity 4

Remember!

Go through the information in the box. Write the categories for the order of adjectives next to the first set of categories.
Ask individuals to read out the phrases. Write the adjectives in the example phrases under the correct categories.

- Go through the practice activity.
- Ask students to work in pairs to create descriptive phrases using the adjectives and nouns. Remind them to check their ideas against the order of categories on the board.
- Give them a time limit. Ask different pairs to read out phrases. Ask the class to listen and check whether the adjectives are in the correct order.
- If there is doubt, write the adjectives on the board and ask the class to check them against the categories.

Answers Students' own ideas

Activity 5

- Students work in pairs. Give them a time limit to compose phrases for the pictures.
- Ask different pairs to give their phrases for the four pictures.

Remember!

Point out the complete order of adjectives in the box. Explain to the class that this is a basic guide. Not all adjectives fit easily into these eight categories.
'Size' covers dimensions in general, e.g. length, height, depth. Also included in this category would be adjectives such as: *tall*, *short*, *narrow*, *wide*, *broad*, *deep*, *shallow*.
Basic size adjectives precedes these dimensions, e.g. a *big*, *tall* man **not** a *tall*, *big* man.

WB: Grammar (WB p17)

Check students understand the tasks. Remind them to look in the Grammar reference section at the back of their WBs if they need to check rules.

WB answers

Exercise 1

opinion: wonderful, horrible, interesting
size: huge, wide, short
age: old, new, 16th century
shape: oval, circular, square
colour: purple, turquoise, crimson
origin: London, Greek, Pacific
material: wooden, straw, iron
purpose: riding, football, sewing

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Exercise 2

- 1 a charming, elderly, university professor
- 2 small, round, wooden tables
- 3 smart, new, brown, leather suitcases
- 4 an elegant, gold and silver wedding ring
- 5 magnificent, blue, Italian vases
- 6 a deep, oval, swimming pool

Exercise 3

- 1 We visited an amazing, huge, old castle in Scotland.
(Also correct: We visited an amazing, huge, old, Scottish castle.)
- 2 Jenny found some ancient, Roman, silver coins.
- 3 The woman kept her rings in a small, round, leather, jewellery box.
- 4 The archaeologists dug up a strange, red and black, Egyptian statue.
- 5 The men in the boat had a large, circular, fishing net.
- 6 Sam bought a fantastic, new, red and white, American guitar.

Lesson 5 Grammar in use SB p23

Lesson aims

- to listen to, read and understand a short conversation about ideas for the website
- to understand and practise the structure *to hear, see, feel, smell, notice*, etc. something happen/happening
- to understand and practise phrasal verbs with *come*

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

WB practice: cloze; sentence completion with own phrases; gapfill; choosing phrasal verbs

EPB link: Test 1, Grammar and Vocabulary Q1, Q2, Q3, Q6

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

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

Warm-up

- Ask the class to name the nine countries from which the teams come. Elicit: **Canada, UK, Australia, Kenya, Brazil, India, Thailand, Russia, Jordan.**
- What four subject areas will the website cover? **Science, the Arts, the Environment, Education**
- Ask if they can remember the name of the leaders of the Australian and Russian teams: **Carrie, Sergei.**

Activity 1

- 1 Point out the characters in the photo and the project note.
- 2 **Pre-listening questions**
Which teams are meeting? **UK, Australia, Russia**
Which students are meeting? **Ross, Laura, Carrie, Sergei**
Which subject area was this team given? **the Environment**
- 3 Explain that this is their first meeting in which they can start thinking about things they would like to put on the website.
- 4 Play track 1.06. Students listen and follow in their books.
- 5 Point out the words in bold type: the structure is the verb + infinitive without to or verb + present participle.
- 6 Tell the class they will practise these structures during the lesson.

Activity 2

Ask the literal questions to check understanding.

Answers

- 1 Carrie is from Australia, Sergei is from Russia, Ross and Laura are from the UK.
- 2 Carrie is excited because she says she was happy when Professor Brown announced it.
- 3 Carrie does scuba diving so she knows a lot about the Great Barrier Reef.
- 4 Scientists have noticed the coral dying.
- 5 She says it because they are thinking of a lot of ideas for what to include.
- 6 They want to feature the Great Barrier Reef, climate change, the destruction of the rainforests, renewable energy.

Activity 3

- 1 Ask one or more students to read the phrases in the box.
- 2 Point out the first example.
- 3 Students work in pairs to complete the sentences.

- 4 Check answers together. Remind them that to is not added before the second verb.
- 5 If you wish, go through the first part of the *Remember!* box now. Point out the structure and its use.

Answers

- 2 Holly heard someone shout her name.
- 3 I saw Laura take a photo.
- 4 Did you see the thief steal the diamond?
- 5 It was an earthquake. We felt the ground shake.
- 6 I heard the driver start the engine.

Activity 4

- 1 If you wish, go through this activity the first time with the whole class working together.
- 2 Point out the first question and the prompt words.
- 3 Ask a volunteer to read the question and the reply.
- 4 Point out the structure: verb + direct object + present participle + rest of the sentence. Write it on the board.
- 5 If you wish, read information in the second part of the *Remember!* box now. Ask a volunteer to read the example.
- 6 Ask a student to read the second question. Give the class a moment to look at the prompt words.
- 7 Elicit the answer. Check with the class that it is correct.
- 8 Make sure the class understands that this structure with the present participle means that the lights were continually flashing for a period of time.
- 9 Continue with the rest of the questions in the same way.
- 10 Go around listening as they work.

Answers

- 2 I saw lights flashing in the darkness.
- 3 The boy could smell meat roasting in the oven.
- 4 They watched (the) snow falling from the sky.
- 5 The tourists felt the sun burning their skin.

Activity 5

- 1 Ask different students to read the pairs of sentences.
- 2 Elicit from the class how they differ. For each one, students should recognise that the first sentence expresses one action that happened once. The second sentence expresses an action that happened repeatedly over a period of time or which took a period of time to happen.

Remember!

If you have not already done so, go through the box and ensure students have understood the structures and usage.

Grammar extra (SB p127)

Ask a volunteer to read the bubble.

Activity 1

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

Example answers

- 1 lives in, is found in
- 2 found, discovered
- 3 broke, fell to pieces
- 4 happened, occurred
- 5 get, become the owner of

Picture

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

Example answers

The bone comes from a dinosaur.
The archaeologist came across a bone from a dinosaur.

Activity 2

Students may think of their own sentences in pairs.

WB: Grammar in use (WB p18)

These exercises should be completed for homework. Check the class understands the tasks.

WB answers

Exercise 1 1 jump, drive 2 start, shout 3 shake
4 swoop, grab 5 fall, crash 6 strike

Exercise 2 Students' own ideas

Exercise 3 1 shut 2 beating 3 planning 4 slip
5 drying 6 burst

Exercise 4 1 came across 2 comes apart
3 do ... come from 4 has come up 5 did ... come by

Lesson 6 Writing SB pp24–25

Lesson aims

SB

Stage 1: to introduce the concept of proofreading

Stage 2: to work collaboratively to proofread a piece of written text

WB

Stage 3: to proofread and rewrite two written texts

SB skills: recognising mistakes in spelling, grammar and punctuation in student's own work

WB practice: checking work independently for errors in spelling, grammar and punctuation

EPB link: Test 1, Writing

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

► Warm-up – 5

► Stage 2 – 20

► Stage 1 – 10

► Stage 3 – 5

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Warm-up

- Write some words from the Spelling pages of Units 1 and 2 on the board, some with mistakes in and some without.
- In pairs, students decide which words are correct and make corrections to the words that are misspelt.

Stage 1 Features of proofreading

- Read the title and the information in the box.
- Ensure students understand that proofreading means both finding and correcting mistakes in: *spelling/grammar/punctuation*.
- Discuss with students whether they check their work when they have finished it.
- Ask: *Do you think this is a good idea? Why? Why not?* Students probably realise that they can lose marks by making small mistakes that they could easily correct.
- Encourage them to understand that if they get into the habit of always reading through their work and trying to improve it, they will i) find small errors they can put right ii) get used to the process and find it easier the more they practise it.

► Spelling

- Read the information about spelling and when to use a dictionary. Ask the class if words sometimes look wrong.
- Ask: *How could a dictionary be useful in correcting spelling mistakes?* Students should know that if they look up a word and it is not in the dictionary, it may be because they have misspelled it and they should try a different spelling.

Activity

- Ask a volunteer to read out the first sentence in the box. Ask the class which word is misspelled. Ask the class to look up any words that are incorrectly suggested.
- Elicit that *sensible* is misspelled. Ask for the correct spelling. Students should check in their dictionaries if they are not sure.
- Continue in the same way with the other sentences.

Answers 1 sensible 2 peaceful 3 believe
4 amazing 5 sitting

► Grammar

- Read the information about grammar mistakes.
- Explain that reading something aloud might help them to recognise something that does not sound right.

Note: This strategy does not help all students but it may help some, especially the more fluent speakers and writers.

Activity

Students do the activity in pairs. Check answers together. Ask what the mistake is in each sentence. Check that the class agrees. Ask for the correction.

Note: Make a record of anything that is incorrectly identified as needing correction. Make time to revise these structures at a suitable point.

Answers

- The theatre trip **was** very enjoyable.
- Who's** going to be the leader of the group?
- We **had an** opportunity to go shopping in New York.
- I have **been in** New York **for** three days.
- Professor Brown doesn't **want** us to lose touch.

► Punctuation

- Read the advice about punctuation and read the list.
- Go through the list and discuss which types of punctuation students have the most problem with.
- If there is a consensus – and it is usually direct speech – make a note to revise the concept as soon as possible.

Activity

- Ask a volunteer to read the first sentence. Give the class a moment to look at the sentence. Elicit the error: **the sentence should begin with a capital letter**.
- Continue with the other sentences. Tell the class to look at the list of punctuation points before they identify the error.

Answers

- The** Metropolitan Museum is one of the largest in the world. *The sentence must begin with a capital letter.*
- We went to sections on Islamic Art, Chinese Art, Arms and Armour and the roof garden. *Commas should be used in a list.*
- The theatre **group's** visit was very enjoyable. *An apostrophe is needed to show ownership (of the visit).*
- "Times Square was so crowded," said Ross. *Speech marks are needed round direct speech and a comma after 'crowded'.*
- "Are you looking forward to going home?" asked Laura. *A question mark is needed at the end of a question and a full stop after 'Laura'.*

Stage 2 Writing together

- 1 Read out the information and ensure students understand it.
- 2 Ask students what three types of mistakes they should look for: **spelling, grammar, punctuation**.
- 3 This activity is suitable for group or pair work. Ensure that more groups or pairs work on paragraph 1 than the other paragraphs, as it is the longest.
- 4 Give a time limit for them to spot the mistakes.
- 5 Groups/Pairs report back to the class in turn. (Do not ask the same group/pair to correct all the mistakes in one paragraph.) **مكتبيات صقر الجنوب** www.jnob-jo.com
- 6 List the mistakes and corrections on the board.
- 7 Check to see that students have found five spelling, five grammar and five punctuation mistakes in total.
- 8 Ask students what mark out of ten they would give the written piece in the SB and what mark they would give the corrected piece.
- 9 Ask them to explain why proofreading their own work is important.

Answer

Errors are underlined. The type of error and correction in italics are given in brackets.

Paragraph 1, Line 1: sity (sp. city) Line 2: can't (p. can't); huge_ (p. huge. The) Line 5: were (gr. was) Line 6: biger (sp. bigger) Line 8: famus (sp. famous); Macys_ (p. Macys, Bloomingdales) Line 9: were (sp. where); walk (gr. walked)

Paragraph 2, Line 1: wants (gr. want); Im (p. I'm) Line 2: are (gr. is); imigrants (sp. immigrants) Line 4: Can you believe that, (p. ?)

Paragraph 3, Line 2: countrys (sp. countries); intresting (sp. interesting); comes (gr. come)

Stage 3 WB: Individual writing (WB p19)

- 1 Read the Information box and explain the task.
- 2 Draw students' attention to the information on the right of each passage which explains how many and what kind of mistakes they are looking for.

Assessment

In assessing the work, check that all the mistakes have been **corrected**.

Note: Use this opportunity to record mistakes that remain uncorrected. Make time as soon as possible to revise the main errors in spelling, grammar and punctuation which the majority of students fail to correct.

Answers

Brasilia – Brazil – South America

Brasilia is a very intresting (sp. interesting) city. In 1956, it didnt (p. didn't) exist! There were (gr. was) just a huge desert-like area with no people_ (p. , comma) very little water and few plants and animals. In 1956, the president of Brazil invited many architects (sp. architects) to desings (gr. design) a new city. Oscar Niemeyer's design was choose (gr. chosen) and a beautiful, modern city emerged with stuning (sp. stunning) buildings and large green areas_ (p. full stop)

It was planned for 500,000 people but today it has a populasion (sp. population) of over 2 million. It is a very good place to have a capital city as it is not thretened (sp. threatened) by any kind of natural disaster and the climate are (gr. is) very pleasent (sp. pleasant) all year round, (p. full stop)

Amman – Jordan

Amman is the capital sity (sp. city) of Jordan and have (gr. has) a populaton of nearly three million people_ (p. full stop missing) It were (gr. was) originally bilt (sp. built) on 7 hills or jabals far in north-western Jordan but it now cover (gr. covers) an area of nineteen (sp. nineteen) hills. It have (gr. has) hot summers and chillee (sp. chilly) winters. Spring is very short and the temprature (sp. temperature) can drop to as low as 0 degrees. It has even sean (sp. seen) snow!

Two of the main tourist attractions in Amman is (gr. are) the traditional market or souk which can be found in the older downtown area, (p. replace full stop with comma) and the King Hussain Mosque.

Lesson 7 Listening and speaking SB p26

Lesson aims

- to listen to and understand the gist of a dialogue about photos of New York
- to hold a similar discussion in groups
- to listen to Laura giving a talk to her class
- to prepare and deliver a presentation about interesting sights in students' home town or city

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

WB practice: dialogue gapfill; individual speaking about two special sights

EPB link: Test 1, Listening Q1, Speaking Q1, Q2

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

► Warm-up – 4

► Listening comprehension – 10

► Conversation practice – 18

► Individual speaking – 8

Warm-up

- Write *photographs* on the board. Students work in pairs or groups to see how many smaller words they can make.
- Ask the first pair or group to say their words. Ask the next pair/group if they can add any.
- Students should be able to find three-, four- and five-letter words they know well, e.g. *top, hop, tap, gap, hat, rat, goat, root, trap, poor, shoot, short, sharp, shop, stop, star*, etc.

Conversation practice

Activity 1 **منتديات صقر الجنوب** www.jnob-jo.com

- Point out the photos at the top of the page. Read out the information about Laura and her parents and the question.
- Give the class a moment to look at the photos.
- Ask a volunteer to read the words in the box.
- Ask: *What do the photos show?* Elicit: **The famous places that are listed in the box.**
- Ask: *What are Laura and her mum and dad talking about?* Elicit students' suggestions, e.g. **the visit to New York, places in New York**, etc.

Activity 2

- Play track 1.07. Students listen.
- Elicit that they are talking about places in New York.

Audioscript

Track 1.07 Activities 2 and 3

Dad: Let's have a look at these photos then.

Laura: OK. The first one is Times Square. It's the most amazing, crowded place.

Mum: It's very colourful. Look at all those lights!

Laura: I know. I could watch them flashing for ages.

Dad: Is that where you went to the theatre?

Laura: Yes, that's where we saw *The Lion King*. This next one's Central Park.

Dad: It looks huge!

Laura: It is! And there's loads of stuff to do there.

Mum: What's this place?

Laura: This is the Metropolitan Museum of Art. It's absolutely massive.

Dad: You didn't see everything then ...

Laura: No chance! It has more than two million works of art.

Dad: Two million?

Laura: Yes, and five million people visit it every year.

Mum: Good heavens!

Laura: Now, this one's 5th Avenue.

Mum: That's where all the famous, big department stores are, isn't it?

Laura: That's right. It's absolutely brilliant for shopping.

Dad: And spending lots of money, no doubt.

Laura: Dad! I didn't spend too much money!

Mum: What's this skyscraper? Is it the Empire State Building?

Laura: That's right.

Dad: That's the tallest building in the world, isn't it?

Laura: It was 40 years ago. But not any more.

Dad: You can go up to the top, can't you?

Laura: Yes, you can but we didn't have time.

Mum: What a pity! I bet the view's amazing from right up there!

Activity 3

- Ask a volunteer to read the phrases.
- Play track 1.07 again.
- Remind the class to raise their hands when they hear one of the phrases from the box.

Activity 4

- Students work in pairs or threes.
- Point out the starting sentences.
- Tell the groups to discuss and talk about each of the places.
- Go round as they work and monitor the discussions. Let the class go on talking without interrupting to correct mistakes. The aim of this activity is to help students to develop fluency and conversational skills. Take note of key errors and find an opportunity to go through them with the class.

Listening comprehension

Activity 1

- Read about the activity and point out the photo of the Statue of Liberty.
- Ask the class if they know anything about it. Encourage them to say anything they know. Tell the class they will hear Laura's talk and they can check what they know or find out about the statue by listening carefully.
- Play track 1.08.

Audioscript

Track 1.08 Activities 1 and 2

As most of you know, I was lucky enough to go to New York during the summer holidays. I had a fantastic time and visited so many interesting places. One of these was the Statue of Liberty and I'd like to tell you a bit about it.

¹The Statue of Liberty stands on a small island – Liberty Island in New York Harbour. ²It dates from 1886. Did you know that the Statue of Liberty was not made in America? It was a gift to the people of America from the people of France! It was designed by the French sculptor Frederic Auguste Bartholdi. ³It shows *Libertas*, the Roman goddess of freedom. She is holding up a torch in her right hand, bringing light to the world. ⁴The statue was made in France and transported to America in several separate pieces. When they arrived in America, the pieces were carefully put together on Liberty Island.

*To visit the statue you have to take a ferry boat. When you get on the boat, you can see the statue in the distance and it looks quite small. As you sail closer, it gets bigger and bigger. And when you finally arrive at the island and you are standing next to the statue, you can see that it's absolutely massive! *The whole thing is 93 metres tall – that's including the base, the stone part at the bottom. The height of the metal statue itself is 46 metres. Can you imagine that? Her right hand is five metres long and just her nose is one and a half metres long!

You can go up inside the statue. A few years ago you could go up inside the arm as far as the torch – there's a kind of balcony around the torch where you could stand. That part of the statue is too dangerous these days but *you can go up as far as the crown. *You go inside the statue and a lift takes you most of the way up. When you get out of the lift, you have to walk up 24 stairs and there you are – inside the crown with a fantastic view of New York!

It was a brilliant trip – one that I'll never forget.

Activity 2

- 1 Ask one or more students to read out the questions.
- 2 Play track 1.08 again. Students listen and note answers.
- 3 Be prepared to play the track a third time if they found the task hard.
- 4 Students work in pairs. Give them a few moments to compare answers.
- 5 Go through the questions with the class and elicit answers. The answers are underlined in the audioscript above. Students check and correct their answers.
- 6 If many of the class had incorrect or inaccurate answers, play the track again so that students can listen and compare their corrected answers to the track.

Activity 3

- 1 Hold a short class discussion about the statue.
- 2 Ask students: *What did you already know? What didn't you know? Did any of the information surprise you? Do you think Laura gave a good talk? What was good about it?*

WB: Individual speaking (WB p20)

- 1 Explain that students are going to talk about interesting places in their town. (If appropriate, this could include just a neighbourhood or a wider region.)
- 2 Tell students to look at WB p20. Explain that ideas are given to help them. They should answer all the questions about each one but they may add any of their own ideas if they wish. Remind them that finding and showing pictures of the sights will help to make the talk more interesting. Point out the suggestions for starting and ending. Explain that these are ideas and they may use their own opening and closing sentences if they wish.
- 3 Tell the class that their presentations should last between one and two minutes. Remind them to practise reading out the presentation as well as writing it.

WB: Listening and speaking (WB p20)

Students complete the dialogue and write their presentations independently for homework.

Exercise 1

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

WB answers

Exercise 1 متدببات صقر الجنوب www.jnob-jo.com

Amy: trip
 Laura: Brilliant!
 Amy: masses, no doubt, look
 Laura: Statue
 Amy: Wow!, absolutely massive
 Laura: base
 Amy: Good heavens!
 Laura: Museum, for ages
 Amy: recognise, Building, top
 Laura: time
 Amy: What a pity!
 Laura: Avenue, department stores
 Amy: I bet
 Laura: No chance!, busy

WB: Check-out 2 (WB p21)

This page can form the basis of a lesson that rounds off the unit with a check on progress, completed work and an opportunity to work on students' individual speaking presentations.

However, if you are short of time, the work can be covered more speedily, taking various opportunities during the following week or so.

Students complete this page as an independent task. They may do this for homework before the lesson.

It is not a formal test. It reminds students of the key points they have learned in the different skill areas.

Tell them they should be able to complete it easily and without needing to look back except to check. If they cannot, they should revise the work they are not clear about.

Check-out 2 without using an additional lesson

- 1 Students complete the Check-out page for homework.
- 2 Find opportunities in the next few lessons to go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.
- 3 Ensure that all students have presented their individual speaking task. Make plans for any that have missed doing this activity.

Check-out 2 as a complete lesson

Students bring their Check-outs completed apart from Speaking.

- go through the answers with the class. They may check their own answers
- remind them that this page is to help them to find out how well they have taken in the work in the unit. If they get a lot of incorrect answers they must look at the unit again in their own time
- take in corrected, proofread pieces about Brasilia and Amman if you have not already done so.

Unit 2 Speaking منديات صقر الجنوب www.jwob-jo.com

- 1 Divide the class into groups of four.
- 2 Students take turns to read their presentations to the other group members. Go around listening as they speak.
- 3 Choose two or three individuals to make their presentations again to the whole class.
- 4 Hold a short class discussion: list all the sights that students have talked about. Ask: *If you could only choose one of these, which one would you advise visitors to go to? Why?*
- 5 Encourage individuals to put forward their ideas and reasons for their choice.
- 6 Use the remainder of the lesson time to:
 - check on individual's progress in particular areas
 - go over any difficulties or misunderstandings that the whole class has had
 - give some time for students to complete any unfinished work
 - let students who have completed everything start or continue a project or an extra task.

Check-out 2 answers

Reading

- 1 the Metropolitan Museum of Art; *The Lion King*
- 2 spelling, punctuation, grammar

Vocabulary confusing

Looking at language

- 1 Dictionary work: a friendlier b busier c further d better
- 2 Spelling: a destroy b annoying c choice d spoil e royal
- 3 Language development: Because Nina was ill, she didn't go to school. / Nina didn't go to school because she was ill.

Grammar 1 Standing in the doorway was a peculiar, little, old man. 2 felt, beating; saw, drop 3 came across, coming apart

Writing

- 1 a look words up in a dictionary
b speech marks

Homework after Check-out 2

Students read the Check-in page for Unit 3 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.

Revision I (Units 1 and 2) (WB pp22-23)

WB answers

Exercise 1 1 thinks, is enjoying 2 are working, is
3 are giving 4 have, visit

Exercise 2 1 performed 2 told 3 was talking, showed
4 found, did ... know 5 were discussing, decided

Exercise 3 1 will present 2 will include 3 will disappear

Exercise 4 1 are going to hear 2 is going to be
3 was going to take

Exercise 5 1 has taken, has been saving 2 have seen, has been taking, has ... taken

Exercise 6 1 astonishing, old, Egyptian, stone
2 large, round, silver, dinner 3 fast, new, red, sports

Exercise 7 1 roaring, take off 2 shaking, rise up

Exercise 8 1 knives 2 matches 3 scissors
4 sheep

Exercise 9 1 dirtier, dirtiest 2 better, best
3 larger, largest 4 friendlier, friendliest

Exercise 10 1 discussion 2 decision 3 correction
4 revision

Exercise 11 1 point 2 voyage 3 choice 4 avoid
5 destroy 6 employ

Exercise 12 1 a fish pond 2 a paint brush
3 a door handle 4 a garden wall

Exercise 13

- 1 We went to bed early because we were tired. or Because we were tired, we went to bed early.
- 2 Mum was cross because she lost her ring. or Because she lost her ring, Mum was cross.
- 3 It was cold because Dan left the door open. or Because Dan left the door open, it was cold. (Because it was cold, Dan left the door open, is grammatically possible but does not make sense and is not an acceptable answer.)
- 4 We wore our coats because it was cold. or Because it was cold, we wore our coats.

Exercise 14 make, make, do

Exercise 15 comes from, come apart, come across, comes up