

الجمهورية العربية السورية
وزارة التربية

English for Syria

Intermediate
Teacher's Book

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7



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المؤسسة العامة للطباعة



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حقوق التوزيع في الجمهورية العربية السورية
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Introduction

English for Syria is an English course for Primary and Preparatory level students in Syria. This level is for Grade 7.

Each level of *English for Syria* includes a Students' Book, an Activity Book, a Teacher's Book and audio CDs with listening material.

These materials are based on the General Framework and Outcomes of English Curricula in Syria, where this language is regarded as a foreign language. The *English for Syria* materials have approached the language skills in an integrated way in terms of the tasks and activities for both learners and teachers. Therefore the outcomes appearing at the beginning of each unit harmonise with and are relevant to the integrity of these skills and interactivity between learners and teachers.

What the course provides

English for Syria 7 provides a wide range of regional and international topic-based content, both traditional and modern, which is designed to appeal to the educational needs and interests of lower secondary students.

The course also builds on and broadens students' general knowledge, through text-based work within the topics, and vocabulary development. The *Did you know?* boxes present interesting and unusual facts, which the students could collect and add to with their own ideas. The *CLIL* activities give students the opportunity to practise the new language in different areas of the curriculum.

Language

English for Syria has a comprehensive language syllabus, presenting and reviewing contextualised grammar and providing systematic practice.

Skills

The skills syllabus provides regular, carefully staged practice in reading, listening, speaking and writing, where the emphasis is on practice and production of language.

There are also plenty of opportunities for students to develop critical thinking skills and express their own opinions, especially in the *Listening and speaking* sections.

Pronunciation

English for Syria also includes regular Pronunciation sections which provide practice and guidance in areas of difficulty for Arabic speakers. There are many difficult sounds and sound combinations in English. Students will have discovered that some of the sounds that are new to them in English may be difficult to produce and recognise. *English for Syria* contains useful contrasts between English sounds which are easily confused by Arabic speakers, with plenty of practice in recognising the differences as well as listening and repeating.

Projects

The projects offer students an opportunity to practise English in a less formal context and encourage cooperation and interaction within groups. A project may need extra materials. It involves some research and other preparation which may be done as homework. Students are encouraged to present their work well, with appropriate illustrations and eye-catching headings. The projects should be displayed around the classroom if possible.

Components

Students' Book

The Students' Book is divided into six modules, each focusing on a particular theme. Each module contains two units, which develop the theme in different ways. At the end of each module there is a project.

At the end of every other module, there is a two-page Revision unit focusing on the grammar and vocabulary that students have learnt in the two modules, as well as consolidating the development of the four language skills.

At the back of the Students' Book, there is a Literature Spot that includes an abridged story by a famous author and some background information about that author, in addition to warm-up and follow-up questions about the story.

Activity Book

The Activity Book begins with a four-page revision unit, *Welcome back!* This unit revises the language that students have learnt in the primary levels and ensures a smooth shift from Grade 6 to Grade 7.

The Activity Book is closely interlinked with the Students' Book and is designed to be used in class to provide practice of the language and skills covered in the Students' Book, and also extension work to develop topic and language areas. At the end of each module, there is a progress test.

At the back of the Activity Book, there are learning logs that students are referred to at the end of every module to complete in order to evaluate their progress throughout the year.

Teacher's Book

The Teacher's Book provides comprehensive guidance notes and full answer keys for teachers, as well as complete audioscripts for the listening material, a Revisions answer key and an Activity Book answer key at the back. Extra listening exercises for each module are also included.

The roles of the Students' Book and the Activity Book

The Activity Book is designed to be written in. It is used as part of the lesson but can also be used for extra work for the students to do at home. It is very important that the teacher regularly checks the Activity Books. This could be done as a class exercise or by collecting in the books.

The Students' Book is not designed to be written in, so every student needs an exercise book for writing exercises and recording what they learn in class. Again, these should be checked regularly.

Students should also be encouraged to record new words in their exercise books or in separate vocabulary notebooks.

How to use the course

Preparing for the lessons

Before teaching the Students' Book unit, teachers should read the Overview, which gives the main aims of the lesson and identifies the language focus. It also lists what materials will be needed for the lesson. Optional materials are sometimes given too – they are suggestions for simple teaching aids, such as pictures, that will add interest to the lesson.

OVERVIEW

Outcomes Can talk about possessions; favourite things

Language focus short answers; *my, his, your, their*; possessions

Materials Students' Book pages 8–9; Activity Book page 9; Audio CD; one piece of paper per student (for extension activity)

Teachers should then read through the notes for the lesson, making a note of any words which have been identified as possibly difficult, and noting the timings suggested for each stage of the lesson (these are only given as a rough guideline).

In some lessons, extra activities (or 'extensions') are suggested – these can be used if there is time in the lesson. They could also be used at the beginning of the next lesson.

Also, in some lessons, teachers will find differentiated instruction strategies. Some of them are for less able students to help them keep up with the more able students. Others are for fast finishers, asking them to do some extra work instead of waiting for the other students to finish.

How each unit works

Each unit is divided into eight lessons with an additional lesson at the end of each module for project work. Each lesson is designed to take between 40 and 45 minutes. Estimated timings are given for each exercise.

Lessons 1–4

Opener

At the beginning of each module (i.e. Units 1, 3, 5, 7, 9 and 11) there is an *opener* which introduces the theme of the module. Teachers should use this page to stimulate interest in the topic and pre-teach some of the vocabulary which students will meet.

Outcomes

On this page there is also a list of outcomes for the unit. Students should be encouraged to read the list and decide which outcomes are most important for their individual learning.

At the end of each module (i.e. after Units 2, 4, 6, 8, 10 and 12), teachers can refer to the outcomes again and encourage the students to talk about what they found useful, easy and / or difficult.

Grammar presentation

Grammar is presented through a variety of text types, including e-mails, webpages, articles and a story which has an episode in every module. Recorded texts and dialogues are also used to present and consolidate grammar points.

Students are encouraged to listen or read several times to complete different tasks. These tasks encourage them to discover grammar rules themselves and to move from controlled practice to freer, more personalised use of the target language.

The *Over to you* exercises are an opportunity for students to express their own ideas within the context of the lesson. This 'critical thinking' is an important part of the *English for Syria* syllabus. Students are asked to discuss questions in pairs or small groups, to give them confidence and allow them to express their ideas in English.

The text styles and topics are reflected in the texts used in the Activity Book, which further develops students' skills by including other exercise types and vocabulary in the comprehension work.

Some grammar will be new to the students and some will be revising important structures that they have met previously during their studies.

The Activity Book contains further grammar practice exercises, with more examples of specific grammar points in short texts and stories, and regular revision of grammar structures throughout. It also contains frequent *Help boxes* giving students tips on some grammar points.

Vocabulary

Vocabulary is an important feature of each unit. It is presented in lexical sets and there is a wide range of types of vocabulary exercise – matching, gap-filling, categorising, listing, identifying pictures, etc.

The Activity Book contains many vocabulary-focused exercises which may introduce and practise new items, as well as recycling what students meet in the Students' Book.

It is a good idea to encourage students to record vocabulary in special notebooks. Discuss ways of classifying words (e.g. unit by unit, by theme, alphabetically) – perhaps they could use more than one method.

Lessons 5 and 6

These lessons practise the four skills, (speaking, writing, reading and listening) with particular attention to reading and writing. There are opportunities for controlled and freer practice.

Tasks are always in context, usually arising from a text which the students have just read or listened to. They often draw on students' own experience and ideas.

Each *Listening and speaking* task is carefully staged with models and examples to help students. The Teacher's notes often give further suggestions.

A pronunciation task appears on these pages, linked to key language. There is always a recording for students to listen to and repeat.

In some units, students have the opportunity to listen to an authentic poem, linked to the theme, which they then practise reading aloud.

Lessons 7 and 8

These lessons are in the Activity Book and focus on skills development. They include a wide range of reading practice, as well as writing practice exercises, from guided writing, with a helpful framework for students to follow, to freer practice, with guidelines (in the *Help boxes*).

Lesson 9

This lesson occurs at the end of each module and is focused on the projects. The preparation and drafting of the finished piece of work is carefully staged.

Classroom management techniques

In order for learning to take place effectively, it is essential that the class is well organised so that tasks are carried out quietly and efficiently. There are many instances in *English for Syria* where the teacher's notes make suggestions for how to do this.

Giving instructions

The teacher should make sure that all students in the room are listening when he / she gives instructions. It is important to check that students have understood the instruction if it involves remembering more than one thing. This can be done by demonstrating the activity or part of it with one student or group of students. The teacher may even want to note the stages of an activity on the board as a reminder. If students have to be moved to do an activity, it may be worth waiting until they are in their new places before giving the instructions for a task and then demonstrating it if necessary.

Presenting and practising new language

It is important that the teacher is clear about the new language. (If it is revision for the students, it may not be necessary to spend as much time on the presentation as is suggested in the teacher's notes.) It is a good idea for the teacher to read the teacher's notes for the new language point before the lesson.

Speaking practice

Some learners will be accustomed to the teacher speaking a lot during a lesson. However, a good way to increase the amount of practice all students experience is making sure there are times during the lesson when students can work in groups or pairs. There are a lot of opportunities in *English for Syria* for students to discuss their ideas with each other in pairs and / or groups after listening to an example conversation. They can then demonstrate their pair / group work to the class. This is a good way to develop confidence, one of the main attributes of a fluent speaker of a foreign language. Students can try things out in front of their friends without the pressure of speaking to the teacher (who knows more), or to a large group (who might not all be listening).

Group work gives the teacher time to walk around, virtually unobserved, checking the students' progress as they work, at a time when they are not feeling self-conscious, and therefore what is heard is more likely to be an accurate record of the students' true ability.

If students are not used to the idea of working in pairs or groups the teacher may need to explain the benefits the first few times.

Groups of four or five

If the teacher wants to get students into groups for a quick activity or discussion, the easiest way is to go around the class numbering the students up to the number required in each group. e.g. 1... 2... 3... 4, etc., and then instruct four 1s to work together, four 2s, etc.

Again, the teacher should be aware of the timing of an activity. If most groups have finished, the teacher should be prepared to stop the activity. If one group finishes early, it may be a good idea to set another related task to prevent distraction or disruption. It's possible that there will be a difficulty with the task, in which case the teacher needs to find out what the problem is, and help if necessary.

Pair work

It may not be a good idea to always have students who sit next to each other working together. Factors such as existing knowledge of the language, confidence / personality, and what they already know about each other can all affect the success of the activity. It also helps the atmosphere in the class if students can get to know other classmates during the language activities, and appreciate each other's difficulties and strengths.

Once students realise why it is a good idea, it should be quite easy to ask them to change places with another student on the other side of the room, or get them to organise themselves by lining up in alphabetical order according to their names. Then the teacher can ask them to sit with the person who is standing behind them for a particular activity. If they are going to need their exercise books and pens for the activity, the teacher should ask them at the beginning to pick them up before they move out of their seats.

Listening to students

It is a good idea for the teacher to get used to walking around the class when students are doing group and pair work to listen to what is going on. The teacher can make notes (either mentally or on paper) of things they would like to correct later, or of anything particularly good that the student or group could report on after the activity.

Using the board

It is worth remembering that students will need to copy examples or ideas that the teacher has written on the board into their exercise books. Board writing needs to be large and clear. The teacher can plan what is needed by reading through the teacher's notes before a lesson. The teacher may like to divide the board into sections, so that all new vocabulary is in one part, grammar examples in another, etc.

Module 1

My family and I

Students' Book page 5

Opener (5–10 minutes)

Tell the students that this page tells them what they will be doing in the first module. Tell them they have two minutes to study the pictures and captions quietly, then you are going to test their memories!

Check the time and say *Go!* After two minutes, say *Stop!* and ask them to close their books.

Put the students in pairs to tell each other what they can remember about the page, then ask the whole class these (or similar) questions:

- *How many pictures are there?* (five)
- *Who is the sports person?* (Usain Bolt)
- *What's the story called?* (Ahmed and the Hawk)
- *What kind of home is it?* (an igloo)
- *What is the project called?* (My family and I)

Module 1
My family and I

Focus on sporting heroes
Who is this sports person?
CLIL: Physical Education

Focus on home
What kind of home is this?
CLIL: Social Studies

Find out about these young people.

Project
MY FAMILY AND I

Read our exciting story,
Ahmed and the Hawk.

OUTCOMES

You will be able to:

- ask about age and nationality
- discuss your family and your home
- talk about favourites and preferences
- describe possessions
- talk about ability
- discuss cross-curricular topics related to Physical Education and Social Studies

OVERVIEW

Outcomes Can talk about favourites, family and possessions

Language focus *be; have got; family*

Materials Students' Book pages 6–7; Activity Book page 8; Audio CD

Students' Book page 6

Before you read

1 Talking about favourites (10 minutes)

Ask the students to look at the words in the box and explain any difficult words. Read out the example sentences (add the name of an appropriate song and film, or invite the class to do so). Then ask them to say similar sentences to their partners. Go round and listen to more students as they speak to each other.

Finally, invite two or three students to 'introduce' themselves to the class (e.g. *I'm My favourite music is*)

Comprehension

2 (15 minutes)

Ask the students how many of them use e-mail. How often do they use it and who do they send messages to?

Ask the students to look at the *World Friends Club* page of e-mails. Ask for the names of the writers (*Dan, Omar and Lucy*) and ask why they have written their messages (*They want pen-friends*).

Allow time for them to read the first message, then ask them to look at the headings in the table and the information about Dan. Point out that only the relevant information has been added, in note form, to the table.

Ask them to copy the table into their exercise books and then read the two remaining e-mails. While they are reading, copy the table onto the board.

Ask the students to complete the table by themselves. Go round and make sure they have used note form. Then check their answers.

KEY

name	from	age	family	favourite
Omar	Aleppo, Syria	13	2 sisters	football team – Syrian National Team
Lucy	Liverpool, UK	12	2 brothers, 1 sister	music – folk

Students' Book page 7

3 (10 minutes)

Ask a confident student *Where's Dan from?* (Melbourne, Australia). Ask another student *How old is he?* (twelve). Then tell them to copy the four questions into their exercise books and then close their books.

Put the students in pairs and tell them to take turns to ask each other the questions about Dan, Omar and Lucy.

For less able students, let them have a quick look and then close their books again.

Go round and listen, offering help if necessary.

1 World friends

Grammar
verb *be*; verb *have got*; short answers; *I, my, his*

Before you read

1 **Talking about favourites** Work in pairs.

music: classical pop folk
films: adventure historical romantic comedy

My favourite music is pop music. My favourite song is ...
My favourite films are comedy films. My favourite film is ...

Comprehension

2 Read the e-mails and copy and complete the table.

name	from	age	family	favourite
Dan	Melbourne, Australia	12	one sister	adventure films

World Friends Club

Do you want a pen-friend? Write an e-mail to World Friends Club.

I'm Omar. I'm from Aleppo, Syria. We've got a big house. I'm thirteen and I've got two sisters. Their names are Nawal and Mariam. Nawal is eight and Mariam is fourteen. Mariam is the clever one. I like school and I love sport. My favourite football team is the Syrian National Team. I've got a tablet. Have you got brothers or sisters?

Omar

Hi I'm Dan. I'm twelve, I'm from Melbourne, Australia. It's a big city on the coast. We've got a small house. I've got a sister. Her name's Sue and she's seven. We've got lots of aunts and uncles. There are lots of presents for our birthdays! I've got a laptop. It has got a webcam. I love the Internet – it's fantastic. My favourite films are adventure films.

See you!

Dan

Hi I'm Lucy. I'm from Liverpool in the UK. I'm twelve. I've got two brothers and a sister. My brothers' names are Alan and Richard. Alan is fifteen and Richard is only little – he's five. My sister, Noreen, is twenty. She's at college. I love animals. I've got a pet goldfish! Its name is Goldie. My favourite music is folk music.

Write soon

Lucy

6

Vocabulary family

4 1.1 (5 minutes)

Ask the students to look at the words in the box and match them with their 'opposites', numbered 1–5. Play recording 1.1 for them to check their answers.

Audioscript 1.1 – see page 91

KEY

2 daughter 3 sister 4 grandmother 5 aunt

5 (10 minutes)

Ask the students to read the e-mails on page 6 again. Then read out the first question (*Who has got a clever sister?*) and ask them to find the e-mail with the answer (*Omar's e-mail*).

Tell them to complete the task. While they are working, go round and offer help where needed.

Finally, ask different students to read out each question (*Who has got ... ?*), choosing other students to answer them.

KEY

2 Omar 3 Dan 4 Omar 5 Lucy 6 Lucy

ACTIVITY BOOK page 8 exercises 1 and 2 (10 minutes)

Extension

On the board, write this sentence: *Lucy is from Liverpool, in the UK.* Then ask students to suggest more sentences about Lucy (using the information on page 6).

Write two or three correct sentences on the board (e.g. *She's twelve. She's got two brothers and a sister. Her favourite music is folk music.*)

Put the students in pairs or small groups to write similar sentences about Omar and Dan, then invite different students to write their sentences on the board. Make discreet corrections if necessary.

Grammar in context *be; have got*

6 (10 minutes)

First, ask the students to look at the e-mail and tell you who wrote it and who it was sent to (Jamal wrote it to Ali). Then ask them to copy the gapped message into their exercise books while you do the same on the board.

Tell the students to complete the gaps with 'm, 's or 're, and go round checking while they work.

When they are ready, invite different students to come to the board to complete the gaps.

For more able students, ask them to give their own examples using the different forms of *be*. For less able students, explain which pronoun is used with each of the forms.

KEY

2 'm 3 'm 4 's 5 's 6 's 7 's 8 're
9 's 10 're 11 's 12 're

7 Talking about your family (5 minutes)

Put the students in pairs. Tell them to take turns to tell each other about their families, using the prompts (i.e. the example sentences in the Students' Book) and their own ideas. Go round and listen, offering help where needed.

8 OVER TO YOU (10 minutes)

Tell the students to look at the three e-mails on page 6 again and choose their favourite person – Dan, Omar or Lucy – to be their pen-friend. Ask them to write a short reply, introducing themselves. Go round and offer help and suggestions where necessary.

Invite three or four students to read out their e-mails to the class.

ACTIVITY BOOK page 8 exercise 3 (5 minutes)

Did you know?


Do your students know of any families where brothers and sisters have the same birthdays?

World friends 1

3 Close your books. Work in pairs. Test your partner.

1 Where's (Lucy / Omar) from? 3 Has she / he got brothers or sisters?
2 How old is she / he? 4 What's her / his favourite thing?

Vocabulary family

4  1.1 Copy and complete the family pairs. Then listen and check.

daughter mother aunt grandmother sister

1 father mother 4 grandfather

2 son 5 uncle

3 brother

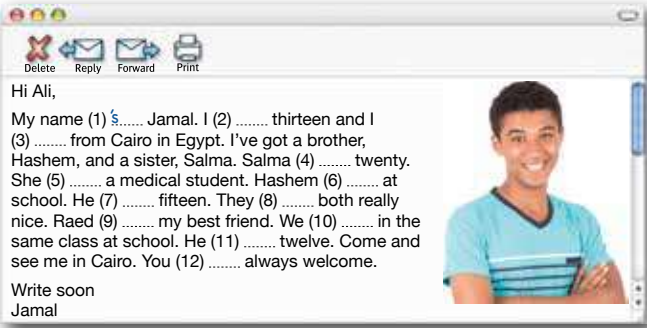
5 Read the e-mails again and answer the questions.

Who has got:

1 a clever sister? Omar 3 a laptop? 5 a pet?
2 two sisters? 4 a tablet? 6 two brothers and a sister?

Grammar in context *be; have got*

6 Copy and complete Jamal's e-mail with 'm, 's or 're.



Hi Ali,

My name (1) s Jamal. I (2) thirteen and I (3) from Cairo in Egypt. I've got a brother, Hashem, and a sister, Salma. Salma (4) twenty. She (5) a medical student. Hashem (6) at school. He (7) fifteen. They (8) both really nice. Raed (9) my best friend. We (10) in the same class at school. He (11) twelve. Come and see me in Cairo. You (12) always welcome.

Write soon
Jamal

7 **Talking about your family** Work in pairs.

My family is big / small. I've got a sister / two brothers.
My sister is five. My brother is ten. We've got an apartment / a house.

8 **OVER TO YOU** Choose your favourite person from the World Friends Club on page 6 and write a reply to him or her about yourself.

Did you know?

One family has got five children with the same birthday – 20th February. They are all different ages!

7

OVERVIEW

Outcomes Can talk about possessions; favourite things

Language focus short answers; *my, his, your, their*; possessions

Materials Students' Book pages 8–9; Activity Book page 9; Audio CD; one piece of paper per student (for extension activity)

Students' Book page 8

Opener (5 minutes)

Ask the students to look at Omar's project. Ask *What's the title?* (My favourite things).

Allow them to study the pictures, then ask them to cover the pictures or close their books. Ask a student to name one of the eight things (e.g. *a smartphone*) then tell him / her to choose another student. That student repeats the first thing then adds another (e.g. *a smartphone and some trainers*).

Continue until all eight things have been named. If necessary, allow students to help each other with prompts.

Comprehension

1 (5–10 minutes)

Read out sentence **a**, then ask the students to match it with one of the eight pictures (*picture 5*). Tell them to complete the task.

When they are ready, ask different students to read out each sentence and match it with the correct picture.

KEY

a 5 b 2 c 8 d 6 e 1 f 3 g 7 h 4

Extension

Ask the students to look again at sentences **a–h**. Then give them each a piece of paper. Ask them to think of one of their own favourite things and write a similar sentence about it **without naming it**. Go round and check their sentences, offering suggestions if necessary.

Collect the pieces of paper in a bag, then ask the students to pick one out at random. Can they guess what the 'thing' is? Ask each student in turn to read out their sentence and say their guess. Are they right?

Students' Book page 9

Vocabulary possessions

2 (5 minutes)

Allow a few minutes for the students to match the words in the box with pictures 1–7, then check their answers.

KEY

1 a tablet 2 a camera 3 a DVD player
4 a laptop 5 a computer game 6 a chess set
7 a smartphone

3 Talking about possessions (10 minutes)

On the board, write *Have you got a sister?* Then ask several students the question, prompting (i.e. making the students give) short answers *Yes, I have* and *No, I haven't*. Write the two short answers on the board.

Next, write on the board *I've got a sister* (brother, uncle, etc.) Say the sentence to a student who you know has a sister and prompt the reply *So have I*. Repeat the sentence to a student who does **not** have a sister and prompt the reply *I haven't*.

Then write *I haven't got a brother*. In the same way, prompt the two replies *Neither have I* and *I have*. Write them on the board.

Finally, read out each of the responses on the board and ask the students to listen and repeat, paying attention to the stress.

Yes, I have. No, I haven't. So have I.

I haven't. Neither have I. I have.

Favourite things

Comprehension

1 Look at Omar's project and match the sentences with the things.

a It's for her work. But I play games on it.	e It's delicious. Mmmm!
b He's fantastic. He's a great comedian.	f I love my phone. It is really important.
c I love my team!	g They are new and I love their style.
d It's a very exciting book. I love this book.	h They are rare animals from the Arabian Peninsula.

Choose a student and ask him / her the first question (*Have you got a smartphone?*). Prompt the reply *Yes, I have* or *No, I haven't*. Then choose another student and say the next statement (*I've got a camera.*) Prompt the reply, *So have I* or *I haven't*.

Then put the students in pairs to talk to each other, taking turns to be students A and B. Go round and listen, making corrections where necessary.

Listening and speaking

4 1.2 (15 minutes)

Ask the students if they remember the title of Omar's project (*My favourite things*). Tell them that they are going to hear two people, Hussein and Ghada, discussing **their** favourite things.

Tell them to copy the table into their exercise books and do the same on the board. Then ask them to listen while you play recording 1.2.

Ask the students to try to complete the table, using the words in the box. Then play recording 1.2 again for them to complete and check their answers.

Audioscript 1.2 – see page 91

KEY

My favourite	Hussein	Ghada
thing	laptop	smartphone
sport	football	tennis
food	shish kebab	fish
type of film	adventure	comedy

5 Talking about favourite things (5 minutes)

Read out the first example question (*What's your favourite thing?*) and invite a student to read out the reply. Then ask another student *What's your favourite thing?* and encourage him / her to give a 'real' reply.

Put the students in pairs and tell them to take turns to ask each other questions using the words in the table in exercise 4 (*thing, sport, food, type of film*). Go round and listen.

Finally, invite three or four pairs to ask and answer the questions in front of the class.

If you feel like less able students have a limited range of vocabulary to answer the questions, write different options on the board for them to choose from.

Grammar in context short answers

6 (10 minutes)

Remind students of the questions and answers in exercise 3. Ask them to copy and complete the table in their exercise books. While they are working, copy the uncompleted table onto the board. Then invite different students to come to the board to complete each gap.

KEY

1 have 2 haven't 3 have 4 haven't
5 have 6 have

Grammar in context *my, his, your, their*

7 (5 minutes)

Ask the students to look at the first two words in the list (*I* and *my*). Then write *I've got a camera* on the board. Circle *I*, then write *It's my camera* and circle *my*.

Choose a student and say *You've got a book*. Point to the student's book and say *It's your book*. Tell the students to copy and complete the list. Copy the uncompleted list on the board and invite a student to complete it.

For the fast finishers, ask them to write down similar sentences to those you have given as examples.

KEY

your his their

ACTIVITY BOOK page 9 exercises 4–6 (20 minutes)

World friends 1

Vocabulary possessions

2 Match the words with the pictures.

a camera a smartphone a chess set a laptop
a computer game a tablet a DVD player

3 **Talking about possessions** Work in pairs.

A: Have you got a smartphone? B: Yes, I have. / No, I haven't.
A: I've got a camera. B: So have I. / I haven't.
A: I haven't got a laptop. B: Neither have I. / I have.

Listening and speaking

4 1.2 Listen to Hussein and Ghada. Copy and complete the table.

adventure films laptop shish kebab fish
tennis comedy films smartphone football

My favourite	Hussein	Ghada
thing	laptop	
sport		
food		
type of film		

5 **Talking about favourite things** Work in pairs.

A: What's your favourite thing? B: My laptop. It's great.

Grammar in context short answers

6 Copy and complete the table.

	short answers	
Have you got a bike?	Yes, I (1)	No, I (2)
	agreeing	disagreeing
I've got a DVD player.	So (3) I.	I (4)
I haven't got a camera.	Neither (5) I.	I (6)

Grammar in context *my, his, your, their*

7 Use words from Omar's project. Copy and complete the list.

I ...my.... you he they

OVERVIEW

Outcomes Can listen, speak and read about homes; write a paragraph

Language focus recycling *have / has got; be*; adjectives; parts of the house

Materials Students' Book pages 10–11; Audio CD; (optional) pictures of interiors of houses – kitchens, living rooms, etc.

Students' Book page 10

Vocabulary parts of the house

1 1.3 (5–10 minutes)

If you have any pictures of interiors of houses, show them to the class and ask the students which ones they like best. Ask them to name the rooms shown in the pictures.

Ask students to look at the picture on page 10 of their books. Then put the students in pairs to write the names of the numbered parts of the house.

Play recording 1.3, pausing after each word while the students point to the appropriate place in the picture and repeat the word.

Audioscript 1.3 – see page 91

KEY

2 bathroom 3 bedroom 4 balcony
5 living room 6 stairs 7 hall 8 kitchen
9 garage 10 garden

Listening and speaking

2 1.4 (15 minutes)

Tell the students they are going to hear a girl and a boy talking (Amal and Jaber).

First, tell them to copy the sentences into their exercise books, and do the same on the board. Play recording 1.4 and ask students to complete as much of the task as they can.

Play the recording again, then allow time for them to complete their answers.

Invite students to come to the board one at a time to complete a sentence each.

Audioscript 1.4 – see page 91

KEY

Amal's home has got: living room; kitchen;
2 bedrooms; hall; bathroom; balcony; garage
It hasn't got: garden; attic
Amal's favourite place is: bedroom
Jaber's home has got: living room; kitchen;
2 bathrooms; 3 bedrooms; attic; garden
It hasn't got: garage
Jaber's favourite place is: garden

3 Talking about your home (10–15 minutes)

First, use the words in exercise 2 to tell the class about your own home. Then put the students in pairs to tell each other about their homes and their favourite rooms. Ask them to look at the examples before they begin, and tell them to use some or all of the words in exercise 2.

If you think less able students need more help, write the words in exercise 2 on the board.

Finally, invite different students to tell the class about their homes and their favourite rooms.


Pronunciation *ship / sheep*

4 1.5 (10 minutes)


Write the words *ship* and *sheep* at opposite ends of the board. Say *ship* and tell the students to point to the correct word. Do this a few more times, then reverse the process – point to the words and ask the students to say them.

Play recording 1.5, pausing after each word for the students to repeat it.


Audioscript 1.5 – see page 91



Skills: Focus on home




Vocabulary parts of the house

1  1.3 Work in pairs. Write the parts of the house. Then listen and check.

1 attic

Listening and speaking

2  1.4 Listen to Amal and Jaber. Copy and complete the sentences. What have they got in their homes?

Amal's home has got

It hasn't got

Amal's favourite place is

Jaber's home has got


It hasn't got

Jaber's favourite place is


3 **Talking about your home** Work in pairs.

Our apartment has got two bedrooms, a living room ...
We haven't got a garden. My favourite room is the kitchen.


Pronunciation *ship / sheep*

4  1.5 Listen and repeat the words.

<i>ship</i>	six	live	is
<i>sheep</i>	be	easy	cheap

5  1.6 Listen to these words. Then copy the table in exercise 4 and add the words.

think DVD give sleep him she kitchen thirteen

6  1.7 **READING ALOUD** Listen to the poem. Then work in pairs. Practise reading aloud.

Give me the deep blue sky And sand under my feet Give me a million million stars And a big green tent To sleep in.	Give me the deep blue sky And snow under my feet Give me a million million stars And a little white igloo To sleep in.
--	--

5 **1.6 (10–15 minutes)**

Ask the students to copy the table in exercise 4 into their exercise books, allowing more space for each section. Then ask them to look at the words while you play recording 1.6. Tell them to add the words in the box to the correct columns in the table. Play the recording again for them to check.

Audioscript 1.6 – see page 91

KEY

ship	think	give	him	kitchen
sheep	DVD	sleep	she	thirteen

6 **1.7 READING ALOUD (10 minutes)**

Ask the students to read the poem quietly, and explain any difficult words, which might include: *tent, snow, igloo* (use the pictures on page 11 to explain them). Play recording 1.7 while they read the words. Then ask them to tell you who might be speaking and what they are describing. Play the recording again. Then put the students in pairs to practise reading it aloud. Go round and listen, making corrections.

Audioscript 1.7 – see page 91

Students' Book page 11

Reading and speaking

7 **(5–10 minutes)**

Tell the students they are going to read about some unusual homes which are made out of five different materials. Invite questions about the vocabulary in the text, then tell the students to read it again. When they have finished, tell them to match sentences a–f with the correct pictures. Then check their answers.

Ask the students which of the five homes they would prefer to live in and why.

KEY

b 5 c 4 d 1 e 3 f 4

8 **OVER TO YOU (5–10 minutes)**

Read out each word in the box and check that students know their meanings. Ask them to sort them into two groups – positive and negative (positive: *comfortable, clean, beautiful, big*; negative: *uncomfortable, dirty, ugly, small*). Then ask them to decide which of the positive adjectives is the most important for their ideal home.

Put the students in pairs or small groups to compare ideas. Then have a class vote to decide which adjective is the most important for the ideal home.

Writing

9 **(10 minutes)**

Ask a student to read out the model paragraph, prompting him / her to substitute the words in brackets to make it personal. Then ask the students to write a paragraph about their own homes, based on the model.

Put the students in pairs to read each other's work. Go round and make corrections if necessary.

For the fast finishers, ask them to add more information to their paragraphs, writing about the things found in their favourite room.

Did you know?

Do your students know any other facts about unusual homes or cities?

Lessons 7 and 8

ACTIVITY BOOK pages 10 and 11
Skills development

World friends **1**

CLIL: Social Studies
Reading and speaking

Home Sweet Home

1 Rock
These cave homes in Guadix, Spain are underground. They are a comfortable temperature day and night. The caves have got a living room, bedrooms, a bathroom and a kitchen.

2 Wood
In Poland the tradition of wooden homes is 1,000 years old. A wooden home is easy to build with trees. This one has a garden with flowers.

3 Ice
An igloo is a temporary home for Inuit people in the Arctic. It is easy to build out of ice blocks, and has got a fire in the middle. It is warm, comfortable and very safe, especially against storms.

4 Straw
These houses are on the edges of the Syrian desert and along the Euphrates river. The mudbrick and straw houses are used as housing and storage. They keep things cool in the heat of summer and warm in the cold of winter.

5 Earth
In South Yemen some people have got earth homes. They are traditional and have beautiful decorations. Some old homes are dangerous in earthquakes. But modern earth homes are safe.







7 Read the article. Match the sentences with the type of home.

a They're in Poland. 2	d They're underground in Spain.
b They've got decorations.	e They've got a fire in the middle.
c They're in the desert.	f They're in Syria.

8 OVER TO YOU What is important for a home?
comfortable uncomfortable dirty clean beautiful ugly big small
My ideal home is comfortable. It isn't small.

Writing

9 In your exercise book, write a paragraph about your home. Follow the model.

I live in a (house). My home is (big and comfortable). It's got (three bedrooms).
It's got (a kitchen ...). My favourite room is (my bedroom).

Did you know?
There is an ancient underground city in Cappadocia in Turkey.

OVERVIEW

Outcomes Can listen to and understand a story

Language focus present simple; *him, me, it, them*

Materials Students' Book pages 12–13; Activity Book pages 12–13; Audio CD

Students' Book pages 12 and 13

Before you read (5 minutes)

1 First, ask the students to look at the pictures on page 12 and to tell you where the first part of this story takes place (*on a football pitch*).

Ask whether any of them enjoy playing football and whether they prefer to play or to watch the game.

Ask if they know any English vocabulary related to football, then match the words with the numbers on the picture.

KEY

1 goal 2 referee 3 football 4 football pitch
5 footballer 6 score

3 OVER TO YOU (5–10 minutes)

Read out the first question and invite ideas from the class. Then put the students in small groups to discuss all three questions. Go round and offer suggestions or prompts where necessary.

Invite students from different groups to share their ideas with the class. Tell them they will find out who is right in a later lesson.

ACTIVITY BOOK page 12 exercises 1 and 2 (15 minutes)

Comprehension

2 2.1 (15 minutes)

Tell the students to point to the first picture while you play the first part of recording 2.1. Then play the rest of the recording. Ask them to point to the relevant pictures in turn to check they are keeping up (pause the recording if necessary).

Invite the students to ask about difficult words, but encourage them to guess from the context and the pictures if possible.

Point out two useful expressions from the text:

The score is 2 – 1 to Top Score. (= *Top Score* have the higher score)

The game is over. (= finished)

Ask the students to read sentences 1–6, then allow time for them to read the text again quietly and decide if the sentences are true or false. Then check their answers.

Finally, play the recording while they read the text again.

For the fast finishers, ask them to correct the false sentences.

Audioscript 2.1 – see pages 91 and 92

KEY

2 F 3 F 4 T 5 F 6 F



Sport and activities

Grammar
present simple; *I, me, he, him*;
modal verb *can*

Ahmed and the Hawk – Episode 1: The football match

Ahmed is in the *All Stars* football team. They play games against other schools every Friday. Ahmed wants to become a professional footballer. His best friend, Yousef, plays in the team, too. Their friends and families watch the games. Ahmed's sister, Samira, is there because she loves football.

This game is against the *Top Score* team. They are good ... and tough. The score is 2 – 1 to *Top Score*. It's the last minute of the game. Yousef passes the football to Ahmed. He runs towards the goal.



But Ahmed doesn't score! A hawk lands on the football pitch near the goal. It has got a white net around its wing. It can't fly properly. Ahmed decides to help the bird.

The goalkeeper picks up the ball. Then the referee blows his whistle. The game is over.

Oh no! *Top Score* are the winners! The result isn't important. I'm worried about the bird.



The hawk is all right. It looks at Ahmed, then flies up into the sky.

Later, Ahmed stands on the balcony. It is a beautiful evening.

It flies towards Ahmed and lands on the wall. Ahmed is really surprised. But what's in the hawk's beak? The hawk drops the white net and looks at Ahmed. What does the hawk want?



He sees a bird in the sky. It is the hawk!

14

Grammar in context present simple

4 (10–15 minutes)

Remind the students of the story about Ahmed, and ask what kind of bird it was (*a hawk*).

Read out the first sentence in the text, completing it with *don't eat*, pointing out that the *not* before the verb in brackets is to show it is negative.

Ask the students to read the text through without worrying about the gaps. Invite them to ask about any difficult words, which might include: *dive, kill, claws, beaks, skills, hunting, air, die*.

Tell them to complete the task. Go round while they are working and offer help where needed.

Invite different students to read out a completed sentence each and write the correct answers on the board.

KEY

2 fly 3 kill 4 plays 5 learns 6 doesn't learn 7 teach
8 drops 9 tries 10 don't learn

Grammar in context *him, me, it, them*

5 (5–10 minutes)

Ask the students to look at the first two words (*I* and *me*). Then write *I'm a teacher* on the board. Circle *I*, then write *Listen to me!* and circle *me*.

Point to a confident student (a boy) and say *He's a student. Look at him!* Ask the students to write *him* next to *he*, then ask them to supply the other missing words as a class activity.

For less able students, give them more examples to help them know the answers. For the fast finishers, ask them to write down similar sentences to those you have given as examples.

KEY

him it them


ACTIVITY BOOK pages 12 and 13 exercises 3–4 (20 minutes)

Sport and activities 2

Before you read

1 Match the words with the numbers on the picture.

referee score football goal football pitch footballer



Comprehension

2 **2.1** Listen and read the story. Then decide if the sentences are true (T) or false (F).

1 Ahmed's team is called *Top Score*. F 4 *Top Score* has got two goals.
2 Ahmed and his friends play football on Saturday. 5 Ahmed scores a goal in the last minute.
3 Yousef is Ahmed's brother. 6 The hawk gives the white net to Samira.

3 **OVER TO YOU** Where do you think the hawk is from? Why has it got a white net on its wing? Why do you think it gives the white net to Ahmed?

Grammar in context present simple

4 In your exercise book, write the missing words.

1 *don't eat*

HAWKS

Hawks (1) (not eat) plants or fruit. They eat small animals and birds. They (2) (fly) high in the sky and dive down to catch their food. They (3) (kill) the animals with their claws and beaks.

When a young hawk (4) (play) it (5) (learn) its hunting skills.

It (6) (not learn) quickly because hunting is difficult. Hawk parents (7) (teach) their young families how to hunt. An adult hawk (8) (drop) a dead animal in the air. The young hawk (9) (try) to catch it.

But many young hawks (10) (not learn) these hunting skills and die.



Grammar in context *him, me, it, them*

5 Use words from the story on page 12. Copy and complete the list.

I *me*..... he..... it..... they.....

OVERVIEW

Outcomes Can talk about ability

Language focus *can, can't*; activities

Materials Students' Book pages 14–15; Activity Book page 13; Audio CD; (optional) pictures showing different leisure time activities; (optional) pictures of any or all of these animals – parrots, camels, ants, tigers, whales, bats, snakes

Students' Book page 14

Vocabulary activities

1 (5–10 minutes)

If you have some pictures, show them to the class. Use them to prompt verbs (e.g. *run, cycle, play tennis*, etc.) and ask them which activities they have tried / enjoy doing / would like to try.

Ask the students to look at the pictures and match them with the activities in the table in exercise 2.

KEY

1 g 2 a 3 f 4 c 5 b 6 e 7 d

Listening and speaking

2 2.2 (10–15 minutes)

Ask the students to copy the table into their exercise books and do the same on the board.

Tell the students they are going to hear somebody interviewing a boy called Paul and a girl called Emma. Ask them to listen while you play the first part of recording 2.2. (*Can you run 500 metres? Yes, I can.*) Ask them who the interviewer is speaking to (*paul*) and tell them to tick the appropriate item. Then play the rest of the first interview, pausing as necessary for them to complete the first column.

Play the second interview while they complete the second column. Then, play the complete recording once more, straight through.

Audioscript 2.2 – see page 92

3 (10 minutes)

Put the students in pairs to compare answers. Check their answers by inviting different students to complete the table on the board.

KEY

Can you:	Paul	Emma
run 500 metres?	✓	✓
juggle three balls?		✓
swim 100 metres?	✓	
ride a bicycle?		✓
sing traditional songs?	✓	
play a musical instrument?		✓
dive?	✓	

4 (10–15 minutes)

Put the students in pairs. Tell them that they are going to ask their partners the same questions as they heard in the recording and three more questions of their own. Invite suggestions for the 'extra' questions – give suggestions if necessary – and write good ideas on the board (e.g. *Can you speak French? Can you design a website? Can you dance?*)

Allow time for them to write down their three extra *Can you ...* questions. Go round and check them quickly.

Invite one or two students to ask you their three extra questions.

What can you do?

Vocabulary activities

1 Match the pictures with the activities in the table in exercise 2.



Listening and speaking

2  2.2 Copy the table. Then listen to Paul and Emma and tick (✓) the activities they can do.

Can you:	Paul	Emma
a) run 500 metres?		
b) juggle three balls?		
c) swim 100 metres?		
d) ride a bicycle?		
e) sing traditional songs?		
f) play a musical instrument?		
g) dive?		



Paul



Emma

3 Work in pairs. Check your answers with your partner.

A: Paul can run 500 metres. B: Yes, that's right.

4 Work in pairs. Ask and answer questions.

A: Can you juggle three balls? B: Yes, I can. / No, I can't.

Then put them in pairs and tell them to take turns to ask each other the *Can you ...* questions listed in the table in exercise 2, plus their own three questions.

Finally, invite students to tell the class about their partners, e.g. *Jaber can run 500 metres but he can't juggle. He can ...*

Students' Book page 15

Grammar in context *can*

5 Talking about ability (10–15 minutes)

Ask students to look again at the table they completed in exercise 2. Then read out the example sentence and put them in small groups to prepare seven more sentences.

Allow a few minutes, then ask different students to suggest sentences. Make sure you have a mixture of *can* and *can't* sentences.

ACTIVITY BOOK page 13 exercises 5–7 (15 minutes)

6 Talking about ability (10 minutes)

Choose a student, and read out the first question (*Can you play football?*) Prompt one of the short answers given, then ask the same student the second question. Prompt him / her to reply with one of the answers given. Then choose another student, and ask *Can your brother (or your friend / sister) rollerblade?* Prompt one of the short answers given.

Tell the students to prepare four *Can ... ?* questions to ask their partners. Tell them to include some questions about what their partners can do and some questions about what other people can do. Ask them to note down their ideas, and go round making suggestions if necessary.

Put the students in pairs to ask each other their questions. Go round and listen and encourage them to ask further questions where appropriate (e.g. *Are you good at it?*)

Finally, ask two or three pairs of students to perform their questions and answers to the class.

7 (10 minutes)

a Ask the students to look at the pictures in their books, and if you have any pictures, show them to the class. Invite the students to name the animals and write them on the board.

Look at the list of animals in the 'fact file'. Read out the names of any animals that have not yet been identified and check that students know their meaning.

Then tell the students to read each sentence and guess whether the missing word is *can* or *can't*.

b **2.3** When they are ready, tell them to listen and check their answers while you play recording 2.3.

Allow a few more minutes for them to adjust their answers, then play the recording again.

Audioscript 2.3 – see page 92

KEY

1 can 2 can 3 can't 4 can 5 can 6 can't 7 can't

Did you know?

Do your students know any other facts about speed and sport?

ACTIVITY BOOK page 13 exercise 8 (10 minutes)

Sport and activities 2

Grammar in context *can*

5 Talking about ability Look at the table again. Say eight sentences about Paul and Emma.
Emma can't swim 100 metres.

6 Talking about ability Work in pairs. Ask about sports and activities.

A: Can you play football?	B: No, I can't. / Yes, I can.
A: Are you good at it?	B: Yes, I am. I'm quite good at it. / No, I'm not. I'm terrible at it.
A: Can your brother rollerblade?	B: Yes, he can. / No, he can't.

7 a Guess! Copy and complete the sentences with *can* or *can't*.

Animal Activities

Grey parrots (1) say 800 words.
Camels (2) drink 130 litres of water.
Ants (3) sleep.
Tigers (4) communicate with their ears.
Whales (5) sing for 20 minutes.
Bats (6) walk.
Snakes (7) close their eyes.

b **2.3** Listen and check your answers.

Did you know?
Tennis players can hit the ball at about 210 kilometres per hour.

15

OVERVIEW

Outcomes Can listen and speak about nationality; read, speak and write about sports heroes

Language focus countries and nationalities

Materials Students' Book pages 16–17; Audio CD

Students' Book page 16

Vocabulary countries and nationalities

1 (10 minutes)

Ask the students to try to match the twelve numbers marked on the map in their books with the names of the countries in the box above it. Invite different students to name each one.

For less able students, give them three options to choose from for each country that they cannot recognise.

KEY

2 France 3 India 4 Brazil 5 Australia 6 Spain
7 Lebanon 8 Russia 9 Japan 10 Syria 11 the USA
12 Egypt

Listening and speaking

2 2.4 (10 minutes)

Ask the students to look at the first picture and listen while you play the first part of recording 2.4. Then ask *Where is he from?* (*Japan*). Repeat the procedure with pictures 2, 3 and 4, then play the whole recording again to check.

Audioscript 2.4 – see page 92

KEY

1 He's from Japan. 2 She's from Syria.
3 He's from Spain. 4 She's from Brazil.

3 Talking about nationality (10 minutes)

Ask a student these questions: *What's your name? Where are you from?* Then say, *So, you're (nationality)* and prompt *Yes, I am.*

Tell the students to choose a new name and nationality for themselves. Then put them in pairs to ask and answer the same questions.

Finally, invite several pairs to perform their dialogues to the class.

Pronunciation the 'b' sound

4 2.5 (10 minutes)

Ask the students to copy the words into their exercise books. Then tell them to underline all the 'b's while you play recording 2.5. Then play the recording again, pausing after each word for the students to repeat the word.

Audioscript 2.5 – see page 92

 **Skills:** Focus on sporting heroes

Vocabulary countries and nationalities

1 Can you name these countries? Match the names with the numbers on the picture.

India	China	the USA	Brazil	Lebanon	Russia	Spain	Japan
Egypt	Syria	Australia	France				

1 China



Listening and speaking

2  2.4 Listen to these people. Where are they from?



1



2



3



4

3 **Talking about nationality** Choose a new name and nationality. Work in pairs.

Leo, Russia, Russian

A: What's your name?	B: It's Leo.
A: Where are you from?	B: I'm from Russia.
A: So you're Russian.	B: Yes, I am.

Pronunciation the 'b' sound

4  2.5 Copy the words. Listen and underline the 'b' sound. Repeat the words.

1 brother 2 mobile 3 football 4 number 5 book 6 skateboard

Reading and speaking

Note: If students ask about the difference between *sporting hero* (on page 5) and *athletic hero*, tell them that the word *sporting* is general and *athletic* is related to specific sports, like marathon running.

5 (5–10 minutes)

Ask the students to look at the picture of the athlete (in the text in exercise 6). Write his name, *Usain Bolt*, on the board and ask *Have you ever heard of him?* If they have, ask them to tell you what they know (without reading the text). Ask the students to look at the fact file below the picture, and answer the four questions. Check their answers.

KEY

1 21st August 1986 2 Jamaica 3 1.95 m 4 94 kg

6 (10 minutes)

Allow time for the students to read the text quietly, then read out the first sentence and ask *True or false?* (True). Then ask the students to complete the task. Go round and offer help.

Read out sentences 2 to 8, inviting different students to tell you the answers. Check that everyone agrees, and refer them to the appropriate parts of the text as necessary.

KEY

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

7 OVER TO YOU (10 minutes)

Put the students in small groups to discuss these questions. Encourage them to tell each other which sports they like and what kind of sports stars they would like to be. Emphasise the importance of sports in keeping ourselves healthy and fit. Go round and listen, offering prompts if needed. Then invite one student from each group to tell the class about their group's answers.

Writing

8 (15–20 minutes)

First, ask the students to tell you the names of their favourite sports stars. Write the names on the board. Then ask them to choose one of these stars and put them in pairs or groups according to who they have chosen. Ask them to tell each other what they know about the star they have chosen, and make notes.

Ask them to read the model text and then write their own paragraphs, using the notes they have just made. Go round and read their work, making suggestions and corrections where necessary.

Less able students might need extra guidance. You can ask them questions to guide them through their writing, for example, *What does this sports star do? Where is he / she from? Which team does he / she play for?* etc.

Finally, invite three or four students to read out their work to the class.

Did you know?

What other changes happen at this age?

Lessons 7 and 8

ACTIVITY BOOK pages 14 and 15
Skills development

Preparation for the project

Tell the students they will be working on a project about their family and their home in the next lesson. Ask them to bring some photographs of themselves, their family and their homes if possible to the next lesson. Suggest that they photocopy photographs if they are precious, or perhaps if they brought them to school you could make copies for them.

Sport and activities 2

CLIL: Physical Education


Reading and speaking

5 Look at the Fact file and answer the questions about Usain Bolt.

1 When was he born?	3 How tall is he?
2 Where is he from?	4 How much does he weigh?

6 Read the article and Fact file and decide if the sentences are true (T) or false (F).

1 Usain Bolt is from Jamaica.	5 He gives money to charity.
2 He is a very fast runner.	6 The only sport he likes is running.
3 There is a film about his life.	7 He doesn't care about the future of children.
4 He does track exercises once a week.	8 His nickname is <i>Lightning Bolt</i> .



Fact file
Date of birth:
21st August 1986
Place of birth:
Trelawny, Jamaica
Nationality: Jamaican
Height: 1.95 m
Weight: 94 kg

Athletic Hero!

Usain Bolt is a sporting sensation. He is the world's fastest runner. He has nine Olympic gold medals. You can see his life story in the film *I Am Bolt*.

Usain loved sports since he was a child. He played cricket and football. He was also the fastest runner in his school when he was twelve.

Usain believes that all athletes are talented, but hard work is what makes you a champion. Every day, Usain does weight lifting and track exercises. In his diet, he focuses on protein and vegetables. He knows how important it is to stay healthy

and fit to be an excellent sports person.

And when he isn't running? He likes to spend time with his friends playing video games. He also loves football and supports Manchester United.

Usain gives a lot of money to charity. He also created the Usain Bolt Foundation that helps children to make their dreams come true through education and cultural development.

And what's his nickname? It's *Lightning Bolt* because of his name and his speed.

7 OVER TO YOU Do you like sports? Do you want to be a sports star? How does a sports person's lifestyle make him or her healthy and fit?

Writing

8 In your exercise book, write about your favourite sports star. Follow the model.

Michel Maadanly

My favourite sports star is Michel Maadanly. He's a basketball player. He is from Syria. He plays for Forward Lease Rotterdam in the Dutch Basketball League. He scored the most points in the 2007 FIBA Asia Championship. I admire him because he works hard, and is a great basketball player.

To keep fit, Michel ...

Did you know?

Between the ages of about 12 and 17, the body grows and gains more muscles.

17

Project

Make a poster about your family and your home.

Materials Students' own pictures of themselves, their families and their homes; one large sheet of paper per student; smaller pieces of writing paper; scissors or paper cutter; gluesticks; coloured pens

Students' Book page 18

Preparation (10 minutes)

First, allow time for the students to look at the pictures and read the text. While they are doing that, write these questions on the board:

- Whose project is it?
- How old is she?
- How many brothers and sisters has she got?
- How old are they?
- Which is her favourite room? Why?

Then ask the students to cover the text or close their books. Read out each question and invite different students to answer them. Then tell them to look again at the text to check.

KEY

- 1 Faten's 2 twelve 3 one brother and one sister 4 he is fifteen, she is ten
5 the kitchen, because her mum cooks great food there

First draft (10–15 minutes)

Tell the students to read the three bulleted boxes and follow the steps. They have to plan their writing first. Suggest that they divide their text into four sections, like the model text (they do not need a picture for each section, although that would be good).

Go round and make suggestions where necessary. Remind them that this is just a first draft; they can change their minds and make corrections as much as they like!

Put the students in pairs or small groups to read each other's first drafts. Encourage them to ask questions and make suggestions. While they are doing this, go round and correct as many drafts as you can.

Design the project (5 minutes)

Give each student a large sheet of paper and explain that they will stick their pictures and writing onto it, like Faten's project. Ask them to think about where they will place their pictures and texts. While they are doing that, go round and make more corrections to their drafts.

Second draft (10–15 minutes)

Give each student some writing paper and tell them to write their second drafts. Make sure you have seen and corrected their first drafts before they start these final versions. Provide paper for illustrations.

Finally (10 minutes)

Tell them to cut the sections up with scissors or paper cutters and stick all the pieces of text and pictures on the large sheet of paper.

Tell them to write the title in large, colourful letters (suggest they use a pencil first!) and add further designs as they wish (e.g. ruled borders around the pictures and texts would enhance the presentation).

Use the projects for a classroom display after asking a few volunteers to present their project to the class.

EXTRA LISTENING page 101

Module 1 Progress test
ACTIVITY BOOK pages 16–19

Module 1 Learning log
ACTIVITY BOOK page 80

Project Make a poster about your family and your home.

- Think about the information you want to present.
- Choose some members of your family to write about.
- Choose some parts of the house to write about.
- Prepare the materials you need to do the project (paper, gluestick, scissors, etc.)

- Read the model so that you prepare a similar one.
- Write a short paragraph related to each photo.
- Display the material in a neat and attractive way.

- Present your work to the class.

MY FAMILY AND I

My name is Faten and I'm twelve. I live in a nice apartment in Damascus with my family. I've got one brother and one sister.

My sister's name is Salma and she's ten. She's my best friend. I share a big room with Salma.

My brother's name is Hussam and he's fifteen. He has got his own room.

The apartment has got a nice living room with a balcony and a kitchen. My favourite room is the kitchen because Mum cooks great food there! From the window we can see the park. I love our home.

Module 2

School days

Students' Book page 19

Opener (10 minutes)

Tell the students that this page tells them about the second module. Tell them they have two minutes to study the pictures and the captions and questions that go with them, then you are going to test their memories!

Check the time and say *Go!* After two minutes, say *Stop!* and ask them to close their books.

Put the students in pairs to tell each other what they can

remember about the page, then ask the whole class these (or similar) questions:

- *What's the science question?* (Why does water go up a straw?)
- *What type of school is it?* (an art school)
- *There's a picture of a boy on top. What's his name and what's he doing?* (His name is Ali and he's talking to his classmate.)
- *What is Ahmed doing?* (He's walking with his sister.)
- *What is the project called?* (My ideal school)

Module 2
School days

Read about Ali's day.
How can he do better?

Focus on science
Why does water go up a straw?
CLIL: Science

Focus on an unusual school
What type of school is this?
CLIL: Art

MY IDEAL SCHOOL Project

Read Episode 2 of *Ahmed and the Hawk*. What happens next?

OUTCOMES

You will be able to:

- tell the time
- talk about routine
- give instructions
- give directions
- discuss school
- talk about the present
- make suggestions
- discuss cross-curricular topics related to Science and Art

OVERVIEW

Outcomes Can talk about the time; routine

Language focus present simple negative; *always, usually*; the time

Materials Students' Book pages 20–21; Activity Book page 20; Audio CD

Students' Book pages 20 and 21

Vocabulary the time

1 Talking about the time (5 minutes)

Before starting the exercise in the Students' Book, revise numbers 1–12. Then get the students to count in fives from five to sixty, round the class, then back again to five.

Ask the students to look at picture 1 and ask *What's the time?* Accept either *seven-thirty* or *half past seven*, then invite the class to give you the alternative. Continue with the rest of the exercise, making sure that the whole class repeats each time correctly.

If the students need more practice, put them in pairs to take turns saying the times while you monitor their work. Then use the clock or clock face to practise saying more times with the class.

KEY

- 1 half past seven / seven-thirty
- 2 twenty past three / three-twenty
- 3 ten past five / five-ten
- 4 ten to eleven / ten-fifty
- 5 three o'clock
- 6 twenty-five to one / twelve thirty-five
- 7 quarter to ten / nine forty-five
- 8 quarter past two / two-fifteen

2 3.1 (10 minutes)

Ask the students to look at the first part of the text on page 20. Then tell them to look at exercise 2, number 1 and ask *What happens at six thirty?* (He gets up). Play recording 3.1 and ask the students to complete the task.

Check their answers by asking *What happens at ... ?* Make sure that they pronounce the verb endings correctly.

Finally, play the recording one more time while the students listen and read.

Audioscript 3.1 – see page 92

KEY

- 2 He leaves home. 3 He gets the bus.
- 4 School starts. 6 He has lunch. / They have lunch.
- 7 He goes to bed.

ACTIVITY BOOK page 20 exercises 1 and 2 (15 minutes)

3


My routine

Grammar
present simple negative; *always, usually*;
questions with *do, does*; imperatives

Ali is not very good with his time. Read about his day to find out why ...


A day in Ali's life

1




In the morning, I get up at half past six. I never remember to set the alarm clock!

2




I get washed and get dressed. My clothes are always difficult to find. Then we all have breakfast together. We have eggs, olives, labneh, bread and tea.

3




I usually pack my school bag in the morning, five minutes before I leave the house. I always forget something: my pen, or sometimes my homework! Mum doesn't like this!

4




I leave home at seven, but I'm often late. I get the bus to school at five past seven. I usually run for the bus! My friend Hassan waits for me at the bus stop.

5




School starts at half past seven. I have lessons until one o'clock. In the break I sometimes have a snack. I often forget to pack it! On Wednesday we play football. But I don't always remember my football boots.

6



Then I go home. We eat a big lunch at 2.00 pm! In the afternoon, my friends play basketball and I sometimes play with them. But I often help my parents in their shop.

7



In the evening I do my homework and watch TV. Some nights I watch my favourite programme and I don't finish my homework! I always go to bed at ten o'clock.

Grammar in context present simple negative

3 (5–10 minutes)

Ask the students to look at the text on page 20 again and find all the verbs listed in the box.

4 (10–15 minutes)

On the board, write the sentences: *I don't always remember my football boots.* Remind the students that this is the negative form. Ask students to find another example of a negative form on page 20. (*I don't finish my homework.*) Ask the students to explain how they know it is negative.

Tell students to read the text on page 20 again and correct the sentences about Ali's day. Go through the example with them to check they have understood.

KEY

- 2 He doesn't have orange juice for breakfast. He has tea.
- 3 He doesn't get the bus at seven o'clock. He gets the bus at five past seven.
- 4 School doesn't start at half past eight. It starts at half past seven.
- 5 He doesn't play football on Tuesday. He plays football on Wednesday.
- 6 He doesn't do his homework in the afternoon. He does his homework in the evening.

Grammar in context *always, usually*

5 (10 minutes)

Read out the words in the box. Then tell the students to find them in the text on page 20.

On the board, write: *always – 100%*. Then leave a space for other words to be written below it and write: *never – 0%*.

Invite three different students to come to the board and add *often, usually* and *sometimes* between the words, in the correct place. Finally the board should look like this:

<i>always</i>	<i>100%</i>
<i>usually</i>	
<i>often</i>	
<i>sometimes</i>	
<i>never</i>	<i>0%</i>

Ask the students to complete the sentences. Go round the class and monitor their work.

KEY

- 2 usually
- 3 often
- 4 usually
- 5 sometimes
- 6 always

6 Talking about routine (10 minutes)

Ask the students to prepare eight sentences, using the adverbs from exercise 5. Ask them to write their sentences down. While they are working, go round and check their work.

Then invite different students to read out their sentences to the class.

Next, put the students in pairs. Tell them to take turns to tell their partner a sentence about their routine, preferably without reading their sentences. While they are talking, go round and listen, giving prompts where necessary.

7 OVER TO YOU (5–10 minutes)

Put the students in pairs or small groups and allow time for them to discuss what Ali does wrong. Ask them to read the examples first. Tell one person in each pair or group to write the sentences down, then invite different students to share their ideas with the class.

ACTIVITY BOOK page 20 exercises 3–5 (5 minutes)

My routine 3

Vocabulary the time

1 Talking about the time Say the times.

1 It's half past seven.

2 **3.1** Listen and read about Ali. Copy the list and write what happens at these times.

1 6.30 am <i>He gets up..</i>	5 1.00 pm <i>School finishes..</i>
2 7.00 am	6 2.00 pm
3 7.05 am	7 10.00 pm
4 7.30 am	

Grammar in context present simple negative

3 Look at Ali's day again. Find these verbs:

leave have (breakfast, lunch, lessons, a snack) run get washed get dressed
 pack remember wait watch (TV) get up like get (the bus)
 start forget play go (home, to bed) help do (homework) finish

4 Copy and correct the sentences about Ali's day.

1 He ~~doesn't~~ get up at six o'clock. He gets up at half past six.
 2 He gets up at six o'clock. 4 School starts at half past eight.
 3 He has orange juice for breakfast. 5 He plays football on Tuesday.
 4 He gets the bus at seven o'clock. 6 He does his homework in the afternoon.

Grammar in context *always, usually*

5 Copy and complete the sentences. Use:

never often usually always sometimes

1 Ali never remembers to set the alarm clock.	5 He has a snack in the break.
2 Ali packs his school bag in the morning.	6 He goes to bed at ten o'clock.
3 He helps his parents in the afternoon.	
4 He runs for the bus.	

6 Talking about routine In your exercise book, write eight sentences about your routine. Then, work in pairs and tell your partner about your routine.

I usually get up at five o'clock.

7 OVER TO YOU Ali isn't very organised. What does he do wrong?
 He gets up too late. He doesn't prepare for school.

21

OVERVIEW

Outcomes Can talk about routine; give instructions and directions

Language focus present simple: questions with *do, does*; imperatives; directions

Materials Students' Book pages 22–23; Activity Book page 21; Audio CD

Students' Book page 22

Listening and speaking

1 3.2 (10 minutes)

Remind the students of exercise 7 on page 21. Ask them to remember some of the things that Ali does wrong. Tell the students that Ali's mother has a new routine for him. Ask the students to listen while you play recording 3.2.

Ask the students to copy the text and try to complete the missing words. Then play the recording again and allow time for them to check and complete their work.

Audioscript 3.2 – see pages 92 and 93

KEY

1 Pack 2 six o'clock 3 home 4 snack
5 homework 6 bed

2 (5–10 minutes)

Read out each question, inviting a reply (using short answers, e.g. *Yes, I do / No, she doesn't*) from a different student each time. Then put the students in pairs to ask each other the questions again. Remind them to give pieces of advice to the students who have bad habits. Go round and listen; check their short answers are correct.

Grammar in context present simple: questions with *do, does*

3 (10 minutes)

a Tell the students they are going to write some more questions to add to the ones in exercise 2. Tell them to choose four of the ideas in the box, then ask them to write the questions in their exercise books.

b Put the students in groups to ask and answer the questions. Go round and listen, making corrections if necessary.

4 Talking about routine (5–10 minutes)

Read out the two example questions, inviting different students to answer them in complete sentences. Make sure they form the third person ending of the verb correctly (e.g. *She gets up at seven o'clock.*) Then allow time for the students to ask their partners questions about family members.

ACTIVITY BOOK page 21 exercise 6
(5 minutes)

Grammar in context imperatives

5 (10 minutes)

Tell the students they are going to write about their school rules. Ask them to copy the incomplete instructions into their exercise books and do the same on the board. Then read out the first instruction (completed as the example) and check that they agree this is a school rule.

Allow time for the students to complete the rest of the instructions, using the verbs in the box. Then check their answers.

KEY


2 Remember 3 Don't talk 4 Listen 5 Don't eat 6 Do

Did you know?

What do your students think of studying at home instead of coming to school?

Giving instructions

Listening and speaking

1  3.2 Listen to Ali's mother. Copy and complete the advice she gives him.



2 Work in pairs. Ask and answer the questions about your daily routine. If your partner has bad routines, give him or her advice on how to make them better.

Your daily routine

Do you pack your bag in the evening?	Do you get a bus to school?
Do you read magazines in the morning?	Do you help your parents in the afternoon?
Does your mother wake you up?	Do you do your homework in the afternoon?
Does your family have breakfast together?	Does your family watch TV in the evening?

Grammar in context present simple: questions with *do, does*

3 **a** In your exercise book, write four more questions for the quiz. Choose from these activities.

see your friends play football read a book listen to the radio go by car
take a snack

b Work in groups. Ask and answer your questions.

4 **Talking about routine** Work in pairs. Ask and answer questions about someone in your partner's family.

What time does your sister get up?
What time does your father start work?

Grammar in context imperatives

5 Copy and complete the instructions about school. Use these verbs:

remember do eat talk listen

1 <input checked="" type="checkbox"/> Don't run in the corridor.	4 <input checked="" type="checkbox"/> to the teacher.
2 <input checked="" type="checkbox"/> your books.	5 <input checked="" type="checkbox"/> in the classroom.
3 <input checked="" type="checkbox"/> to your friends in class.	6 <input checked="" type="checkbox"/> your homework.

Did you know?

Children in the desert of Australia don't go to a school. They study at home using computers.

Vocabulary directions

6 (5–10 minutes)

Ask the students to hold up their right hands and then their left hands. Tell them that they are going to practise giving directions.

Read out the first direction (*take the first right*) and ask the students to find the correct picture (*picture 6*). Allow a few minutes for them to complete the task, then check their answers.

KEY

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

Extension

Put the students in pairs. Tell them to design a simple street plan – it could be real or imaginary, but it should have two or three intersections and / or turnings. Tell them to choose a starting place on their plan.

Then tell them to make a copy of the plan so they have one each, and take turns to give each other directions, using the language in exercise 6. Each time, they should both mark the 'finishing place' on their plans, and then compare.

7 (5–10 minutes)

Ask the students to look at the map and find Chloe's house, then tell them to read the text and choose the correct answer (B).

For less able students, guide them through every step of the directions and make sure they're going on the correct route. For the fast finishers, ask them to work in pairs giving directions to the other places (A and C).

8 (10 minutes)

Put the students in pairs. Read out the first sentence (*The café is opposite the supermarket*) and ask them to find both places on the map. Repeat this with the second and third sentences, then ask them to write down three more, similar sentences. Go round and make suggestions and corrections where necessary, then invite four different students to read out their sentences to the class.

Listening and speaking

9 3.3 (10 minutes)

Tell the students to look at the map and find the post office. Then tell them to listen while you play the first part of recording 3.3. Ask *Where are you now?* (the shopping mall). Repeat with the second and third parts of the recording, and then play the whole recording again.

Audioscript 3.3 – see page 93

KEY

1 Shopping mall 2 Station 3 Café

10 Giving directions (5–10 minutes)

Tell the students to find the library on the map. Then read out the example question (*Excuse me, how do I get to the post office?*) and invite a student to give you directions, while the others follow them to check.

Then put the students in pairs to take turns to ask for and give directions from the library to different places on the map. Remind them to check the directions each time. Go round and offer help where needed.

Finally, invite two students to perform a dialogue for the class, while you all check the directions for accuracy.

ACTIVITY BOOK page 21 exercises 7–8 (15 minutes)

My routine 3

Vocabulary directions

6 Match the phrases with the pictures.

- a take the first right
- b turn right
- c it's on the left
- d take the second left
- e go straight on
- f cross the road

7 Read the e-mail and follow the route on the map. Is Chloe's house A, B or C?

Hi Faten,

I'm glad you can come to my birthday party. It's easy to get to 44 house from the station. Come out of the station. Turn left and take the first right. Go down Spring Road. Cross Norton Road. Go straight on. Take the third right. This is West Avenue. Go straight on and take the first left. This is my road. I live at number 55. It's on the left. Call me if you have any problems.

See you on Saturday.

Chloe

8 Work in pairs. Look at the map and describe the positions of places.

- The café is opposite the supermarket.
- The sports centre is behind the swimming pool.
- The post office is next to the market.

Listening and speaking

9 **3.3** You are at the post office. Listen and follow the directions. Where are you?

10 Giving directions Work in pairs. You are at the library. Ask and give directions.

- A: Excuse me, how do I get to the post office?
- B: Go down this road and ...

OVERVIEW

Outcomes Can talk about school; listen to and write rules; read about an experiment

Language focus recycling present simple and imperatives

Materials Students' Book pages 24–25; Audio CD

Students' Book page 24

Speaking school subjects

1 Talking about school (10–15 minutes)

Ask the students to tell you the names of all their school subjects, and write them on the board. The words will probably include: *Art, Geography, History, Arabic, Information Technology, Foreign Languages, Maths, Music, PE, Science, Religion*. Then read out the example question and invite a student to reply with a short answer. Ask *Why?* or *Why not?* as appropriate and encourage the student to give a reason, choosing from the suggestions given or using his / her own ideas.

Put the students in pairs to ask and answer similar questions about different school subjects.

Listening

2 3.4 (10 minutes)

Tell the students they are going to hear some safety rules for the science laboratory. Ask them to copy the gapped text into their exercise books and do the same on the board.

Play recording 3.4, then allow time for the students to complete the missing words. Play the recording again for them to check.

Tell the students they have one minute to memorise these rules, then put them in pairs. Tell them to take turns to test each other's memories (books closed when it's their turn to speak).

Invite two or three students to say all six rules, from memory, to the class.


Audioscript 3.4 – see page 93

KEY

wear work games drink clean face

Pronunciation the final 's' sound

3 (10 minutes)


a  3.5 Ask the students to look at the three words while you play recording 3.5. Play it again, pausing for them to repeat each word.

Then write these three headings on the board, as far apart from each other as possible: 's', 'z', 'iz'. Play the first word on the recording again and ask the students to point to the correct heading ('s'). Repeat with the second and third words ('z' and 'iz').


Audioscript 3.5 – see page 93

b Put the students in pairs. Tell them to copy the headings and then to decide where to put the words in the box.

For the less able students, tell them the root of the words they have difficulty with so that they know which sound was added at the end.

c  3.6 When the students are ready, play recording 3.6 for them to check their answers. Play it a second time if necessary. Invite different students to come to the board to write the words under the correct headings.

Audioscript 3.6 – see page 93



Skills: Focus on science

Speaking school subjects

1 Talking about school Work in pairs. Ask and answer questions.

A: Do you like maths? B: Yes, I do. / No, I don't.
 A: Why? / Why not? B: It's interesting / boring / exciting / easy / difficult.

Listening

2  3.4 Copy the safety rules. Then listen and complete them with these words:


face clean drink wear games work

SAFETY


IN THE SCIENCE LAB

- Always ----- a lab coat and goggles.
- Never ----- alone.
- Don't play ----- or play tricks.

- Don't eat or -----.
- Keep the lab ----- and tidy.
- Don't touch your -----.




Pronunciation the final 's' sound


3 a  3.5 Listen and repeat the words. What happens to the final 's'?

1 drinks 2 says 3 watchs

b Work in pairs. Which 's' sound do these words have? Is it like 1, 2 or 3?


fills 2 eats finishes gets listens packs studies presses
likes goes pushes reduces

c  3.6 Now listen and check.

4  3.7 READING ALOUD Listen and repeat the poem. Then work in pairs. Practise reading aloud.

Professor Loonel lives in his lab
 And works by the light of the stars.
 He takes lots of chemicals
 Then mixes them all in jars.

Professor Loonel loves his work
 But burns holes in his clothes.
 He takes powders, liquids and gases
 Then watches them all explode!



KEY

- 1 's': eats; gets; packs; likes
- 2 'z': fills; listens; studies; goes
- 3 'iz': finishes; presses; pushes; reduces

4 3.7 READING ALOUD (10 minutes)

Ask the students to read the poem quietly, and explain any difficult words, which might include: *chemicals, mixes, jars* (use the picture to help explain them).

Play recording 3.7 while they read.

Play it again, then put the students in pairs to practise reading it aloud. Go round and listen, making corrections where necessary. Then invite two students to read one verse each aloud to the class.

Audioscript 3.7 – see page 93

Students' Book page 25

Reading and speaking

5 OVER TO YOU (10–15 minutes)

Read out the question and check that the students know the word *straw* (refer them to the pictures).

Invite the students to answer the question. Supply new vocabulary if necessary (e.g. *suck, air pressure*).

6 (10 minutes)

Read out the title of the experiment and the list of materials. Use the pictures to explain any new words (e.g. *lid, hammer, nail, clay*).

Tell the students to read the instructions and match them with the correct pictures. Go round and offer help if needed.

For the less able students, describe the picture they have difficulty with using simple language and the students try to find the instructions that match your words.

Then read out the question *What do you think happens?* and invite students to give their ideas. Do not tell them the correct answer yet.

KEY

- 1 E 2 C 3 B 4 A 5 D

My routine **3**

CLIL: Science
Reading and speaking

5 OVER TO YOU Why does the liquid go up the straw into your mouth?

6 Read the experiment and match the instructions with the pictures. What do you think happens?






Thirsty work experiment

You need:

- a drinking straw
- a glass jar with a lid

- a hammer
- a large nail

- some clay
- some water



- 1 Fill a jar with water.
- 2 Use a hammer and nail to make a hole in the lid of the jar. Make the hole the same size as the straw.
- 3 Push the straw into the hole.
- 4 Put the clay around the straw so it is sealed.
- 5 Now try to suck the water through the straw!

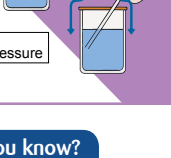
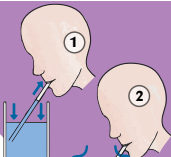
7 Read the explanation and see if you are right.

What do you think happens?

You can't drink the water! Why not? Well, it's all about air pressure.

In a glass of water, the air presses on the surface of the water. When you suck on the straw, you reduce the air pressure in your mouth. So the air pressure on the liquid pushes the liquid up the straw. And you get a nice drink! (picture 1)

When you seal the hole around the straw, there is no air pressure on the liquid. So the liquid can't go up the straw! No nice drink! (picture 2)



Writing

8 In your exercise book, write six of your school rules.
Walk on the left of the corridor.
Don't chew gum.

Did you know?
People used paper straws for the first time in 1888.

25

7 (5 minutes)

Tell the students to read the text to find out the real reason. Allow time for them to read and then invite questions about the vocabulary. Then ask *Were you right?*

Writing

8 (15–20 minutes)

Ask the students to tell you some of the school rules. Write new words on the board – but not complete sentences. Ask the students to plan and write six sentences. Go round and check their work, offering suggestions where necessary.

Finally, ask three or four students to read out their lists to the class.

Did you know?

What do your students think are the advantages of drinking with a straw?

Lessons 7 and 8

ACTIVITY BOOK pages 22 and 23
Skills development

OVERVIEW

Outcomes Can talk about the present; make suggestions

Language focus present continuous; colours

Materials Students' Book pages 26–27; Activity Book pages 24–25; Audio CD

Students' Book pages 26 and 27

Before you read

1 (5 minutes)

Read out the first sentence (*Ahmed is saying goodbye to his sister.*) and ask the students to match it with the correct picture (picture 2, given as the example). They can point to the correct picture if they find it confusing to count the pictures in order.

Then allow time for them to complete the task.

KEY

a 2 b 4 c 1 d 7

Comprehension

2 4.1 (10 minutes)

Tell the students to read the story while you play recording 4.1. Ask them to point to the relevant pictures in turn to check that they are keeping up (pause the recording if necessary).

Invite the students to ask about difficult words (which may include: *clear, sky, net, van, hunting*), but encourage them to guess from the context and the pictures if possible.

Put the students in pairs to discuss the three questions. Go round and make suggestions where necessary. Then read out each question in turn and invite different students to give their answers.

Finally, play the recording again while the students read the text.

Audioscript 4.1 – see page 93

KEY

- 1 He follows the hawk.
- 2 His mother and Samira
- 3 They are hunting birds.

3 OVER TO YOU (10–15 minutes)

Put the students in pairs. Tell them to discuss what they think will happen next and make notes in their exercise books. Go round and make suggestions if necessary.

Tell them they will need to look at these notes again after reading the next episode.

Grammar in context present continuous

4 (10–15 minutes)

Tell the students that, apart from the example, all these sentences are from the story. Ask them to copy the uncompleted sentences into their exercise books and do the same on the board.

Then read out the first sentence (completed as the example). Allow time for students to complete the rest of the sentences. When they are ready, ask different students to read out the completed sentences.

KEY

2 are you doing 3 I'm looking 4 standing 5 are, doing

ACTIVITY BOOK page 24 exercises 1–5 (20 minutes)

4 School life

Grammar
present continuous; slowly, quickly;
this / that / these / those

Ahmed and the Hawk – Episode 2: The hunters



It's five past one and Ahmed, Yousef, Samira and Huda are going home from school. Ahmed isn't walking with the others. He's looking at the clear blue sky.

OK. Call Mum on your mobile and ask her.

Ahmed talks to his mother. Then he follows the hawk. Where is it taking him?

What are you doing, Ahmed?

Yes, of course.

I'm looking at that bird. It's the hawk from the football match. I want to follow it.

Suddenly, Ahmed sees three men. He calls Samira on his mobile.

What's happening now?

The birds are flying into the net! The men are hunting birds!

I can see three men.

What are they doing?

They aren't moving. They're standing next to a big tape recorder. It's playing a bird song.

Two men are putting the birds in cages. The other man is putting a cage in the back of a van.

Oh, Ahmed. That's terrible. Is the hawk OK?

And I can see hundreds of birds. The birds are flying towards a net.

He's fine. He's flying back to me.

26

5 Talking about the present (10–15 minutes)

Ask the students to think about two or three people they know well – family members or friends. Then put them in pairs. Tell them to take turns to ask and answer *Who are you thinking about?* and then *What's he / she doing at the moment?*

If you feel like less able students have a limited range of vocabulary to answer the questions, write different options on the board for them to choose from.

Go round and listen to the students' conversations, giving prompts where necessary.

Vocabulary colours

6 (10 minutes)

Ask students to work in pairs and to copy the table into their exercise books with a column for each of them to write their answers.

Then ask them to study page 26. When two minutes are over, say *Stop!* and ask them to close their books. They should then complete the table with the colours of each of the items. Allow them time to complete this task in their pairs.

Ask them to compare their answers with their partner's, then open their books again to page 26 and check.

KEY

Ahmed's mobile phone – white
 Samira's shirt – pink
 Samira's bag – red
 the van – purple
 the car – yellow
 Ahmed's bag – green

7 Making suggestions (10 minutes)

Read out the example suggestion (*Let's go swimming!*) to a student, and invite him / her to respond with *Good idea!* or *I can't*. Encourage a 'reason', too.

Tell the students to spend a few minutes noting down some ideas for suggestions with *Let's ...* in their exercise books (e.g. *watch TV, go to the park, etc.*)

Then put the students in pairs to take turns in making suggestions from the box and responding to them. Go round and listen, making corrections or suggestions where necessary.

For the fast finishers, put them all in one group and tell them to take turns to make a suggestion with *Let's ...* and the other members respond.

ACTIVITY BOOK page 25 exercise 6 (5 minutes)

School life **4**

Before you read

1 Match the pictures with these sentences.

a Ahmed is saying goodbye to his sister. 2 c Ahmed is looking up at the sky worried.
 b Three men are waiting for the birds. d The men are putting birds in cages.

Comprehension

2 **4.1** Listen and read the story. Answer the questions.

1 Why doesn't Ahmed go home?
 2 Which two people does Ahmed call?
 3 Why do the men have a net?

3 **OVER TO YOU** Work in pairs. What do you think happens next? In your exercise book, write notes and check them after the next episode.

Grammar in context present continuous

4 Copy and complete the sentences from the story.

1 The hawk is flying over a van. 4 They're next to a big tape recorder.
 2 What, Ahmed?
 3 at that bird. 5 What they now?

5 **Talking about the present** Work in pairs. Ask and answer questions about people you know.

A: *What's your brother doing at the moment?* B: *He's working in an office.*

Vocabulary colours

6 Work in pairs. Copy the table.

	Your name:	Partner's name:
Ahmed's mobile phone		
Samira's shirt		
Samira's bag		
the van		
the car		
Ahmed's bag		

Study page 26 for two minutes. Then cover it and try to remember the colours. Write your answers and your partner's answers in the table and then check.

7 **Making suggestions** Work in pairs. Make and accept or refuse suggestions.

go swimming go to the shopping mall play tennis surf the Net
 do our homework play a computer game play basketball play chess

A: *Let's go swimming!*
 B: *Good idea. / I can't. I help my dad in the afternoon.*

27

OVERVIEW

Outcomes Can describe activities

Language focus *quickly, slowly; this / that / these / those;* numbers 20 – 1,000

Materials Students' Book pages 28–29; Activity Book page 25; Audio CD

Students' Book pages 28 and 29

Comprehension

1 (10 minutes)

Ask the students if they are good at any kind of art. Encourage any students who answer *yes* to tell the class a little bit about it. Tell them the text is about an art school – invite the students to suggest what that means (*it's a school for future artists*).

Read out the names of the activities in the box and tell the students that they are illustrated in the pictures on page 28. Then ask them to read the text quickly and match the activities with the pictures.

If they ask for the meaning of the words in the box, tell them they will be able to work it out from the context.

When they are ready, check their answers and check they understand the words in the box.

KEY

sculpting – 4; taking a photo – 3; making pottery – 5; painting – 2

2 4.2 (10 minutes)

Ask the students to read the text again while you play recording 4.2. Ask them to point to the pictures in turn to check they are keeping up (pause the recording if necessary).

Encourage the students to ask you about any difficult words, which might include: *talent, angles, relaxing, elegant, displaying, proud* and *complicated*.

Read out the first sentence (*Mary doesn't have a special talent.*) and ask the students to tell you if it's true or false (*true*). Then tell the students to complete the task. Go round and offer help where needed.

When they are ready, check their answers, then play the recording once more to check.

Audioscript 4.2 – see pages 93 and 94

KEY

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

Grammar in context *quickly, slowly*

3 (10–15 minutes)

On the board, write *Adverbs*. Ask a student to come to the front of the class. Give him / her the instruction *Walk!* When he / she starts walking, add *slowly!* Repeat *slowly!* until the student is walking in slow motion. Then say to the whole class *Stand up!* Then *Sit down SLOWLY!*

Write *slow* and *slowly* on the board. Remind them that *slow* is an adjective (it describes a noun) and *slowly* is an adverb (it describes an action).

Ask the students to copy the uncompleted list into their exercise books and do the same on the board. Then tell them to complete the list. When they are ready, check their answers.

KEY

2 quickly 3 patiently 4 creatively 5 proudly
6 carefully 7 happy 8 easy 9 gentle 10 beautiful

ACTIVITY BOOK page 25 exercise 7 (5 minutes)

An unusual school

CLIL: Art

1

The students at this school are learning artistic skills. They do it once a week after school. And they all think it's fantastic. We visited the school last week and asked them about their experiences.

What are you doing, Mary?
I'm painting. It's very hard at first, but I'm learning quickly. It's really relaxing when you learn how. Those paintings over there are mine.

Why are you here?
I don't really have a special talent, but I want to do a creative activity. My friends are very surprised I'm taking an art class.

2

What are you doing, Nick?
I'm studying photography. It is easy to take a picture, but it is hard to take a good one. I'm learning how to take a picture from different angles. This is one of my favourite photos.

Why are you here?
I think it's very interesting how you can remember a happy moment through a photo. Photography is teaching me to do things patiently. This is a very important lesson.

3

What are you doing, Jenny?
I'm sculpting a turtle. That shape is the first step. This activity needs a lot of attention to detail and you have to do it very gently. I prefer sculpting with clay, but wooden sculptures are also very elegant.

Why are you here?
I love making things with my hands. I also like displaying my sculptures on a shelf in my room. It makes me feel proud.

4

What are you doing, Ian?
I am trying to make a vase. I have to be very careful. Pottery is a little complicated but enjoyable. I like watching the clay spinning and slowly forming an object. These beautiful vases are made by other students.

5

Why are you here?
I don't think many people are taking pottery classes these days. It is a very old art and it's nice to keep the traditions.

28

Extension

Ask the students to work with their partners to prepare ten sentences in their exercise books. Each sentence should contain either the adjective or the adverb from each of the ten pairs of words above (i.e. either *slow* or *slowly*). Go round and offer ideas where needed, then invite different students to write a sentence each on the board. Make corrections if necessary.

Grammar in context *this / that / these / those*

4 (5 minutes)

Read out number 1 and ask the students to find the phrase in the text (it is in section 5). Allow time for them to complete the rest of the phrases, then check their answers.

KEY

2 this 3 that 4 those

5 (5 minutes)

Tell the students to look again at the answers to exercise 4. Then read out the first sentence and invite the students to complete the missing word (*these*). Then ask them to complete the second sentence (*that, those*). Tell them to copy the rules into their exercise books.

KEY

1 these 2 that; those

ACTIVITY BOOK page 25 exercise 8 (5 minutes)

6 (10 minutes)

Put the students in pairs or small groups to prepare at least one sentence for each of these words: *this, that, these, those*. Go round and offer ideas if necessary, then invite different students to stand up and say their sentences. Encourage them to touch the things they refer to with *this* or *these* and point to the things referred to with *that* or *those*. Do **not** ask them to write the sentences on the board, as the meaning will not be so clear.

Vocabulary numbers 20 – 1,000

7 4.3 (10 minutes)

First, ask the students to close their books and listen while you play the first number on recording 4.3 (*twenty-six*). Tell them to write down the number they heard. Play it again to check, then continue in this way with the rest of the numbers.

Then ask the students to open their books to check their answers while you play the recording again.

Finally play it again, pausing after each number for them to repeat it.

Audioscript 4.3 – see page 94

8 (10 minutes)

Put the students in pairs. Tell them to write down five numbers between 20 and 1,000, then take turns to ‘dictate’ a number and then to check their partner’s work.


ACTIVITY BOOK page 25 exercise 9 (5 minutes)

School life **4**

Comprehension

1 Read the article on page 28 quickly and match these activities with the pictures.

sculpting taking a photo making pottery painting

2  4.2 Listen and read the article again. Decide if the sentences are true (T) or false (F).

1 Mary doesn't have a special talent.	5 Jenny prefers sculpting with wood.
2 Mary is learning very slowly.	6 Jenny doesn't like using her hands.
3 Nick thinks the art of photography is easy.	7 Ian is making a turtle.
4 Nick thinks photography teaches patience.	8 Ian cares a lot about traditions.

Grammar in context *quickly, slowly*

3 Copy and complete the words.

1 slow <u>slowly</u>	6 careful
2 quick	7
3 patient	8
4 creative	9
5 proud	10

Grammar in context *this / that / these / those*

4 Read the article again. Copy and complete these phrases.


1 <u>these</u> beautiful vases	3 shape
2 school	4 paintings

5 When do we use *this / that / these / those*? Copy and complete the rules.

1 close to the speaker: one thing <u>this</u>	two or more things
2 far from the speaker: one thing	two or more things

6 Describe different things in the classroom.
This is my pencil case. I like that poster. These are our chairs.

Vocabulary numbers 20 – 1,000

7  4.3 Listen and repeat.

26 twenty-six 37 thirty-seven 173 one hundred and seventy-three
981 nine hundred and eighty-one 1,000 one thousand

8 Work in pairs. Test your partner.

- In your exercise book, write five numbers between 20 and 1,000.
- Take it in turns to say your numbers and write your partner's numbers.

29

OVERVIEW

Outcomes Can read, speak and listen about schools; write sentences

Language focus school activities and facilities

Materials Students' Book pages 30–31; Audio CD

Students' Book page 30

Opener (5–10 minutes)

Ask the students if they ever use Internet message boards. If they do, ask them to tell the class what sort of subjects they discuss.

Tell them they are going to read some messages in a discussion with the title *The best thing about my school*.

Reading and speaking

1 (10–15 minutes)

Ask the students to read the messages. Then ask them to match them with the photos. Ask them which message doesn't have a photo.

KEY

1 photo D 2 photo A 3 photo B
4 no photo 5 photo C 6 photo E

2 (10 minutes)

Ask the students to read the text again, then read out the first question (*Who plays a game twice a week?*) and ask them to find the answer in the text (*Emily*).

Tell the students to complete the task. Then check their answers.

For the fast finishers, ask them to work in pairs, asking and answering questions about additional details about the people in the text.

KEY


2 Carmen 3 Sam 4 Hanan 5 Salma
6 Andy

Students' Book page 31

3 OVER TO YOU (15 minutes)







Put the students in pairs. Ask them to look again at all the messages and decide which person they would most like to meet and which school they like best. Allow time for them to tell each other. Encourage them to give reasons. Go round and offer prompts where necessary.

Finally, invite three or four students to tell the class what they have decided and why.


Skills: Focus on my school

The best thing about my school

- 1 Our school is doing an interesting project. We've got a garden where we grow fruit and vegetables. I enjoy gardening and watching things grow.
Salma, Syria
- 2 My school's got a brilliant new art studio. I love doing art in the classes after school. I'm making a model at the moment.
Sam, England
- 3 We go on outdoor courses in the summer. I really love it. We go camping in the mountains and learn how to light fires and find food.
Andy, UK
- 4 The teachers are really nice. They teach us really well and they always help if we have problems.
Hanan, Lebanon
- 5 I love the chess club. It's in the break and I usually go there twice a week. Sometimes I win!
Emily, Australia
- 6 I'm learning to play the violin and it's great because my school's got an orchestra. We practise after school once a week, and play at the end of term.
Carmen, Spain

Reading and speaking

- 1 Read the messages and match them with the photos. Which message doesn't have a photo?
- 2 Read the messages again and answer the questions.

Who:

1 plays a game twice a week?	4 likes her teachers?
2 practises an instrument once a week?	5 likes plants and nature?
3 is making an object?	6 goes away in the summer?

Listening and speaking

4 4.4 (15 minutes)

Tell the students they are going to hear information about The Country High School. First, ask them to copy the two lists into their exercise books (*places* and *After school*). Then ask them to listen while you play recording 4.4 and tick the things which The Country High School has.

Play the recording again for them to check their answers.

KEY

Places: gym; swimming pool; computer lab; music room

After school: orchestra; art class; drama class; sports club; outdoor survival class; homework club

Audioscript 4.4 – see page 94

5 (10 minutes)

Ask the students about the places and clubs from exercise 4 that they don't have at school. Then put them in pairs to discuss which of these places and activities they would like to have and why. Finally, ask each pair to talk about their choices and to say if they have any common answers.

Writing

6 (15–20 minutes)

Read out the instruction and the example. Then ask the students to suggest some ideas and write good ones on the board.

Allow time for the students to write their sentences. Go round and check their work, offering suggestions if necessary.

Finally, go round the class asking every student to read out what they have written about one thing in their school.

Pronunciation *-ing*

7 4.5 (10 minutes)

On the board, write *-ing* and ask the students to practise making the sound. Then play recording 4.5, pausing after each sentence for the students to repeat it.

Put the students in pairs to practise saying the sentences together.

Audioscript 4.5 – see page 94

Did you know?

What is the most unusual form of transport your students can think of?

Lessons 7 and 8

ACTIVITY BOOK pages 26 and 27
Skills development

Preparation for the project

Tell the students they will be working on a project about their ideal school in the next lesson. Ask them to collect some photographs of school facilities which they would like to have to illustrate their work. Ask them to bring these pictures to the next lesson.

School life **4**

3 **OVER TO YOU** Work in pairs. Who would you like to meet? Why? Which school do you like best?
I'd like to meet Carmen because she's a musician.
I like Sam's school because I like art.

Listening and speaking

4  **4.4** Copy the list. Then listen and tick (✓) the things that The Country High School has.



THE COUNTRY HIGH SCHOOL

Places: gym library art studio swimming pool theatre playing field computer lab music room tennis courts

After school: orchestra homework club science club art class drama class sports club school magazine outdoor survival class

5 Work in pairs. Which of the places and activities doesn't your school have? Which ones would you like to have? Why?

Writing

6 In your exercise book, write five sentences to the chatroom about the best things in your school.
The best thing about my school is the library. It's got really good books.

Pronunciation *-ing*

7  **4.5** Listen and repeat the sentences.

- I'm sitting by the swimming pool but I'm not going in the water.
- The Country High School has got some great things.
- They sing every evening.

Did you know?

In the forests of Colombia, some children go to school by trapeze across a 400 metre deep ravine. It only takes a minute, but they reach 60 kilometres an hour!

31

Project

Make a model of your ideal school.

Materials pictures of school facilities (your own collection and students’); one large sheet of paper per student; scissors or paper cutter; gluesticks; pencil; ruler

Students’ Book page 32

Preparation (5–10 minutes)

Allow time for the students to study the model plan, then invite questions about vocabulary.

Ask the students to arrange the school facilities illustrated in order of importance – according to their own ideas (best idea first). Then ask them to make their own lists of six school facilities. Tell them they can include ideas from the model but they should use some of their own ideas too. Go round and make suggestions if necessary.

Ask students to read the three bulleted boxes and follow the steps. They have to plan their project first.

Design the project (20–25 minutes)

Give each student a large sheet of paper and explain that they will draw a simple plan of their ideal school and then stick their pictures onto it. Ask them to think about where they will place their pictures and texts, and while they are doing that, go round and make your own suggestions if necessary.

Then ask students to label the places as shown in the model.

Finally (10 minutes)

Tell students to write the title in large, colourful letters (suggest they use a pencil first!) and add further designs as they wish if they still have time (adding trees, etc.)

Use the projects for a classroom display after asking a few volunteers to present their project to the class.

Revision 1

Audioscript R1.1 – see page 94

KEY – see page 106

EXTRA LISTENING page 101

Module 2 Progress test
ACTIVITY BOOK pages 28–31

Module 2 Learning log
ACTIVITY BOOK page 81

Project **Make a model of your ideal school.**

MY IDEAL SCHOOL

- Think about the places that you want to have in your ideal school (gym, library, theatre, computer lab, plenty of classrooms, etc.)
- Collect some photos for some of the places.
- Prepare the materials you need to do the project (paper, gluestick, scissors, pencil, ruler, photos, etc.)

- Check the model so that you prepare a similar one.
- Draw a plan of your ideal school and glue the photos on where you would like the places to be in the plan. You don't have to have photos of each place.
- Write the names of all the places.

- Present your work to the class, explaining what you can do in each of the places in your plan.

32

Module 3

Free time and festivals

Students' Book page 35

Opener (10 minutes)

Tell the students that this page tells them about the third module. Tell them to study the pictures and the captions and questions that go with them. Tell them to prepare to answer the five questions on the page.

When they are ready, ask them to look at the bottom right picture. Ask the students to recall what has just happened in the story (*Ahmed saw men hunting birds*) and then read out the question

What happens next? Invite some ideas and tell them they will find out soon. Read out the other questions and invite ideas in the same way.

Ask them to look at the picture of the valley and ask *Where is this place? Do you ever go to places like that? Do you like camping in such places?*

Finally, ask them to look at the top middle picture and ask *Do you know what this celebration is?*

Module 3
Free time and festivals

Focus on campsites
Where is this place? What can you do there?
CLIL: Geography

Focus on celebrations
What are these people celebrating?
CLIL: Social Studies

Read about festivals and food. What is Rabab making?
Go with Danielle and Deema for a meal.

Project
MY RESTAURANT MENU

Read Episode 3 of *Ahmed and the Hawk*. What happens next?

OUTCOMES

You will be able to:

- describe your classroom
- say what is and isn't there
- give opinions about shops
- buy things
- talk about food
- order food
- discuss cross-curricular topics related to Geography and Social Studies

OVERVIEW

Outcomes Can give advice; talk about the classroom

Language focus *there is / there are; some / any*

Materials Students' Book pages 36–37; Activity Book page 32; Audio CD

Students' Book pages 36 and 37

Before you read

1 (15–20 minutes)


First, read out the title of the episode (*The camping trip*) and ask students if they have ever been camping. Did they enjoy it?

a Put the students in pairs. Tell them to close their books, then ask them to prepare some advice for camping in the desert (read out the example sentence first). Go round and offer suggestions if necessary, then invite different students to write their sentences on the board. Make corrections as necessary and invite comments from the class.

b Tell the students to open their books again at page 37 and look at the fact sheet (*Desert Camping*). Allow time for them to read it and check the vocabulary, then ask how many of the points are on their own lists. Did they think of any different ones?

Comprehension

2 (15–20 minutes)

a  **5.1** Tell the students to look at the story and point to the first picture while you play the first part of recording 5.1. Then play the rest of the recording and ask them to point to the relevant pictures in turn.

Invite the students to ask about difficult words (which may include *equipment, torch, campfire, insects, insect repellent, flaps, wings*), but encourage them to guess from the context and the pictures if possible.

Read out the first question and invite the students to tell you the correct answer (*yes*). Then allow time for them to complete the task. Go round and offer help where needed. Then check their answers.

Audioscript 5.1 – see pages 94 and 95

KEY

1 Y 2 DK 3 DK 4 Y 5 N 6 Y
7 Y 8 DK

b Read out the example question and invite a student to choose the correct reply (*Yes, there are.*) Then put the students in pairs. Tell them to take turns to ask each other the questions in part **a**, answering *Yes, there are, No, there aren't or I don't know.*

3 OVER TO YOU (10 minutes)

Read out the question then tell the students to discuss ideas with their partners. Go round and listen, making suggestions if necessary. Invite three or four students to share their ideas with the class.

ACTIVITY BOOK page 32 exercise 1 (5 minutes)

5

Camping

Grammar
there is / there are; some / any;
countable and uncountable nouns

Ahmed and the Hawk – Episode 3: The camping trip

Grammar in context *there is / there are; some / any*

4 Talking about your classroom (15–20 minutes)

On the board, write this:

- ✓ There _____ matches.
- ? _____ there _____ matches?
- ✗ There _____ matches.

Ask the students to provide the missing words for these three sentences (*are some; Are ... any; aren't any*).

Do the same with these gapped sentences:

- ✓ There _____ hoummous.
- ? _____ there _____ hoummous?
- ✗ There _____ hoummous.
- ✓ There _____ map.
- ? _____ there _____ map?
- ✗ There _____ map.

Put the students in pairs. Tell them to look around the classroom and then make sentences about all the things in the box, using *there is / there are* and *some / any*. Go round and listen, making corrections where necessary.

Then call out each word in the box and invite different students to say *there is / there are* sentences to the class.

KEY

There is some hoummous.
Is there any hoummous?
There isn't any hoummous.
There's a map.
Is there a map?
There isn't a map.

5 (5 minutes)

Ask the students to complete the sentences with *some, any, or a/an* in their exercise books.

KEY

1 some 2 any 3 a

ACTIVITY BOOK page 32 exercises 2–5 (15 minutes)

6 (10 minutes)

Remind the students of their sentences in exercise 4. Then ask them to write six similar sentences in their exercise books. Go round and check their work. Invite different students to read out a sentence each – make sure they include sentences with all the target language, i.e. *There is / There are / some / any*.

For the fast finishers, ask them to write extra sentences about what there is or isn't in their own house.

Camping 5

Before you read

1 a Work in pairs. Give advice for camping in the desert.
Wear sun cream.

b Read this list. Which points did you mention?

Comprehension

2 a **5.1** Listen and read the story. Answer the questions with *yes (Y), no (N)* or *don't know (DK)*.

- 1 Are there any matches?
- 2 Is there a First Aid Kit?
- 3 Is there any sun cream?
- 4 Is there any hoummous?
- 5 Are there any dates?
- 6 Is there a map?
- 7 Is there any insect repellent?
- 8 Is there any canned food?

b Work in pairs. Ask and answer the questions.
A: Are there any matches? B: Yes, there are. / No, there aren't.

3 **OVER TO YOU** Answer the questions.
Who is the stranger? Why is he there?

Grammar in context *there is / there are; some / any*

4 **Talking about your classroom** Work in pairs. Use these words to describe your classroom:

chairs paper pens a board books desks an exercise book maps
posters water bags windows

*There's a board. There are some books. There aren't any posters.
There's some paper. There isn't any water.*

5 Copy and complete the sentences with *some, any or a/an*.

- 1 There are amazing campsites in the desert.
- 2 Is there orange juice left?
- 3 We sleep in tent when we go camping.

6 In your exercise book, write six sentences about your classroom.
There are some maps in my classroom.

37

OVERVIEW

Outcomes Can talk about preparing for a camping trip

Language focus countable and uncountable nouns; *some / any*; camping equipment

Materials Students' Book pages 38–39; Activity Book page 33; Audio CD

Students' Book page 38

Vocabulary camping equipment

1 5.2 (10 minutes)

Ask the students to look at the pictures and remind them of the word *equipment*. Then allow time for them to try to match the words with the pictures. Play recording 5.2 for them to check their answers.

Audioscript 5.2 – see page 95

KEY

1 water 2 a can opener 3 a camping stove 4 fuel 5 matches 6 a map 7 insect repellent 8 soap 9 a compass 10 a torch 11 batteries 12 sun cream

Listening and speaking

2 5.3 (10–15 minutes)

Tell the students to copy the table into their exercise books and do the same on the board.

Tell them to listen to Nadia and Zeinab planning a camping trip and complete the table. Play recording 5.3 straight through, then play it again to check their answers.

Audioscript 5.3 – see page 95

KEY

	have got	need to buy
a torch	✓	
soap		✓
batteries	✓	
a can opener	✓	
matches		✓
sun cream	✓	

3 (10 minutes)

Ask the students to go over the list of camping equipment in exercise 1. Read the example sentences out to them. Then put them in pairs and ask them to discuss what they think Nadia and Zeinab still need to buy for their camping trip.

ACTIVITY BOOK page 33 exercise 6 (5 minutes)

Grammar in context countable and uncountable nouns

4 (10–15 minutes)

Tell the students to copy the table into their exercise books and complete it with the nouns from exercise 1. While they are working, copy the uncompleted table onto the board. When they are ready, invite different students to come to the board to add words to the correct columns.

For the less able students, ask them about the plural of the words they have difficulty with so that they decide whether they're countable or uncountable.


KEY

countable nouns	uncountable nouns
a can opener	sun cream
a camping stove	insect repellent
matches	soap
a map	
a torch	

ACTIVITY BOOK page 33 exercise 7 (5 minutes)


Getting ready for a trip

Vocabulary camping equipment

1  5.2 Match the words with the pictures. Then listen and check.



Listening and speaking

2  5.3 Nadia and Zeinab are organising a camping trip. Copy the table. Then listen and tick (✓) the things they've got and the things they need to buy.

	have got	need to buy
a torch		
soap		
batteries		
a can opener		
matches		
sun cream		

3 Work in pairs. Do you think Nadia and Zeinab have enough equipment for the camping trip? If not, what do you think is missing?

A: I think it is very important for Nadia and Zeinab to have water with them.
B: Yes, of course. An insect repellent is very important, too.

Grammar in context countable and uncountable nouns

4 Copy and complete the table with words from exercise 1.

countable nouns	uncountable nouns
batteries	water
a compass	fuel

Grammar in context *some / any*

5 (20–25 minutes)

Ask the students to look at the picture. Tell them to note down all the equipment they can see in the picture and also note down things that they think should be there but are not. Refer them back to the list of items in exercise 1 on page 38 if necessary.

When they are ready, invite students to tell you the things they can see in the picture first (*a tent, fuel, matches, a map, canned food*).

Then invite different students to suggest things that are missing.

a Tell the students to read the text and write down the missing words (*a, any or some*). When they are ready, invite different students to read out one completed sentence each.

KEY

1 a 2 some 3 some 4 a 5 any 6 a 7 a 8 any
9 some 10 a

b Ask the students to look at the picture and read the example sentences out to them. Then put them in pairs and tell them to talk about the picture again, this time making sentences with *There is / are* and *some* and *any* ... Remind them to talk about the things that are missing as well as the things they can see.

Go round and listen, making suggestions where necessary.

Finally, invite five or six students to say a sentence each to the class.

ACTIVITY BOOK page 33 exercises 8 and 9 (10 minutes)

6 OVER TO YOU (15 minutes)

a Tell the students that they are going to discuss what equipment to take on a camping trip. Ask them to look again at the list of equipment on page 38, then put the students in small groups. Tell them they are allowed five things in the list plus a maximum of five other things.

Before they start, invite three students to read out the example dialogue. Then allow time for their discussions. Go round and listen, offering prompts where necessary.


b Read out the example sentence, then tell the students to write similar sentences about the things their group has decided to take. Go round and make corrections if necessary, then invite one person from each group to read out their sentences.

Camping 5

Grammar in context *some / any*

5 a In your exercise book, write the missing words: *a, any or some*.

1 a



Salah and Omar are camping in the desert. But have they got all they need? They've got (1) tent, (2) fuel and (3) matches. But they haven't got (4) camping stove. Omar has got sunburn but they haven't got (5) sun cream. They've got (6) map but they haven't got (7) compass. They are thirsty but they haven't got (8) water. They've got (9) food but they haven't got (10) can opener.

b Work in pairs. Talk about the picture.
There's a tent. There isn't any insect repellent. There isn't a compass.

6 a OVER TO YOU Work in groups. You are going camping. You can take five things on the list in exercise 1 and five more things. Decide what to take.
A: I think we need things to cook with.
B: I don't agree. We can eat from the cans.
C: I think we need a camping stove.
B: We don't need a camping stove. It's heavy.
A: Why don't we take a can opener?
C: That's a good idea.

b In your exercise book, write sentences about your group's decisions.
We are taking a can opener to open the cans of food.

Did you know?
If you're lost in the desert, wait for help. You can survive for five days without water if you stay still, and only two days if you move.

39

Did you know?

What other things do your students know about survival in the desert?

OVERVIEW

Outcomes Can read, speak and listen about shops and shopping; write a paragraph

Language focus shops

Materials Students' Book pages 40–41; Audio CD

Students' Book page 40

Reading

1 (15–20 minutes)

Ask the students if they have ever heard of the Grand Canyon. If they have, ask them to tell you what they know about it. If not, tell them to look at the pictures and make some guesses.

Allow time for the students to read the text and invite questions about difficult vocabulary, which might include: *valley, steep, carved, landscapes, sightseeing, hiking, rafting, skydiving.*

Read out the first statement and ask if it is true or false (*false*). Then tell the students to complete the task. While they are working, go round and answer any queries, but encourage them to find the answers in the text.

When they are ready, read out each question in turn and invite different students to give you the answers.

KEY

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

2 (5 minutes)

Read out the first word (*steep*) and ask the students to find it in the text (in paragraph 1). Ask them to match it with one of the definitions (3). Then tell the students to complete the task.

KEY

a 3 b 5 c 1 d 2 e 4

Students' Book page 41

Vocabulary and speaking shops


3 Giving opinions (15 minutes)

Ask the class to look at the words in the box and check that they know all these types of shop.

Then put the students in pairs to tell each other which shops they like, and why. Go round and listen, offering prompts when needed.

Finally, invite different students to tell the class about their favourite shops and why they like them. Tell them what kind of shops **you** like, too – and why.

For the fast finishers, invite them to suggest other types of shop than those listed in the box.




Skills: Focus on campsites


CLIL: Geography

Reading


GRAND CANYON

Facts about the Grand Canyon
A canyon is a deep valley with very steep sides of rock that usually has a river running through it. The Grand Canyon is located in Arizona, United States. The Colorado River carved it over millions of years. It is 446 km long, up to 29 km high and more than 1,800 metres deep. It is well known for its colourful landscapes and the variety of animals and plants that live in it. It has also been the home of Native Americans for over thousands of years.





Activities to do at the Grand Canyon
There is so much to do at the Grand Canyon! Besides sightseeing, you can go hiking, rafting and skydiving, or you can take a helicopter tour. Camping is another activity you can do. You can camp in the campsites within the Grand Canyon National Park or you can go backpacking and camp outside the campsites, but you need permission for that. If you visit the Grand Canyon, make sure to stop by the Havasu Falls. It is a beautiful waterfall in the Havasupai Indian Reservation.



1 Read the article and decide if the statements are true (T) or false (F).

- 1 The Grand Canyon is located in Canada.
- 2 The Colorado River shaped the Grand Canyon.
- 3 The Grand Canyon is 446 km high.
- 4 Few types of animals and plants live in the Grand Canyon.
- 5 No humans live in the Grand Canyon.
- 6 Camping is the only activity you can do at the Grand Canyon.
- 7 You can visit The Havasu Falls at the Grand Canyon.
- 8 The Havasu Falls are in the Havasupai American Reservation.

2 Match the words from the article with their definitions.

<p>a steep</p> <p>b carved</p> <p>c landscape</p> <p>d rafting</p> <p>e hiking</p>	<p>1 an area of countryside or land</p> <p>2 travelling on a raft in a river, especially as a sport</p> <p>3 rising or falling at a sharp angle</p> <p>4 walking a long way in the mountains or countryside</p> <p>5 shaped</p>
--	---

Listening and speaking

4 5.4 (10 minutes)

Ask the students if they like visiting gift shops. What kind of things do they sell?

Tell them to write the gift shop price list into their exercise books and do the same on the board. Check they know all the words in the list. Ask them to listen while you play recording 5.4 and tick all the things which the people buy.

Play the recording again for students to check their answers.

Audioscript 5.4 – see page 95

KEY

1 two brochures 2 a book, a puzzle 3 a T-shirt, a cap

5 5.5 (10 minutes)

Tell the students they are going to hear a conversation between a shop assistant and a customer. Ask them to listen while you play recording 5.5 straight through, then play it again for them to complete the missing words.

Invite two students to read out the completed dialogue.

Audioscript 5.5 – see page 95

KEY

1 help 2 any 3 have 4 please 5 Thanks

6 Buying things (10 minutes)

Put the students in pairs. Tell them to take turns to play the part of shop assistant and customer, using the gift shop list of items and prices. Go round and listen, making corrections where necessary.

Invite two or three pairs of students to perform the role-play.

Writing

7 (15 minutes)

Remind the students of their discussion about their favourite shops (in exercise 3). Ask them to make notes about their favourite shop and why they like it. Then tell them to use the notes to write a short paragraph in their exercise books.

Go round and check their work, then invite three or four students to read their work out to the class.

Pronunciation *paper, colour*

8 (10 minutes)

a 5.6 Play recording 5.6, pausing after each word for the students to repeat it. Point out that where the letters are underlined, their corresponding sound is called ‘schwa’. This is very common in unstressed parts of words in English.

Audioscript 5.6 – see page 95

b 5.7 Ask the students to copy the words in the box into their exercise books, and do the same on the board. Tell them to listen out for the ‘schwa’ sound and underline it in each word (one word has the sound twice). Play recording 5.7 twice, pausing after each word.

Finally ask the students to practise pronouncing all the words in parts **a** and **b**, with their partners.

Audioscript 5.7 – see page 95

KEY

1 paper 2 chocolate 3 department
4 magazine 5 camera 6 poster

Camping 5

Vocabulary and speaking shops


3 5.4 Giving opinions Work in pairs. Which shops do you like? Which shops don't you like? Give reasons.

clothes shop music shop supermarket gift shop sports shop
computer games shop department store bookshop shoe shop

A: I like clothes shops because I enjoy buying clothes.
B: I like music shops because I can hear new music.

Listening and speaking

4 5.4 Copy the list. Then listen and tick (✓) the things that the people buy in a gift shop at the Grand Canyon.



5 5.5 Listen and complete the dialogue with:

have Thanks please any help

Assistant: Can I (1) you?
Deema: Have you got any T-shirts?
Assistant: Yes, we have.
Deema: And have you got (2)
Assistant: Yes, they're over there.

Deema: Oh, good. I'll (3) these three. And these two brochures.
Assistant: That's \$16, (4)
Deema: Here you are.
Assistant: (5)

6 Buying things Work in pairs. Take it in turns to buy things and be the shop assistant.

Writing

7 5.4 In your exercise book, write a paragraph about your favourite shop.

Pronunciation *paper, colour*

8 a 5.6 Listen and repeat these words.

1 computer 2 colour 3 supermarket 4 newsagent 5 water 6 can opener

b 5.7 Copy the words and then listen and underline the sound.

1 paper 2 chocolate 3 department 4 magazine 5 camera 6 poster

Lessons 7 and 8

ACTIVITY BOOK pages 34–35
Skills development

OVERVIEW

Outcomes Can follow a recipe; talk about food

Language focus *I, my, me, mine; I'd like*; food and cooking

Materials Students' Book pages 42–43; Activity Book pages 36–37; Audio CD; (optional) pictures of cookery and / or ingredients; pictures of 'party food'

Students' Book page 42

Vocabulary food and cooking

1 6.1 (5–10 minutes)

If you have any pictures of food, show them to the students and ask which ones look the most delicious.

Ask them what their favourite food is and if any of them ever cook at home.

Ask them to look at the pictures and try to match them with the correct verbs in the box. Then play recording 6.1 to check.

Audioscript 6.1 – see page 95

KEY

1 to chop 2 to stir 3 to heat 4 to bake
5 to pour

2 (5–10 minutes)

On the board, write *recipe* and *ingredients* and check that the students know what they mean.

Ask the students if they know any English desserts. Have they ever made any? Ask the students to look at the pictures. Tell them to read the list and match the names of the ingredients with the pictures.

Then go through the list again and explain *teaspoon*.

For the less able students, try to describe the ingredient they have difficulty with, for example, *Cinnamon is a powder; it's brown.*

KEY

1 cinnamon 2 apples 3 sugar 4 flour
5 butter 6 oats

3 (10–15 minutes)

Ask the students to read the instructions and check they know all the vocabulary. **Note:** the instructions are not in the correct order but the pictures are.

Use additional pictures to help you explain them, if possible, and the pictures in the book.

Tell the students to match the pictures with the instructions, then ask seven students to read out one instruction each, in the correct order.

KEY


2 a 3 b 4 f 5 g 6 c 7 d

ACTIVITY BOOK page 36 exercises 1 and 2 (10 minutes)


6 Celebrations and food


Grammar
I, my, me, mine; I'd like; How much / How many


Vocabulary food and cooking


1  6.1 Match the words with the pictures. Then listen and check.


to pour to chop to stir to bake to heat

1 

2 


3 


4 


5 

2 Look at the pictures and write the names of the ingredients.

1 cinnamon

4 


5 


3 


APPLE CRUMBLE

Ingredients

- 4 cooking apples
- 80 grammes of butter
- 200 grammes of sugar
- half a teaspoon of cinnamon
- 70 grammes of plain flour
- 40 grammes of oats

6 


2 


1 


3 Match the instructions for the recipe with the pictures.


1 e


You need:


 saucepan


 dish


 bowl

1 

2 

3 

4 

5 

Instructions

- a Put the apple slices in a saucepan with 30 grammes of butter. Heat gently for about 5 minutes.
- b Add the cinnamon and 150 grammes of sugar and stir gently for another 3 minutes.
- c Pour the topping mixture over the apples.
- d Bake in the oven for 30 minutes or until the top is golden brown.
- e First make the filling. Chop the apples into small pieces.
- f Now make the topping. In a large bowl, rub the rest of the butter into the flour, oats and the rest of the sugar until it looks like crumbs.
- g Put the apples into a baking dish.


4 (10 minutes)

Ask the students to read the dialogue in exercise 5. Tell them not to worry about the missing words, but just to read it for the general meaning.

Then read out the first question (*What is Rabab making?*) and ask a student for the answer (*apple crumble*). Ask the students to answer the other two questions, then check their answers.

KEY

- 1 apple crumble
- 2 her family and Ruba's family
- 3 He'd like some chocolates.

5  6.2 (10–15 minutes)

Ask the students to look again at the dialogue and listen while you play recording 6.2. Ask them to complete the missing words, then play the recording again to check their answers.

Finally, tell the students to practise reading the dialogue in pairs.

Audioscript 6.2 – see pages 95 and 96

KEY

- 2 her 3 me 4 us 5 ours 6 theirs 7 they
- 8 them 9 hers 10 it

Grammar in context I, my, me, mine

6 (10–15 minutes)

Read out the first sentence and the example sentence, and check that the students agree that the correct word is *me*. Then allow time for them to complete the task – tell them to choose the correct words and to copy out each correct sentence into their exercise books.

When they are ready, check their answers.

For less able students, if they don't know some of the answers, ask them to try the sentence with each of the options. Ask them what each sentence means. Most of the sentences will not make sense with the incorrect option. Then they can decide which option is the correct one.

KEY

- 2 yours 3 him 4 hers 5 Its 6 us 7 them 8 Ours

ACTIVITY BOOK page 36 exercise 3 (5 minutes)

Grammar in context I'd like

7 Offering and refusing (5–10 minutes)

If you have any pictures of 'party food' show them to the class. Ask for / Provide appropriate vocabulary. Ask the students which things they like.

Read out the words in the box and ask the students to suggest more 'party food'. Provide English words if necessary and write the suggestions on the board.

Then put the students in pairs for the role-play – invite two students to read out the example sentences, then tell them to take turns to offer food and drink to each other.

Go round and listen to the role-plays, offering prompts where necessary.

Finally, invite several pairs of students to perform the role-play for the class.

ACTIVITY BOOK pages 36 and 37 exercises 4 and 5 (10 minutes)


8 Talking about food (5 minutes)

Put the students in pairs. Tell them to look again at all the vocabulary on food and use this to talk with their partner about their favourite food.

Celebrations and food 6

4 Read the dialogue in exercise 5 quickly. Answer the questions.

1 What is Rabab making? 3 What would Ibrahim like?
2 Who is she making it for?

5  **6.2** Listen and complete the dialogue with these words:

her my they it theirs us ours hers them me

1 my
Rabab and Ibrahim are brother and sister. Rabab is cooking and Ibrahim comes into the kitchen.

Ibrahim: What are you doing, Rabab?
Rabab: I'm making a pudding.
Ibrahim: Fantastic! What are you making?
Rabab: Apple Crumble. It's for (1) friend Ruba and (2) family.
Ibrahim: Aren't you making some for (3), too?
Rabab: Of course. I'm making two dishes. One is for (4) and one is for Ruba's family. This dish is (5) and this one is (6)

Ibrahim: Are (7) ready?
Rabab: They're not cooked yet. I'm just about to put (8) in the oven.
Ibrahim: This is making me hungry! Can I have those chocolates?
Rabab: No, you can't. They're a present for Ruba. They're (9) Why don't you wait for the Apple Crumble?
Ibrahim: How long does (10) take?
Rabab: Half an hour.
Ibrahim: Oh, that's too long for me!

Grammar in context I, my, me, mine

6 Choose the correct word. Copy the correct sentences.

1 Give *me / mine* the book. 6 That's a difficult question. Tell *ours / us* the answer.
2 Hey, this is a nice pen. Is it *you / yours*? 7 Do you know Amal and Zeinab? I'm making *them / theirs* a cake.
3 Your uncle, Jamal, is very nice. I like *him / his* a lot. 8 We need a new car. *Ours / Us* is getting old now.
4 I like my bag, but I prefer *her / hers*.
5 This computer game is fantastic. *Its / It* graphics are great.

1 Give *me* the book.

Grammar in context I'd like

7 **Offering and refusing** Work in pairs. Make dialogues about this party food:
ice cream cake sandwiches pizza orange juice

A: I'd like some ice cream. B: Here you are.
A: Would you like some cake? B: Yes, please. / No, thank you.

8 **Talking about food** Work in pairs. Discuss your favourite food.

43

OVERVIEW

Outcomes Can read menus; order food

Language focus *How much / How many*

Materials Students' Book pages 44–45; Activity Book page 37; Audio CD

Students' Book pages 44 and 45

Before you read (5 minutes)

- 1 Ask the students whether they enjoy eating out in restaurants or if they prefer to eat at home. If they eat out, what kind of restaurant do they like the most?

Comprehension

2 (15–20 minutes)

Ask the students to look at the leaflet quickly and tell you what it is (*a guide to eating places at a shopping mall*). Ask them if they ever have something to eat when they are out shopping, and if they do, what kind of food they usually have.

Allow time for them to read the text. Check that they know the vocabulary. Read out the first question and invite a student to answer it (*Indian Feast*). Then allow time for the students to complete the task. Check their answers.

Ask the students to decide where to go, and then to choose what to eat!

Ask different students to tell you where they have decided to go and what they have chosen.

KEY

- 1 Indian Feast
- 2 Aleppo Felafel House
- 3 30
- 4 The Garden Café and Aleppo Felafel House
- 5 The Garden Café and Eat-a-Pizza

3 6.3 (15–20 minutes)

Ask the students to look at the first dialogue. Read out the introduction, then play the first part of recording 6.3 (dialogue 1). Tell the students to complete gaps 1, 2 and 3 with the correct lines (a–f).

Play the recording again for them to check, then repeat the process with the second dialogue.

Finally, ask the students to practise the dialogues together in pairs.

For the fast finishers, ask them to work in pairs and practise similar dialogues using their own information.

Audioscript 6.3 – see page 96

KEY

2 f 3 b 4 c 5 a 6 e

Eating out



Danielle, from England, is visiting Deema. They are at the shopping mall with Salwa, Deema's mother.

- Danielle:** I'm really hungry. Shopping is very tiring!
- Deema:** Let's eat here.
- Danielle:** (1)
- Deema:** A lot! Do you like Italian food?
- Danielle:** (2)
- Deema:** What about Indian?
- Danielle:** Yes, great idea! I love curries!
- Deema:** (3)

They are at the counter in the restaurant.

- Assistant:** What would you like?
- Danielle:** Oh, I'd like the Madras Curry. What about you?
- Deema:** (4)
- Salwa:** And I'd like the Tandoori Chicken.
- Assistant:** (5)
- Danielle:** That's enough rice, thanks.
- Assistant:** (6)
- Salwa:** Three orange juices, please.
- Assistant:** Here you are.

Grammar in context *How much / How many*

4 (10 minutes)

Tell the students they are going to think about what they eat in a week and how healthy it is.

First, ask them to copy the questions into their exercise books and do the same on the board. Then ask the students to complete the gaps with either *much* or *many*. Go round and offer help where needed.

Invite different students to come to the board to complete the missing words.

For less able students, give them hints about the plural form of the words following the gaps. Tell them that *many* is used with nouns in the plural form.

KEY

2 much 3 much 4 many 5 many 6 many 7 much
8 many 9 many 10 many

5 (10 minutes)

Put the students in pairs to ask each other the questions in exercise 4. Tell them to record their partner's answers by ticking the appropriate column for each question.

ACTIVITY BOOK page 37 exercises 6 and 7 (10 minutes)

6 OVER TO YOU (10 minutes)

Tell the students to talk to their partners about their answers. Ask them to decide which types of food on the list are healthy and which are unhealthy. Go round and offer help where needed. Do they generally eat healthy or unhealthy food? Then put pairs together to make small groups. Tell them to compare answers and decide who is the healthiest person in the group.

Ask one person in each group to tell the class who they have chosen and why.

Extension

Invite the students to plan a healthy menu for a day.

7 Ordering food (10 minutes)

Read out the instructions then invite a group of students to perform the role-play to the class. Invite comments and suggestions, then put the students in small groups to practise it themselves. Go round and offer prompts if necessary.

Did you know?

Do your students know any other amazing food facts?

Celebrations and food 6

Before you read

1 Do you like eating in restaurants? What different kinds of restaurants do you know?

Comprehension

2 Read the leaflet and answer the questions.

1 Where can you eat rice? 4 Where can you eat salads?
2 Where can you have soup? 5 Where can you have tuna?
3 How many pizzas does Eat-a-Pizza make?

3 **6.3** Put these lines of dialogue in the right places. Then listen and check.

a And how much rice would you like? d How many places are there?
b OK, let's go to Indian Feast. e Anything to drink?
c I'd like the Biryani. f I quite like it.

1 d

Grammar in context *How much / How many*

4 Copy and complete the questionnaire with *much* or *many*.

How healthy are you?

In a week:

	A lot	Quite a lot	Not a lot	Not any
1 How <u>much</u> fruit juice do you drink?				
2 How ice cream do you eat?				
3 How fruit do you eat?				
4 How biscuits and cakes do you eat?				
5 How lentils and beans do you eat?				
6 How eggs do you eat?				
7 How fish do you eat?				
8 How cans of soft drink do you drink?				
9 How vegetables do you eat?				
10 How packets of crisps do you eat?				

5 Work in pairs. Ask and answer the questions in the questionnaire.

A: How much fruit juice do you drink?
B: I drink a lot. / I drink quite a lot. / I don't drink a lot. / I don't drink any.

6 **OVER TO YOU** Discuss your answers to the questionnaire. Do you think you are healthy or unhealthy?

7 **Ordering food** Work in groups. You are at one of the restaurants in the leaflet.

- One of you is the assistant, the others are customers.
- Order food and drink.

Did you know?

The biggest pizza in the world was 37.4 metres wide. One hundred people took two days to make it! And they made it outside.

45

OVERVIEW

Outcomes Can read, listen and write about festivals; plan a menu

Language focus celebrations and food

Materials Students' Book pages 46–47; Audio CD; (optional) pictures of international festivals; pictures illustrating recipes for a variety of dishes

Students' Book pages 46 and 47

Before you read

1 (10 minutes)

If you have any pictures of festivals, show them to the class and ask the students to tell you what they know about them. Add extra information as appropriate.

Ask the students to look at the three headings in the text and tell you what they know about them.

Ask students whether Eid Al-Fitr is important to them and what they enjoy most about it. Ask them to think of two things that are involved in this festival. Then tell the students to read the article on page 46 and see whether these things are mentioned.

Reading and writing

2 Read the instructions carefully and allow time for students to ask any questions.

Tell the students to read the first section of the text (*Eid Al-Fitr*) and make a note of the appropriate activities in their exercise books. Check their answers (*eat special food, see friends and family, decorate homes, help the poor, wear special clothes, give presents, say special prayers*).

Then allow time for the students to read the rest of the text and complete the task. Go round and answer any questions about vocabulary. Then check their answers.

For the less able students, ask them to draw a table in their exercise books with three columns, each column for one of the celebrations. Ask them to write what happens in each celebration. This way they will recognise which activities are in common and which ones are unique for one celebration.

KEY

In all three celebrations, people clean and decorate their homes, see family and friends, wear new clothes, receive gifts or cards and eat special food.

On the one hand, people at Eid Al-Fitr go to prayers and help the poor. On the other hand, people on Chinese New Year and on Diwali have fireworks as well as dancing and singing. On Chinese New Year people have a parade.

Listening

3 6.4 (10 minutes)

Play the first section of recording 6.4 and check that the students agree that the subject is Diwali. Then play the rest of the recording, pausing after each section for them to write down the festival name. Tell them to compare answers with a partner, then play it again to check.


Audioscript 6.4 – see page 96

KEY

2 Chinese New Year 3 Eid Al-Fitr 4 Diwali

Extension

Put the students in pairs and tell them to choose one of the festivals on the page, or another one that is familiar to the whole class. Tell them to prepare a description of it (like the ones on the recording). Go round and offer help if needed. Then invite different students to read out their descriptions while the others guess the festival.



Skills: Focus on celebrations

CLIL: Social Studies

Eid Al-Fitr

Eid Al-Fitr celebrates the end of Ramadan, the ninth month of the Islamic calendar. It is a religious festival of happiness and joy. Eid Al-Fitr isn't always on the same date because it follows the Hijri calendar.

In the morning, people go to prayers. They decorate their homes and welcome family and friends. They wear new clothes and young people receive gifts. It is a time for sitting and eating together. It is also a time when Muslims think about the poor and help them.

The celebrations last for at least three days, and schools, shops and offices close.

Ali Hussein

Chinese New Year

The Chinese New Year is a very important holiday for millions of Chinese people all over the world. It happens in late January or early February. It celebrates spring and lasts fifteen days.

People clean their homes and decorate them with red decorations. They wear new clothes and visit their family and friends. They have a big dinner with special food such as rice dishes and cakes. It is bad to cry on New Year's Day so children are never punished! Red is a lucky colour and young people receive gifts of money in red envelopes.

On the fifteenth night there is a lantern festival with fireworks in the streets. There is a huge lion parade with dancers and musicians playing loud drums.




Yi Lina

Diwali

Diwali is the Hindu 'festival of lights'. It happens in autumn, in October or November, and lasts five days. About a billion Hindus and millions of Sikhs take part in Diwali worldwide. It celebrates the triumph of good over evil and the beginning of the Hindu New Year.

People prepare special food and sweets, they clean their homes and give presents and cards. They wear new clothes and meet family and friends. In the evening they light lamps and candles in every room of the house. In the streets there are fireworks and celebrations, including traditional dancing and singing.

Fatima Patak

46

Listening and speaking

4 6.5 (15 minutes)

Tell the students they are going to listen to a dialogue between Hala and Nabil. Tell them to listen carefully while you play recording 6.5. Play the recording a second time and ask the students to tick the correct answers.

Audioscript 6.5 – see page 96

KEY

fattoush kebab baked potatoes rice

5 (25–30 minutes)

a If you have any pictures of different dishes, show them to the class and ask them to identify them. Do they know the ingredients? Which one would they choose to eat?


Put the students in small groups. Read out the instructions, then allow time for the students to check the lists. Explain any new vocabulary. Invite suggestions of different dishes that are made of these ingredients and write the names on the board.

Tell the groups to prepare a menu which they could produce with these ingredients. Go round the class and offer help and suggestions where needed.

b Ask somebody from each group to write their menu on the board, then hold a class vote for the best menu.


Pronunciation *pizza, bread*

6 (10 minutes)

a  **6.6** Ask the students to copy the words into their exercise books and do the same on the board. Play recording 6.6, pausing after each word for the students to underline the sounds 'p' and 'b'.

Play it again, this time pausing after each word for the students to repeat it.

Audioscript 6.6 – see page 96

b  **6.7** Play recording 6.7, pausing after each word for the students to write 'p' or 'b' as appropriate. Then check their answers.

Audioscript 6.7 – see page 96

KEY

2 b 3 b 4 p 5 p 6 b

6 Celebrations and food


Before you read

1 What does Eid Al-Fitr mean to you? Think of two things. Now read the first part of the article on page 46 and see if you can find the two things.

Reading and writing


2 Read the article about three festivals on page 46. In your exercise book, write what happens in each festival, comparing and contrasting the traditions for each.

Listening

3  **6.4** Listen to four young people. Which of the three celebrations on page 46 are they talking about?

1 Diwali

Listening and speaking

4  **6.5** Listen to the dialogue and tick (✓) the dishes that Hala and Nabil want to prepare.

<input type="checkbox"/> houmous	<input type="checkbox"/> fattoush	<input type="checkbox"/> kebab	<input type="checkbox"/> tabbouleh
<input type="checkbox"/> chicken	<input type="checkbox"/> baked potatoes	<input type="checkbox"/> rice	<input type="checkbox"/> felafel

5 a Work in groups. You want to make lunch. You find this food in the kitchen. Write a menu. Use as many ingredients as possible.

Fridge


some cheese
some yoghurt
six tomatoes
some salad
some mushrooms
a lemon

Cupboard


a tin of tuna
a packet of rice
a packet of lentils
a tin of beans
some pitta bread
a bottle of olive oil
salt and pepper

b Tell the class your menu. Have a class vote on the best menu.

Pronunciation *pizza, bread*

6 a  **6.6** Copy the words. Then listen and underline the sounds.

p: 1 pizza 2 parsley 3 pastry 4 pasta
b: 5 bread 6 bake 7 burger 8 biscuit

b  **6.7** What sound do you hear? Listen and write (p) or (b).

1 p

Lessons 7 and 8

ACTIVITY BOOK pages 38–39 Skills development

Preparation for the project

Tell the students they will be working on a project about a restaurant menu in the next lesson. Ask them to find out what kind of food and drinks can be included in a restaurant menu and how they are categorised (they will be able to work in groups or individually). Tell them to surf the Net and to collect some pictures of food and drinks which they would like to use to illustrate their menu. Ask them to bring these pictures to the next lesson.

Project

Create a menu for your own restaurant.

Materials pictures of ingredients collected from the Net, etc. (your own collection and students’); one large sheet of paper per student; scissors or paper cutter; gluesticks; coloured pens

Students’ Book page 48

Preparation (5–10 minutes)

Ask the students if they use a menu when they are at a restaurant.

Allow time for the students to read the sample menu, and check that they know all the vocabulary.

Put the students in groups of four and tell them that each member should be responsible of a certain task. One student will write a list of the food and drinks to include (and all the group will come to an agreement as to which items from the list will be on the menu), another student will think of an attractive name for the restaurant, another student will plan a nice design for the menu and another student will collect photos of the food and drinks.

First draft (10–15 minutes)

Tell the students to discuss and note down a list of food and drinks they would like to include in their menu. Go round and make suggestions where necessary. Remind them that this is just a first draft; they can change their minds and make corrections as much as they like!

Design the project (5–10 minutes)

Give each student a large sheet of paper and explain that they will stick their pictures onto it. Ask them to think about where they will place their pictures, the main headings and the food items. Also, ask them to write down notes about how they will decorate their menu to make it look attractive.

Second draft (10–15 minutes)

Give each student some writing paper and tell them to write their second drafts. Make sure you have seen and corrected their first drafts before they start these final versions. Ask them to agree on a nice name for their restaurant.

Finally (10 minutes)

Tell them to write the headings and food items on the large sheet of paper, and then stick the pictures accordingly.

Tell them to write the title in large, colourful letters (suggest they use a pencil first!) and add further designs as they had planned.

Use the projects for a classroom display after asking a few volunteers to present their project to the class.

EXTRA LISTENING page 102

Module 3 Progress test
ACTIVITY BOOK pages 40–43

Module 3 Learning log
ACTIVITY BOOK page 82

Project Create a menu for your own restaurant.

RESTAURANT MENU

THE HEALTHY CORNER

dishes

- Lentil Soup
- Hoummous
- Mujaddara
- Waraq Inab

salads

- Fattoush
- Greek Salad
- Tabbouleh
- Chicken Salad

drinks

- Water
- Lemonade
- Juice
- Jallab

desserts

- Frozen Yoghurt with Fruits
- Rice Pudding
- Fruit Salad
- Meghli

- Come up with a name for your restaurant.
- Think about the food and drinks you want to serve (salads, sandwiches, desserts, drinks, etc.)
- Collect photos of the food and drinks that will be on your menu.
- Prepare the materials you need to do the project (paper, gluestick, photos, markers, scissors, etc.)

- Look at the model so that you prepare a similar one.
- Fold a piece of cardboard in two like the shape of a menu.
- Include the restaurant’s name and its design on the first page.
- On the other pages, write the names of all the food and drinks and glue pictures near them.

Present your work to the class, introducing your restaurant and the kind of food it serves.

48

Module 4

Journey to the past

Students' Book page 49

Opener (10 minutes)

Tell the students that this page tells them about the fourth module. Tell them they have two minutes to study the pictures and the captions.

Tell them to close their books (suggest they use a bookmark) and try to remember what each picture shows. Go round and supply vocabulary as necessary. Allow them to take quick looks if they really can't remember!

Then ask different students to describe each picture. Briefly discuss what they think they will be reading about.

Module 4
Journey to the past

Focus on an Islamic cultural centre
Where is this building?

Great inventors
Who invented this machine?

Find out about life in ancient Rome.
When were these races popular?

A POSTCARD ABOUT A PLACE

*Hi Mojada!
Greetings from Venice!
It's such a wonderful city!
Right now, I'm sitting in a
café near an art museum
called Punta della Dogana. It
has a huge collection by
Francis Picabia.
Of course, I went on lots
of boat trips, but this is the*

Project

OUTCOMES

You will be able to:

- say numbers and dates
- describe places
- talk about holidays
- talk about life in the past
- discuss cross-curricular topics related to History

Read Episode 4 of *Ahmed and the Hawk*.
What happens next?

OVERVIEW

Outcomes Can talk about people in the past

Language focus past simple: regular verbs; *be*

Materials Students' Book pages 50–51; Activity Book page 44

Students' Book pages 50 and 51

Comprehension

1 (10–15 minutes)

Ask the students to read the title of the text and check they understand *inventors*. Then ask them to look at the three headings and the pictures. Invite them to tell you a little of what they know about the different inventors (without reading the text).

Ask them to read the section about Leonardo da Vinci and explain any difficult words.

Then ask them to look at the notes and check the information is correct.

Ask the students to read the section about Al-Idrisi and to make similar notes. While they are working, go round and explain any difficult words.

Repeat this procedure with the third section (*Wilbur and Orville Wright*).

KEY

Al-Idrisi

born: 1099

from: Morocco

occupation: scientist and geographer

achievements: completed an important book;

collected and studied plants for medicine

Wilbur and Orville Wright

born: Wilbur 1867, Orville 1871

from: the USA

occupation: owners of a bicycle repair shop

achievement: invented the first aeroplane

2 (10–15 minutes)

Tell the students to read the whole text again, then ask them to close their books.

Ask different students questions about Al-Idrisi, using the notes as prompts and to check the answers (e.g. *When was he born? Where was he from?*)

Then ask the students to prepare similar answers about the inventors. Go round and make corrections where necessary.

Finally invite different students to ask and answer the questions in front of the class.

7

Explorers and inventors

Grammar
past simple: regular verbs; *be*; questions and short answers

Great Inventors

Al-Idrisi
Al-Idrisi was born in Morocco in 1099. He was a scientist and geographer. He travelled a lot in Europe, Asia and Africa. In 1139, Al-Idrisi travelled to Palermo in Sicily. There he collected information about different



places, and in 1154 he completed an important book. It had information about the places he visited, and a beautiful map made of silver. The map was 3.5 by 1.5 metres! He also collected and studied plants to make medicine.

Leonardo da Vinci
Leonardo da Vinci was born in Italy in 1452. He was a great artist and inventor. He created drawings of many things: the human body, plants and trees, the sea and birds. He invented many strange machines such as an aeroplane, a submarine and a helicopter. He also painted the Mona Lisa, probably the most famous painting in the world, in 1504.



Wilbur and Orville Wright
Wilbur and Orville Wright, the Wright brothers, were born in the USA. Wilbur was born in 1867 and Orville in 1871. They were the inventors of the first aeroplane. They had a bicycle repair shop. They wanted to fly so they decided to construct a bicycle with wings and an engine. On 17th December 1903, their plane travelled for 12 seconds. This was the first aeroplane flight in history.



Comprehension

1 Read the article. Write notes like this:

Leonardo da Vinci
born: 1452
from: Italy
occupation: artist and inventor
achievements: invented machines, painted the Mona Lisa

50

Grammar in context past simple: regular verbs

3 (10 minutes)

Ask the students to look at all the verbs in the box and check that they know their meanings. Then ask them to read the text again and find the past simple form of each of the verbs. Invite different students to say each verb in its past simple form. Check the pronunciation carefully.

Remind the students that these verbs all have regular past simple forms, i.e. they end in *-ed*. Also remind them that regular verbs that end in *-y* change to *-ied* in the past simple (e.g. *study, studied*).

4 (10 minutes)

First, write *www* on the board and ask the students what the letters stand for (*World Wide Web*). Ask them how often they use the Internet and what they use it for.

Then tell them to read the text quickly, not worrying about the missing words.

Ask the students to tell you the first missing word (*was*, written as the example) then allow time for them to complete the task. When they are ready, check their answers.

KEY

- 2 studied 3 started 4 worked 5 invented
6 invented 7 started 8 wanted

ACTIVITY BOOK page 44 exercises 1 and 2 (15 minutes)

Grammar in context past simple: *be*

5 Talking about people in the past (15 minutes)

Ask the students to read the list of names. Ask them if they have heard of all these people. Allow time for a short discussion, then ask them to look at the example carefully while you read it out. When you read the date, take care to say *the twenty-fifth of December*, then explain that although these words are not usually written, they are always said.

Put the students in pairs to practise talking about the people, making sentences as in the example.

Go round and listen; check that they say *a/an* before the name of each job, as well as *the* and *of* in the date.

6 (5–10 minutes)

Read out the example questions and answers, then ask two or three students the same questions. Put the students in pairs to ask and answer the same questions.

For the fast finishers, ask them to work in pairs asking and answering the same questions about their family members.

ACTIVITY BOOK page 44 exercises 3–5 (15 minutes)

7 OVER TO YOU (10 minutes)

Read out the example sentence. Then tell the students to choose three famous people (not necessarily from these pages). Ask them to write a sentence about each one. Go round and make suggestions if necessary. Then invite different students to read out their sentences to the class; invite questions from the class.

Did you know?

Do your students know of any other famous people with unusual abilities?

Explorers and inventors 7

2 Close your books. Work in pairs. Ask and answer questions about the people.
Where was Al-Idrisi from? When was he born? What was he?

Grammar in context past simple: regular verbs


3 Read the text again. Find the past simple of these verbs:
want complete study collect invent travel decide
paint visit create

4 Write the missing words in your exercise book. Use the past simple of these verbs:
want invent (x2) start (x2) be study work

1 was

Mr World Wide Web

The inventor of the World Wide Web is Tim Berners-Lee. He (1) born in England in 1955. He (2) at Oxford University. He (3) his career in 1976. In 1980 he (4) for a company called CERN. There he (5) a programme to communicate with people at work. Then in 1989 he also (6) a special computer language and electronic addresses (URL). He created the first website in the world on August 6, 1991, and the World Wide Web (7) in 1994. He (8) to make the World Wide Web free and open.



Grammar in context past simple: *be*

5 Talking about people in the past Work in pairs.

Sir Isaac Newton was a scientist. He was born on 25th December, 1642.	25th December, 1642
Sir Isaac Newton, scientist	1934
Muhammed Al-Maghut, writer and poet	9th March, 1934
Yuri Gagarin, astronaut	11th July, 1936
Giorgio Armani, fashion designer	6th March, 1475
Michelangelo, artist	1st July, 1961
Diana, Princess of Wales	

6 Work in pairs. Ask and answer the questions.
A: When were you born? B: 1994.
A: When's your birthday? B: The thirteenth of May.

7 OVER TO YOU Choose three famous people. Write a sentence about each one.
Leonardo da Vinci is interesting because he invented wonderful machines.

Did you know?

Leonardo da Vinci could write with one hand and draw with the other hand – at the same time!

51

OVERVIEW

Outcomes Can talk about holidays; talk about yesterday

Language focus past simple: questions and short answers; holidays

Materials Students' Book pages 52–53; Activity Book page 45; Audio CD

Students' Book pages 52 and 53

1 7.1 (20 minutes)

First, ask the students to look at the text quickly, then tell them to close their books. Ask what kind of text it is (*it's a webpage*). Ask them what it's about (*holidays*) and if they ever read websites like this.

Tell them to try to remember as much as they can about the three pictures. Then invite different students to describe the pictures to the class. Then tell them to open their books again.

Tell them to read the introduction while you play the first part of recording 7.1 (as far as *Hope you like it.*) Ask *Who made the website?* (Ali).

Play the rest of the recording while the students read the three interviews. Check they know all the vocabulary, then allow time for them to read and complete exercise 1. Then play the recording again for students to check their answers.

Audioscript 7.1 – see pages 96 and 97

KEY

2 Rakan 3 Maya 4 Rakan 5 Ahmed
6 Maya

2 7.1 (10 minutes)

Play the third interview again and ask the students to complete the missing words. Play it once more while they check their answers.


Finally, ask the students whose holiday sounds the best, and why.

Audioscript 7.1 – see pages 96 and 97


KEY


2 listened 3 visited 4 watched


Our last holidays




Welcome to the latest issue of *Links*.
This week we're asking you about your holidays. Aishah asked the questions, Samer filmed the interviews and I created the web page. What a team! Hope you like it.


Ali



Aishah


Samer


First we asked Rakan. He had a cultural holiday.

<div style="text-align: center;"> Rakan</div> <p>Aishah Where did you travel? Whom did you travel with? Where did you stay? How long did you stay? What did you visit?</p> <p>What was your favourite moment?</p>	<p>Rakan To Sweida in Syria. My family. In a hotel. For a week. The Sweida Museum. It was fun. When we were in the museum!</p>
---	---

Then we asked Maya. She had a beach holiday.

<div style="text-align: center;"> Maya</div> <p>Aishah Where did you travel? Whom did you travel with? Where did you stay? How long did you stay? Did you enjoy it? What was your favourite moment?</p>	<p>Maya To Spain. With my family and my cousins. In my uncle's house by the sea. For two weeks. Yes, I did. It was brilliant. When we played beach volleyball.</p>
---	---

Finally, we asked Ahmed. He had a holiday at home.

<div style="text-align: center;"> Ahmed</div> <p>Aishah Did you go on holiday? Did you have a nice time? What did you do? Did you visit new places? What was your favourite moment?</p>	<p>Ahmed No, I didn't. I (1) at home. Yes, I did. It was quite nice. I played with my friends and I (2) to music. Yes, I did. I (3) museums and a castle. When we (4) a football match.</p>
--	--

52

Grammar in context past simple: questions and short answers

3 (10 minutes)

Tell the students that Faten is answering questions about her recent holiday. Read out the first question and ask them to find the correct answer (3). Then allow time for them to complete the task. Go round and offer help if needed.

Check their answers and tell them to practise reading the questions and answers in pairs.

KEY

a 3 b 1 c 5 d 7 e 2 f 4 g 6

ACTIVITY BOOK page 45 exercises 6 and 7 (10 minutes)

Vocabulary holidays

4 Talking about holidays (10 minutes)

Tell the students they are going to ask each other the questions in the *Holiday Quiz*. First, ask them to read all the questions and check they know all the vocabulary.

Then ask the students to think back to the last time they went away from home for a holiday. Put the students in pairs to take turns asking each other the questions.

For the fast finishers, ask them about their partner's holiday (e.g. *Did Alia stay by the sea? Yes, she did ...*).

5 Talking about yesterday (10 minutes)

Tell the students to think about yesterday and to imagine they went to one of the places listed in the box. Ask two students to read out the example dialogue, then put the students in new pairs to practise similar dialogues. Go round and offer prompts where needed.

Finally, ask different students to perform the dialogue to the class.

ACTIVITY BOOK page 45 exercises 8–11 (15 minutes)

Explorers and inventors 7

1 **7.1** Listen and read the interviews on page 52 and answer the questions.

1 Who watched a football match? **Ahmed** 4 Who visited the Sweida Museum?
2 Who stayed in a hotel? 5 Who listened to music?
3 Who played beach volleyball? 6 Who stayed for two weeks?

2 **7.1** Listen to Ahmed's interview again. Write the missing words in your exercise book.

1 stayed

Grammar in context past simple: questions and short answers

3 Faten is talking about her holiday. Match the questions with the answers.

a Where did you travel? 1 My family.
b Whom did you travel with? 2 Yes, I did. It was brilliant.
c Where did you stay? 3 To Basra.
d How long did you stay? 4 No, she didn't.
e Did you enjoy it? 5 With my uncle and aunt.
f Did your friend Aishah go too? 6 When we visited the theatre.
g What was your favourite moment? 7 For one week.

Vocabulary holidays

4 **Talking about holidays** Work in pairs. Ask and answer the questions.

A: Did you stay by the sea? B: No, I didn't.
A: Did you visit a city? B: Yes, I did. I visited London.

Holiday Quiz

<p>1 Did you: stay by the sea? visit a city? stay at home? travel abroad?</p>	<p>4 Did you stay for: less than a week? a week? two weeks? over two weeks?</p>
<p>2 Did you travel with: your family? your friend's family? your classmates?</p>	<p>5 Was the weather: beautiful? terrible? OK?</p>
<p>3 Did you stay: in a hotel? at home? in a relative's house? in a tent?</p>	<p>6 Did you: relax? play games? visit famous places? talk with friends?</p>

5 **Talking about yesterday** Work in pairs. Use these ideas:

the theatre the park the museum the sports centre the swimming pool

A: Guess where I was yesterday. B: Where?
A: At the zoo. B: Really? Did you enjoy it?
A: Yes, I did. / No, not much.

53

OVERVIEW

Outcomes Can read, write, listen and speak about holidays

Language focus revision of past simple forms of regular verbs

Materials Students' Book pages 54–55; Audio CD

Students' Book page 54

Reading e-cards from around the world

1 (20–25 minutes)

Ask the students to look at the two texts and explain that they are 'e-cards' (e-mail messages which include photographs, sent by holiday makers instead of postcards).

Ask the students to read the first sentence of each text and then tell you where they were sent from (*India and Syria*). Invite the students to tell you what they know about the tourist sites in both countries and allow a brief discussion.

Ask the students to read the first text. Read out the first sentence of the exercise and check that they agree it is false (written as the example). Then tell them to complete numbers 2–4 of the exercise. Put the students in pairs to compare answers.

Repeat the procedure with the second text and questions 5–8.

Finally, ask the students which of the two countries they think has more to offer tourists.

KEY

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

2 (15 minutes)

Divide the class into groups. Ask them if they have any information about the history of Syria. Tell them to share their ideas and discuss them. Then ask them to tell the class about all the information they gathered about Syria's history.

Students' Book page 55

Listening and speaking

3 7.2 (15 minutes)

Ask the students to copy the table into their exercise books and do the same on the board.


Tell them to listen while you play recording 7.2 and to complete the table. Then play it a second time for them to check their answers.

Invite different students to come to the board to complete the table.


Audioscript 7.2 – see page 97

KEY


Last Friday did you:	Rick	Katy
listen to any music?	✓	✓
play any sport?		✓
watch TV?	✓	
surf the Net?	✓	
phone a friend?		✓
play a musical instrument?	✓	✓


Skills: Focus on holidays

CLIL: History
Reading e-cards from around the world



Hi Omar,
 Here we are in India. Last week we travelled to Agra in the north. We visited the Taj Mahal, built in 1653. It's an amazing royal palace. India is a huge country. The population is over 1,000 million here. It has one of the world's largest Muslim populations, but most people are Hindu. Yesterday we stayed the night on a boat – it was a boat hotel! I loved it. The food was really good – I love Indian curries and rice. The weather was lovely all last week. At the moment we're in the Himalayas. Tomorrow – a long walk in the mountains!
 Best wishes
 Issa



Hi Nour,
 We're here in Syria. We were at the ancient city of Bosra two days ago (see the picture). Then we travelled by bus to the impressive Temple of Baal and the wonderful collection of ruins in Palmyra. The site is over 2,000 years old! It was amazing. The people here are really friendly and there are lots of young people. Syria is very hot in summer. Last week we were in Damascus and it was over 35°C every day! We visited Souk Al-Hamidiya – it's enormous! From there we continued to Lattakia and watched the sun set over the Mediterranean. It was beautiful.
 See you soon
 Lucy

1 Read the e-cards and decide if the sentences are true (T) or false (F).

- 1 Issa is writing from the Taj Mahal. **F**
- 2 He is staying on a boat at the moment.
- 3 He loves the food in India.
- 4 The weather was good for his holiday.
- 5 Lucy is in the ancient city of Bosra.
- 6 Lucy was in Damascus two days ago.
- 7 She visited Souk Al-Hamidiya in Damascus.
- 8 She watched the sun rise at Lattakia.

2 What do you know about the history of Syria? Work in groups and share your ideas. Then, tell the class.

54

4 Talking about last week (10–15 minutes)

Remind the students of the conversation between Rick and Katy, and play recording 7.2 again. Put the students in pairs and tell them to ask each other the questions in exercise 3, but about every day last week. If / When their partners answer *Yes, I did*, tell them to ask for more details, using the questions in exercise 4.

Then invite different students to tell the class what their partners did on different days last week (e.g. *Last Monday Eiman listened to 'Coldplay'*).

Writing

5 (15–20 minutes)

Tell the students that they are going to write a diary entry about what they did last week. Tell them they must include the verbs in the box and that they do not need to mention all seven days.

Read out the example paragraph, then tell them to note down some ideas. Then allow time for them to write their paragraphs.

For less able students, ask them to begin by suggesting nouns that could go with the verbs in the box. Then they can choose which activities to include in their diary entry.

Go round and make any necessary corrections, then invite different students to read out their diary entries. Encourage the class to ask questions (see exercise 4).

Pronunciation -ed endings

6 7.3 (10–15 minutes)

Ask the students to listen while you play recording 7.3. Tell them to pay special attention to the endings of the verbs. Explain that although all these verbs are regular, there are three different ways of pronouncing -ed: 'd', 't' and 'id'.

Play the recording again, pausing after each sentence for the students to repeat the verb.

Audioscript 7.3 – see page 97

7 7.4 (10 minutes)

Ask the students to copy the table into their exercise books and do the same on the board. Tell the students to listen to the recording and to write the words in the correct columns (they are listed in the correct order in the box).

Play recording 7.4, pausing after each word to allow time for the students to write the word.

Play it again to check, then invite different students to come to the board to complete the table. As each word is written on the board, ask the class to say it together; make sure they pronounce the ending correctly.

Audioscript 7.4 – see page 97

Explorers and inventors 7

Listening and speaking

3 **7.2** Copy the table. Then listen to Rick and Katy and tick (✓) the things they did.

Last Friday did you:	Rick	Katy
listen to any music?		
play any sport?		
watch TV?		
surf the Net?		
phone a friend?		
play a musical instrument?		

4 **Talking about last week** Work in pairs. Talk about different days.

A: Last Monday did you listen to any music? B: Yes, I did.

- What did you listen to? • Which sites did you visit?
- What did you play? • Who did you phone?
- What did you watch? • What instrument did you play?

Writing

5 Write a diary entry about last week. Use these verbs:

listen play watch visit phone study

Last week I did lots of things. I played football on Saturday and watched TV on Sunday. On Tuesday evening I visited my uncle. I studied maths on Monday. I listened to music yesterday.

Pronunciation -ed endings

6 **7.3** Listen to the sentences.

1 He played football. 2 I watched TV. 3 We visited a museum.

7 **7.4** Copy the table. Listen and write these verbs in the correct column:

invented surfed lived liked wanted walked listened travelled returned
decided started shocked

1 played	2 watched	3 visited

KEY

1 played	2 watched	3 visited
lived listened travelled returned	surfed liked walked shocked	invented wanted decided started

Extension

Put the students in pairs or small groups to add more words to the table (see suggestions below). Check they are correct, and invite them to share their ideas with the class.

1	2	3
called played climbed hurried	washed baked talked dropped	hated shouted heated divided

Lessons 7 and 8

ACTIVITY BOOK pages 46–47
Skills development

OVERVIEW

Outcomes Can talk about yesterday

Language focus past simple: negative and irregular verbs

Materials Students' Book pages 56–57; Activity Book page 48; Audio CD

Students' Book pages 56 and 57

Before you read

1 (10 minutes)

First, ask the students to look at the pictures on page 56. Ask if they remember what happened at the end of the previous episode. Then ask them to read the two questions – tell them not to read the text, they are just guessing the answers at this point.

Ask different students to share their ideas with the class and tell them they will find out if they're right later in the lesson.

Comprehension

2 8.1 (15 minutes)

Tell the students to read the text and listen while you play recording 8.1. Pause the recording after each section to make sure the students are following the text.

Invite the students to ask about any new words, then read out the first question and ask for their ideas (*The hawk knows Mahmoud because Mahmoud saved him.*) Ask the students to answer the rest of the questions. Go round and offer any help that is needed. Then play the recording again while the students check their answers.

Finally, ask the students to think back to exercise 1. Ask *Were you right?* (The old man is Mahmoud. The hawk does know him. He has a bird sanctuary.)

Audioscript 8.1 – see page 97

KEY

- 1 The hawk knows Mahmoud because Mahmoud saved him.
- 2 He went into the desert.
- 3 The sanctuary was empty.
- 4 He followed the tracks of a van.
- 5 They went to the campsite (where they are now).
- 6 They heard an engine.

Grammar in context past simple: negative and irregular verbs

3 (10–15 minutes)

Tell the students to look at the list of activities. Explain that they show what Khaldoun did and didn't do yesterday. Invite a student to say the first sentence (*He didn't watch TV.*) Then tell them to write the sentences in their exercise books. Go round and check their work, then put the students in pairs to compare answers.

KEY

- He didn't play football.
- He walked to school.
- He didn't phone a friend.
- He listened to music.
- He surfed the Net.

8

How people lived

Grammar
past simple: negative; irregular verbs;
short answers

Ahmed and the Hawk – Episode 4: The sanctuary

Ahmed and his friends saw an old man in the light of the fire. He had a white beard and a kind face. The hawk flew down and landed on the man's arm.

Yes, he does. He knows me because I saved him.

This bird had a hurt wing. I took care of him a year ago. My name is Mahmoud. I've got a sanctuary for birds. You know, millions of birds fly between Europe, Russia, Central Asia and Africa. Some of them get hurt. I take care of them.

The hawk knows you!

How did you save him?

Mahmoud drank tea and told them his story.

I couldn't believe my eyes. It was a disaster.

There was a piece of white net round a dead bird.

Two days ago, I went out into the desert. I wasn't worried about my birds. They weren't hungry because I gave them lots of food.

I couldn't see any of my poor birds.

That's how the hunters caught the birds.

I didn't get back until seven o'clock.

The sanctuary was empty.

With nets!

There were tracks in the sand from a big van. So I followed them yesterday and today.

Where did the tracks go?

Suddenly they heard a noise in the night air. It was the sound of an engine. Mahmoud stood up quickly and looked at Ahmed.

They led me here.

That's their van! The hunters are near here. Come with me!

56

4 Talking about yesterday (10 minutes)

Put the students in pairs to talk about what they did and didn't do yesterday, using the list of activities in exercise 3. Go round and listen, making corrections where necessary.

Invite different students to tell the class about what their partners did and didn't do.

5 (10 minutes)

Tell the students to look at the text and find the past form of all the verbs listed in the box.

KEY

saw flew had drank told went was / were
gave could(n't) caught led heard stood up

Note: *could* (n't) is followed by infinitive without *to*.

Extension

Tell the students to start a list of irregular verbs, listing the infinitive and the past simple form (perhaps at the back of their exercise books).

Put the students in pairs to test each other on the irregular verbs they have listed.

6 (10–15 minutes)

Read out the title of the text and check that the students know what a tourist attraction is. Then tell them to read the text straight through without worrying about the missing words.

When they have done that, tell them to read it again and write down the missing words. Put the students in pairs to check their answers. If the students don't know all the past forms, encourage them to look them up in a dictionary or a verb table rather than just telling them the answers.

For the fast finishers, ask them to work in pairs telling each other about a tourist attraction that they have visited. Tell them that they can use the same verbs as those in the text.

KEY

2 weren't 3 were 4 didn't camp 5 stayed 6 didn't walk 7 led 8 caught 9 didn't take

7 OVER TO YOU (10 minutes)

Read out the question and invite some suggestions from the class. Write good ideas on the board in note form. Then put the students in pairs or small groups to discuss the question further and make notes. Go round and offer some ideas if necessary.

Finally, invite students from every group to share their ideas with the class. Add new ideas to the notes on the board.

How people lived 8

Before you read

1 a What can you remember about the last episode?
b Look at the pictures and guess the answers.
1 Does the hawk know the old man? 2 What do you think the old man's job is?

Comprehension

2 **8.1** Listen and read the story and answer the questions.
1 Why does the hawk know Mahmoud? 4 What did Mahmoud do next?
2 Where did Mahmoud go two days ago? 5 Where did the hunters' tracks go?
3 What did he see when he got back? 6 What did Ahmed and his friends hear?

Grammar in context past simple: negative and irregular verbs

3 What did / didn't Khaldoun do yesterday? Write sentences in your exercise book.
watch TV walk to school listen to music
play football phone a friend surf the Net
He didn't watch TV.


4 **Talking about yesterday** Work in pairs.
I didn't watch TV yesterday, but I listened to music.

5 Find the past simple of these verbs in Episode 4 of *Ahmed and the Hawk*:
see fly have drink tell go be give can catch lead hear stand up

6 Write the missing words in your exercise book. Use the past simple of the verbs in brackets.
1 went

A visit to a tourist attraction

Last year we (1) (go) to Al-Zabadani, a tourist attraction in Syria.
It was summer time. There (2) (not be) many animals but there (3) (be) thousands of trees of delicious apples, cherries, plums, peaches and pears. We (4) (not camp); we (5) (stay) in a guest house.



We (6) (not walk) on our own. A guide (7) (lead) us. We (8) (catch) the bus back to Damascus. It (9) (not take) long.

7 **OVER TO YOU** Why are places like Al-Zabadani popular with tourists?

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ACTIVITY BOOK page 48 exercises 1 and 2 (10 minutes)

OVERVIEW

Outcomes Can talk about life in the past

Language focus past simple: irregular verbs; short answers

Materials Students' Book pages 58–59; Activity Book pages 48–49

Students' Book pages 58 and 59

Before you read

1 (10–15 minutes)

Read out the title, then ask the students to look at the first picture on the left hand side. Invite the students to describe the scene. If necessary, ask questions as prompts, e.g. *Who can you see? Where are they? What are they doing?*

Tell the students they are going to check the meaning of some of the words in the text before they read it. Ask them to match words **a–e** with definitions 1–5. Go round and encourage them to make guesses if they don't know.

KEY

a 3 b 5 c 1 d 2 e 4

Comprehension

2 (15–20 minutes)

Allow time for the students to read the text, then read out the first question and ask a student to tell you the answer. Ask him / her to come to the board and write the answer in a full sentence (e.g. *They used beds.*)

Ask the students to answer the other questions. Tell them to write each answer as a full sentence.

When they are ready, read out each question and invite different students to come to the board to write the answer. Invite comments and other suggestions from the class.

Finally, tell the students to read the text again to check.

KEY

2 Marcus studied history, geography, astronomy, philosophy and other subjects. Antonia studied reading, writing, mathematics and how to look after a home.

3 He bought some bread.

4 They fought wild animals.

5 He went to the baths with his father.

6 She went to the women's baths with her mother.

7 They ate bread, vegetables, olives, grapes and meat.

ACTIVITY BOOK page 48 exercises 3 and 4 (10 minutes)

Life in Rome

DAILY LIFE IN ANCIENT ROME

MARCUS AND ANTONIA lived with their family in Rome, in 75 AD.



They had a big house and servants. They didn't have much furniture. There weren't many chairs or tables. They sat on beds during the day and slept on them at night.



The ancient Romans enjoyed many different kinds of entertainment. They often went to great festivals like shows in the theatres, races and fights at the stadium where people fought wild animals.



Marcus was 14. He studied a lot of subjects like history, geography, astronomy and philosophy. Antonia was 12. She studied reading, writing, mathematics and how to look after a home.



In the afternoon, Marcus went to the baths with his father. There were very good baths in Rome. Antonia went to the women's baths with her mother. The family ate dinner in the late afternoon. They had bread, vegetables, olives, grapes and meat.



Marcus got up early. He drank some water but he didn't have breakfast. He bought bread on the way to school. The streets were very busy.

3 Talking about things that were different in the past (15 minutes)

Put the students in pairs. Ask them to think about some of the differences between modern life and life in ancient times. Tell them to prepare sentences using the negative form of the past simple, as in the examples. Go round and offer some prompts and suggestions if necessary (see below).

After about ten minutes, invite different students to share their ideas with the class. Which pair thought of the most ideas?

Suggestions

There weren't any cars, bikes, phones, TVs or computers. They didn't watch TV, use computers or phones, drive cars, fly in aeroplanes.

Grammar in context past simple: irregular verbs

4 (10–15 minutes)

Ask the students to read the text through quickly, without worrying about the missing words. Check that they know all the vocabulary, then ask them to complete the gaps with the correct form of the verbs in the box. Go round and offer help if necessary.

When they are ready, check their answers.

KEY

2 ate 3 went 4 ate 5 went 6 went 7 took
8 bought 9 slept

Grammar in context past simple: short answers

5 Game (15 minutes)

Tell the students to think of a famous person from the past. Tell them to pretend they are that person, but to keep the name a secret. Invite two students to read out the example dialogue, then put all the students in pairs to try to guess their partner's name in the same way.

Go round and listen and make sure they are using short answers. Then choose several strong pairs to perform their dialogues for the class.

Finally, invite a student to think of a different person and ask the whole class to try to guess who he / she is.

Did you know?

Do your students know any other facts about these people?

ACTIVITY BOOK page 49 exercises 5–7
(15 minutes)

How people lived 8

Before you read

- 1 Match the words with the definitions.
- | | |
|-----------------|--|
| a astronomy | 1 the action of offering fun and enjoyment to people |
| b philosophy | 2 a large area for sports with seats around it for people to watch |
| c entertainment | 3 the study of the stars and planets |
| d stadium | 4 a building where you can wash |
| e baths | 5 the study of ideas |

Comprehension

- 2 Read the article on page 58 and answer the questions with full answers.
- 1 What did the people in Rome use for furniture?
 - 2 What did Marcus and Antonia study?
 - 3 What did Marcus do before he arrived at school?
 - 4 What did people do at the stadium?
 - 5 What did Marcus do in the afternoon with his father?
 - 6 What did Antonia do in the afternoon?
 - 7 What did the family eat for dinner?

- 3 Talking about things that were different in the past Work in pairs.

There weren't any aeroplanes. They didn't send e-mails.

Grammar in context past simple: irregular verbs

- 4 Write the missing words in your exercise book. Use the past simple of these verbs:

take sleep go (x3) eat (x2) buy get-up

1 got up

Claudius, the father of Marcus and Antonia, was a businessman. He (1) at six o'clock in the morning. He (2) breakfast at home. He (3) to his office on foot. At eleven o'clock he (4) a cold lunch. After lunch he (5) to the market. Then he (6) to the gym. In the afternoon he (7) Marcus to the baths. Sometimes he (8) a new game for Marcus and Antonia at the shops. After that he (9) until dinner time.

Grammar in context past simple: short answers

- 5 Game One student thinks of a famous person who lived in the past. Other students ask *yes / no* questions.

A: Did you live in ancient times?	B: No, I didn't.
A: Did you live in the 20th century?	B: Yes, I did.
A: Were you an inventor?	B: Yes, I was.
A: Were you Marconi?	B: Yes, I was.

Did you know?

People who fought wild animals in ancient Rome had special names like *Tigris* (Tiger) or *Columbus* (Dove).

OVERVIEW

Outcomes Can read, listen and write about inventions and discoveries

Language focus culture and learning

Materials Students' Book pages 60–61; Audio CD; (optional) map of the world or globe

Students' Book pages 60 and 61

Before you read

1 (5 minutes)

Check that the students know where Spain is (if possible, use a map or globe). Ask them to choose the correct definition of the word *medieval* (b). Ask them to guess what they might read about in the text and allow a few minutes for discussion.

Reading and vocabulary culture and learning

2 (10 minutes)

Ask the students to look at the pictures and describe them to you. Then ask them to read the first paragraph quickly and match it with one of the headings (*City Life*).

Tell the students to read the whole text quickly and match the paragraphs with the headings. Go round and answer questions about vocabulary. When they are ready, put the students in pairs to compare answers.

KEY

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

3 (15 minutes)

Tell the students to read the text again. When they have finished, ask them to find references in the text to the things described in sentences 1–6.

KEY

- 2 Al-Farghani and Al-Battani
- 3 algebra
- 4 bananas, lemons, oranges, apricots, dates
- 5 the flute and the 'oud
- 6 wool, silk and cotton

Listening and speaking

4 8.2 (15 minutes)

First, write *Inventions and discoveries* on the board. Check the students understand the words, and ask them to suggest some important examples. Then tell them they are going to listen to a conversation about different discoveries. Tell them to close their books and listen while you play recording 8.2, then ask them to tell you which things are mentioned (*pyjamas, cotton sheets, clock, mirror, tiles, radiator, plates, coffee*).

Play the beginning of the recording again, as far as *Cotton originates in India*, and say *Pyjamas and cotton sheets are ... (Indian)*.

Then put the students in pairs to talk about the other things in the same way, using the words in the box. Tell them to note down their answers for later use.

KEY

- 2 European 3 Ancient Egyptian 4 American
5 Middle Eastern 6 Chinese 7 Middle Eastern

Audioscript 8.2 – see pages 97 and 98



Skills: Focus on an Islamic cultural centre

CLIL: History

MEDIEVAL SPAIN

In the MEDIEVAL PERIOD, most of Spain was Islamic. The Umayyad dynasty stayed there for over 300 years. They made Spain the cultural centre of Europe.



1

Cordoba was an important city with a population of over one million. There were 4,000 markets, 800 public schools, 700 mosques, 4,300 public baths and 70 libraries. The great library of Cordoba had 500,000 manuscripts.



4

The arts included beautiful calligraphy and painting. Arabs taught Europeans how to make glass. They also taught Europeans new ways for working with wool, silk and cotton. Islamic Spain was famous for making paper.



2

Muslims introduced many new ways of farming to Europe. They brought plants including bananas, lemons, oranges, apricots, rice, sugarcane and dates.



5

Scholars in Islamic Spain studied science. They studied ancient texts and made new discoveries. Muslim astronomers such as Al-Farghani and Al-Battani built observatories and studied the stars.



3

The musical instruments played in medieval Europe came from the Arab world. Some of these were the flute and the 'oud (the lute).



6

Arab mathematicians brought numbers from India. With these numbers they could do difficult calculations. European scholars read Arab texts (in Latin) and new words came into European languages from Arabic, such as *algebra*. Muslims in Europe were very advanced in medicine. They knew a lot about how the body works.

60

5 (10 minutes)

Put the students in pairs. Ask them to imagine what life was like before the inventions and discoveries in exercise 4.

Read the examples then ask them to come up with similar ones for the rest of the inventions and discoveries.

Finally, ask a member of each pair to share their ideas with the class.

Writing

6 (20 minutes)

Read out the example sentence. Then ask the students to use their notes from exercise 4 to write sentences about the other things in the list. Go round and check in particular that they write *from* + *name of country or region*, **not** nationality.

KEY

- 2 Clocks came from Europe.
- 3 Mirrors came from Egypt.
- 4 Radiators came from the USA.
- 5 Tiles came from the Middle East.
- 6 Plates came from China.
- 7 Coffee came from the Middle East.

Extension

On the board, write this list of words in a column:

chewing gum umbrella tea glue potato TV

Ask the students to guess where each item originated. Then write this list on the board and ask them to match the items with the correct countries:

Britain China South America Greece Scotland India

KEY

- chewing gum – Greece
- tea – India
- potatoes – South America
- umbrellas – China
- glue – Britain
- TV – Scotland

Pronunciation *cook, fruit*

7 8.3 (5 minutes)

Play recording 8.3, pausing after each word for the students to repeat it.

Audioscript 8.3 – see page 98

8 8.4 (10 minutes)

Ask the students to copy the table into their exercise books and do the same on the board. Then play recording 8.4, pausing to give students time to write the words in the correct column. Play the recording again for them to check their answers. Then invite different students to come to the board to complete the table.

Audioscript 8.4 – see page 98

KEY

1 <i>cook, look</i>	2 <i>fruit, rule</i>
stood	flute
book	student
sugar	music

Did you know?

Do your students know any other English words that have come from Arabic?

Lessons 7 and 8

ACTIVITY BOOK pages 50–51
Skills development

Preparation for the project

Tell the students they will be working on a project about a place they have visited in the next lesson. Ask them to decide which place they would like to write about and to find out about it more than they already know and if possible, to collect some suitable pictures, too. Ask them to bring the information and any pictures to the next lesson.

How people lived 8

Before you read


1 What does 'medieval' mean?
 a evil, but not very evil b the 'Middle' Ages (500AD – 1500AD)
 c a kind of fruit used in medicine

Reading and vocabulary

2 Match the headings with the paragraphs on page 60.
 a Science and Astronomy c The Arts e City Life
 b Agriculture d Music f Mathematics and Medicine

3 Read the article and find these things:
 1 an improvement in mathematics *Arab numbers*
 2 the names of two Islamic astronomers
 3 a word introduced into European languages
 4 five fruits introduced into Europe
 5 two musical instruments introduced into Europe
 6 three sorts of material we use to make clothes

Listening and speaking

4  8.2 Copy the list. Then listen and write if they were originally:
 European Middle Eastern Ancient Egyptian Chinese ~~Indian~~ American

INVENTIONS AND DISCOVERIES


1 *Pyjamas and cotton sheets* **Indian** 4 *Radiators* 6 *Plates*
 2 *Clock* 5 *Tiles* 7 *Coffee*
 3 *Mirrors*

5 Work in pairs. Imagine life in the past without the inventions and discoveries in exercise 4. How did people live?
 A: Before the invention of the clock, people told the time using the hour glass.
 B: The ancient Greeks used the water clock.


Writing

6 In your exercise book, write sentences about each thing.
Originally pyjamas and cotton sheets came from India.

Pronunciation *cook, fruit*

7  8.3 Listen and repeat the words.

1 <i>cook look</i>	2 <i>fruit rule</i>
flute	

8  8.4 Copy the table. Then listen and put the words into the correct column.

Did you know?
Soda, zenith, cotton, almanac, sugar, apricots and rice are all words that came into English from Arabic in the medieval period.

Project

Make a postcard about a place.

Materials general information and pictures collected by students; if possible, access to the Internet and / or reference books; one small sheet of paper per student; scissors or paper cutter; gluesticks; coloured pens

Students' Book page 62

Preparation (5–10 minutes)

Ask the students to look at the sample postcard. Ask if they know where the place in the picture is, and if they do, invite further details. Then allow time for them to read the text. Answer any questions about vocabulary.

On the board, write these headings:

Receiver's name and address
Message
Stamp
Picture

Ask the students to decide which part of the text deals with each of these headings (*text on the right: receiver's name and address; text on the left: message; symbol on the top right: stamp; picture at the back: picture*).

It would be better to let them work on their own because the message should include their personal experiences in the place that they choose.

First draft (10–15 minutes)

Tell the students to make notes for their message. Tell them to make use of their own experience in that place, as well as the information they have brought to the lesson. Go round and make suggestions where necessary. Make sure they are using the correct order in writing the receiver's address (street, city, country). Remind them that this is just a first draft; they can change their minds and make corrections as much as they like!

Design the project (5–10 minutes)

Give each student a small sheet of paper and explain that they will stick their picture onto the front and write/draw the message, the address and the stamp on the back. Ask them to check the sample postcard to know where they have to place their picture and texts, and while they are doing that, go round and make more corrections to their drafts.

Ask them to choose the most suitable picture for the postcard from the pictures they have collected. Tell them that they might have to cut the sheet of paper to make it the same size as the picture because the picture usually fills up the whole area of the postcard from the front.

Second draft (10–15 minutes)

Tell students to write their second drafts on the appropriate places on the postcard. Make sure you have seen and corrected their first drafts before they start these final versions.

Finally (10 minutes)

Tell them to create their own design of a stamp.

Use the projects for a classroom display after asking a few volunteers to present their project to the class.

Revision 2

Audioscript R2.1 – see page 98

KEY – see pages 106 and 107

EXTRA LISTENING page 102

Module 4 Progress test
ACTIVITY BOOK pages 52–55

Module 4 Learning log
ACTIVITY BOOK page 83

Project Make a postcard about a place.

- Choose a place that you visited in your country or in another country.
- Choose a person to write to (friend, cousin, parent, brother, sister, etc.)
- Find a photo of the place.
- Prepare the materials you need to do the project (paper, gluestick, photo, pen, scissors, etc.)

Hi Majeda!
Greetings from Venice!
It's such a wonderful city!
Right now, I'm sitting in a
café near an art museum
called Punta della Dogana. It
has a huge collection by
François Pinault.
Of course, I went on lots
of boat trips, but this is the
best place so far.
You know how much I love
art.
See you soon!
Tareq

ITALIA
ITALIA

Majeda Musa
Baghdad Street,
Damascus,
Syria

- Check the model so that you prepare a similar one.
- Cut a piece of cardboard into a rectangular shape.
- Place the photo on the front of the postcard.
- On the back of the postcard, write your message on the left, the receiver's name and address on the right, and draw a stamp on the top right.
- Make sure the message is short, containing only the best things about this place.
- Don't forget to sign your name.

Present your work to the class. Tell the class what the postcard is about, who you wrote it to and then read the message.

Module 5

World of work

Students' Book page 65

Opener (10 minutes)

Tell the students that this page tells them about the fifth module. Tell them they have two minutes to study the pictures and the captions.

Tell them to close their books (suggest they use a bookmark) and try to remember what each picture shows. Go round and supply vocabulary as necessary. Allow them to take quick looks if they really can't remember.

Then ask different students to describe each picture. Briefly discuss what they think they will be reading about.

The collage features several elements: an airport tarmac with a red airplane and the text 'Focus on jobs at an airport'; a black and white portrait of Albert Einstein with the text 'Focus on the Nobel Prize Why did this man win a prize?'; a man smiling with an owl on his shoulder and the text 'Read about interesting jobs. What job does this person do?'; a circular inset with three photos of students and the text 'Free time Last week how did they spend their free time?'; a 'Project' section with a photo of a surgeon and the text 'A NOBEL PRIZE WINNER'; and a silhouette of a man with a staff and a hawk against a sunset, with the text 'Read Episode 5 of Ahmed and the Hawk. What happens next?'. A central banner reads 'OUTCOMES'.

Module 5
World of work

Focus on jobs at an airport

Focus on the Nobel Prize
Why did this man win a prize?

CLIL: Social Studies

Read about interesting jobs.
What job does this person do?

CLIL: Social Studies

Free time
Last week how did they spend their free time?

OUTCOMES

You will be able to:

- talk about rules
- describe jobs
- talk about home
- describe personality
- talk about ambitions
- talk about free time
- discuss cross-curricular topics related to Social Studies

Project

A NOBEL PRIZE WINNER

Read Episode 5 of *Ahmed and the Hawk*.
What happens next?

OVERVIEW

Outcomes Can talk about rules

Language focus *must / mustn't*

Materials Students' Book pages 66–67; Activity Book page 56; Audio CD

3 OVER TO YOU (10 minutes)

Read out the question and invite some ideas, then put the students in pairs or small groups to discuss more ideas. After about five minutes, ask different students to share their ideas with the class.

Students' Book pages 66 and 67

Before you read

1 (10–15 minutes)

First, ask the students to look at the pictures on page 66. Then read out the first question and ask the students to guess the answer. Then ask the students to guess the answers to questions 2 and 3.

Ask different students to share their ideas with the class and tell them they will find out if they're right later in the lesson.

Comprehension

2 9.1 (15–20 minutes)

Tell the students to read the text and listen while you play recording 9.1. Pause the recording after each section to make sure the students are following the text.

Invite the students to ask about any new words, then read out the first phrase and ask for the correct ending (a). Ask them to answer the rest of the questions. Go round and offer any help that is needed. Then play the recording again while the students check their answers.

Remind the students of the questions in exercise 1 and then ask *Were you right?*

Audioscript 9.1 – see page 98

KEY

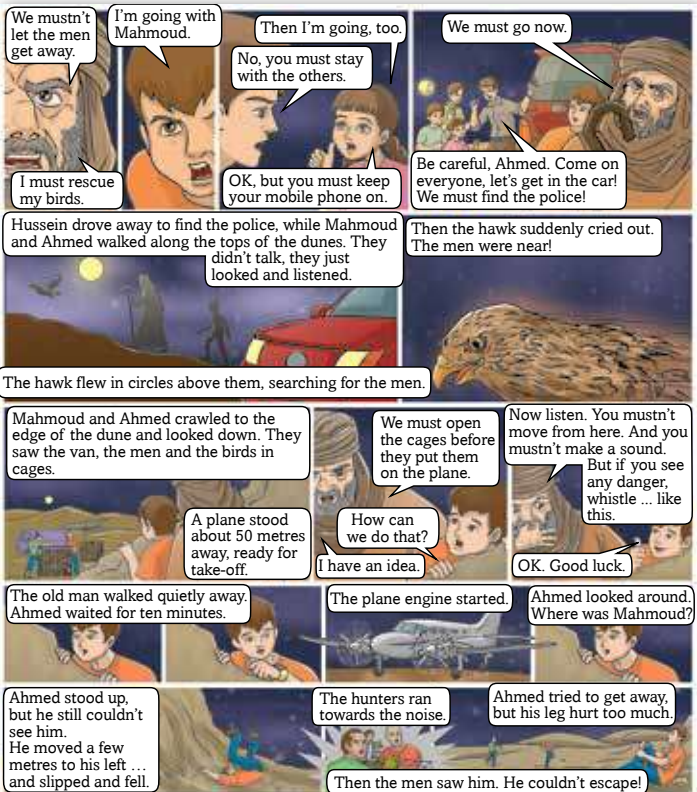
1 a 2 b 3 a 4 c

9

The work we do

Grammar
must / mustn't; have to / don't have to

Ahmed and the Hawk – Episode 5: No escape!



Panel 1: We mustn't let the men get away.

Panel 2: I'm going with Mahmoud.

Panel 3: Then I'm going, too.

Panel 4: We must go now.

Panel 5: No, you must stay with the others.

Panel 6: Be careful, Ahmed. Come on everyone, let's get in the car! We must find the police!

Panel 7: I must rescue my birds.

Panel 8: OK, but you must keep your mobile phone on.

Panel 9: Hussein drove away to find the police, while Mahmoud and Ahmed walked along the tops of the dunes. They didn't talk, they just looked and listened.

Panel 10: Then the hawk suddenly cried out. The men were near!

Panel 11: The hawk flew in circles above them, searching for the men.

Panel 12: Mahmoud and Ahmed crawled to the edge of the dune and looked down. They saw the van, the men and the birds in cages.

Panel 13: We must open the cages before they put them on the plane.

Panel 14: Now listen. You mustn't move from here. And you mustn't make a sound. But if you see any danger, whistle ... like this.

Panel 15: A plane stood about 50 metres away, ready for take-off.

Panel 16: How can we do that?

Panel 17: I have an idea.

Panel 18: OK. Good luck.

Panel 19: The old man walked quietly away. Ahmed waited for ten minutes.

Panel 20: The plane engine started.

Panel 21: Ahmed looked around. Where was Mahmoud?

Panel 22: Ahmed stood up, but he still couldn't see him. He moved a few metres to his left ... and slipped and fell.

Panel 23: The hunters ran towards the noise.

Panel 24: Ahmed tried to get away, but his leg hurt too much.

Panel 25: Then the men saw him. He couldn't escape!

Grammar in context *must / mustn't*

4 (10 minutes)

Tell the students that all these sentences are from the story. Read out the first one and invite them to tell you the missing word (*must*). Then allow time for the students to complete the task. When they are ready, ask different students to read out the completed sentences.

KEY

- 1 must 2 must 3 mustn't 4 mustn't 5 mustn't
6 must

5 (10–15 minutes)

Ask the students to think of the names of some national parks and write them on the board. Ask who has visited them and what they saw there.

Read out the example sentence, then ask the students to write rules for a national park, using prompts 2–8 and *must* or *mustn't*.

For the fast finishers, ask them to think of four more rules and write those down, too. Go round and check their sentences while they are working.

KEY

- 2 You mustn't leave rubbish behind.
3 You must camp only on special campsites.
4 You must be quiet and respectful.
5 You mustn't run after animals or birds.
6 You must close all gates behind you.
7 You mustn't use shampoo in lakes or rivers.
8 You mustn't go fishing.

ACTIVITY BOOK page 56 exercises 1–4
(20 minutes)

6 Talking about rules (15–20 minutes)

Tell the students they are going to write their school rules down. First, read out the two examples and check that they agree they are indeed school rules. Then put the students in pairs and tell them to list at least five school rules. Go round and make suggestions if necessary.

When they are ready, put pairs together to make groups of four to six and tell them to compare ideas. Then ask a student from each group to read out all the rules they have written down.

Extension

Ask the students to imagine the perfect school (or the most awful school in the world) and write the school rules.

The work we do **9**

Before you read

1 Look at the pictures on page 66 and guess the answers.

- 1 What is in the cages?
- 2 Why is Ahmed with Mahmoud?
- 3 What do you think will happen to Ahmed?

Comprehension

2 **9.1** Listen and read the story. Complete the sentences with a, b, or c.

1 Mahmoud wanted to: a rescue his birds. b stay with the others. c drive to the police.	3 The hunters had: a a plane. b a big car. c a helicopter.
2 Samira wanted to: a go to the police. b go with Ahmed. c stay in her tent.	4 Ahmed disobeyed Mahmoud. He: a whistled. b spoke. c moved.

3 **OVER TO YOU** Answer the question.
What do you think will happen next?

Grammar in context *must / mustn't*

4 Copy and complete the sentences from the story with *must* or *mustn't*.

1 I rescue the birds.	4 You make a sound.
2 You stay with the others.	5 We let the men get away.
3 You move.	6 We open the cages.

5 Write rules for your national park. Use *must* or *mustn't* for these things:

1 You mustn't pick flowers or damage plants.	
1 pick flowers or damage plants	5 run after animals or birds
2 leave rubbish behind	6 close all gates behind you
3 camp only on special campsites	7 use shampoo in lakes or rivers
4 be quiet and respectful	8 go fishing

6 **Talking about rules** Work in pairs. Talk about your school rules.
You **mustn't** chew gum.
You **must** arrive on time.

Did you know?

Greenland National Park is the world's largest national park. It covers 972,000 square kilometres.

67

Did you know?

What do your students know about national parks in their country?

OVERVIEW

Outcomes Can describe jobs

Language focus *have to / don't have to; work*

Materials Students' Book pages 68–69; Activity Book page 57

Students' Book pages 68–69

Comprehension

1 (15–20 minutes)

Ask the students to keep their books closed. Write the main heading (*Working with nature*) on the board. Ask the class to suggest jobs that could go under this heading. Supply words in English as necessary.

Suggestions

farmer, gardener, vet, conservationist

Ask the students to open their books at page 68 and read the section with the heading *Park ranger*. Check they understand the vocabulary, then read out the example sentences. Tell them to read the rest of the text and then to prepare two similar sentences for each job, using the ideas in the box or ideas from the article.

KEY

(possible answers – there are others)

An animal trainer has to be physically strong. He doesn't have to use a computer or work in an office.

A zoo keeper has to work with animals. He doesn't have to deal with the public.

A marine biologist has to work outside. He doesn't have to travel to work.

2 OVER TO YOU (10–15 minutes)

Put the students in pairs to discuss which of the four jobs in the text is the most interesting, well-paid, etc. Tell them that there is no correct answer and encourage them to give reasons for their opinions.

For the less able students, ask them questions as prompts when they cannot express their opinions.

When they are ready, invite different students to tell the class what they have decided, and why.

ACTIVITY BOOK page 57 exercises 5 and 6 (10 minutes)

Working with nature

CLIL: Social Studies

My Job



Animal trainer
trains animals to work, perform or help disabled people

- I have to be patient and understand animal behaviour.
- I have to work with actors, the police and members of the public.
- I have to be physically strong and fit.
- I don't have to use a computer or work in an office.



Zoo keeper
works with animals in a zoo

- I have to understand animals and their behaviour.
- I don't have to be physically strong.
- I don't have to deal with the public, just the animals!



Park ranger
works in national parks

- I have to wear a uniform but I don't have to work office hours.
- I have to lead groups of visitors and help lost walkers.
- I have to be physically strong because I'm outside all day.
- I don't have to do the same thing every day.
- I have to teach the public.



Marine biologist
studies marine plants and animals

- I have to work outside, often in the sea, so I have to be a good swimmer.
- I don't have to travel to work, because I live near my work place.
- I have to put data into a computer and write reports.

Grammar in context *have to / don't have to*

3 (10 minutes)

First, tell the students to read the text again. Then read out the first sentence, pausing for the students to supply the missing words (*have to*). Repeat with the second sentence (*don't have to*).

Explain that in the affirmative, *must* and *have to* have very similar meanings, but the negative forms do not: *mustn't* means it is not allowed; *don't have to* means it is not necessary (but you can do it if you want to).

KEY

1 have to 2 don't have to

4 (15 minutes)

Ask the students to copy the uncompleted text into their exercise books. Then read out the first sentence and invite the students to complete it (*have to train*).

Allow time for the students to complete the task, then check their answers.

KEY

2 have to love 3 have to be 4 have to take
5 don't have to work 6 don't have to do

ACTIVITY BOOK page 57 exercises 7 and 8 (10 minutes)

Vocabulary work

5 Describing jobs (15 minutes)

Tell the students to think of a job (it doesn't have to be one that has already been mentioned). Tell them to look at the ideas in the box. Explain any new vocabulary and decide which words apply to the job they have chosen. Choose a job yourself, too.

Ask two students to read out the example dialogue as a demonstration. Then invite the class to guess the job you have chosen, asking similar questions and using the ideas in the box.

Put the students in pairs to take turns to ask and answer similar questions and guess their partners' jobs. Make corrections if necessary.

For the fast finishers, ask them to work in pairs and do the same activity but the other way around. One student says the name of a job and the other student has to say what they have and don't have to do in this job.

The work we do 9

Comprehension

- 1 Read the article on page 68 and write two sentences about each job. Use *has to / doesn't have to*.

has to: work outside work with animals
work with the public wear a uniform
be physically strong

doesn't have to: use a computer work in an office
do the same thing every day be physically strong

A park ranger has to work outside.
He doesn't have to work in an office.

- 2 **OVER TO YOU** Work in pairs. Discuss the questions.

Which job do you think is:
interesting? well-paid? exciting? dangerous? tiring?

Grammar in context *have to / don't have to*

- 3 Copy and complete the sentences with the correct option.
- 1 On Sunday morning I *have to / don't have to* get up early because I have school.
2 I *have to / don't have to* play football with my friends if I don't want to play.

- 4 Copy and complete the paragraph. Use *have to / don't have to* and these verbs:

do take train work love be

1 **have to train**
Volunteers (1) before they start working. They (2) serving society. They also (3) responsible and caring. Many schools around the world offer volunteering programmes that students (4) Volunteers (5) from 9 to 5; volunteering is a choice, so you (6) it.

Vocabulary work

- 5 **Describing jobs** Work in pairs. Use the words below to talk about a job. Don't say the name of the job. Your partner has to guess.

be: independent enthusiastic energetic flexible patient
creative physically strong a good communicator

work: in a team from 9 to 5 outside in an office in a hospital
with computers with the phone

wear: a uniform

do: the same thing every day research

A: They have to work with people. They have to be patient.
They have to be good communicators.

B: Are they nurses?

OVERVIEW

Outcomes Can read, listen and speak about airports; write about job obligations

Language focus revision of *have to / don't have to / must / mustn't*; airports

Materials Students' Book pages 70–71; Audio CD

Students' Book pages 70 and 71

Reading and vocabulary airports

1 (15–20 minutes)

Ask the students if they have ever visited an airport. Ask different students to tell the class about the last time they visited an airport. Were they passengers? If so, where were they going? Why? Were they with friends who were passengers? If so, where were their friends going or coming from?

a Read out the instruction and questions, then put the students in pairs to discuss the answers. Go round and help them if necessary.

KEY

show your passport – passport control
ask for information – information office
wait for your plane – departure lounge
collect your luggage – baggage reclaim
arrive – arrivals
get a drink – café

b Tell the students to read the text in the speech bubble. Explain any difficult vocabulary, then allow time for them to discuss with their partners which job the man does (*air traffic controller*).

Extension

Allow the students one minute to study the picture, then tell them to close their books. Put the students in pairs to try to remember and note down all the places and people in the picture.

Tell them to count up the items they have written down – which pair has the most? Ask that pair to read out their list while the others check it. Then ask the class to complete the list if necessary. Check they all know what happens at all the different places in the picture, and what all the people's jobs are.

Listening and speaking

2 9.2 (15 minutes)

Tell the students they are going to listen to some airport announcements. Ask them to look at the table (there is no need to copy it). Then tell them to listen carefully while you play recording 9.2, and to write the missing information in their notebooks.

Play the recording a second time and put the students in pairs to compare answers.

Audioscript 9.2 – see page 98

KEY

2 14.15 3 42 4 Paris 5 8.40 6 10.30 7 SC934
8 11.45 9 18 10 TLA664 11 Amman 12 6



3 Talking about travelling (15 minutes)

Ask the students to think about 'rules' to follow at the airport. Tell them to note down things they **have to do** and things they **mustn't** do. Go round and make suggestions if a lot of students don't have any travelling experience. You could also write on the board a list of actions for the students to say whether they have to / don't have to or must / mustn't do them.

Ask two students to read out the example dialogue, then invite two different students to 'perform' a similar dialogue using their own ideas (i.e. the first student starts off with *I have to ...*, then the second student responds and adds another idea, etc.)

Put the students in pairs to practise similar conversations, using their notes for ideas. Go round and listen, making corrections where necessary.

Writing

4 (15 minutes)

Ask the students to look at page 70 and choose one of the jobs, but not the one described in the speech bubble. Tell them to write six sentences, preferably three with *have to* and three with *mustn't*.

Invite different students to read out their sentences, and invite the class to comment – do they have the same obligations?

Pronunciation the 'h' sound; silent 'h'

5 9.3 (10 minutes)

Play recording 9.3, pausing after each word for the students to repeat it.

Read out the question and then play the recording again while the students listen out for the answer.


Audioscript 9.3 – see page 98

KEY

hour and *honour*, because the 'h' is silent

6 READING ALOUD (10 minutes)

a Tell the students they are going to read a famous poem by William Blake. Read the poem out to them, and explain any new words (which might include: *grain, heaven, infinity, palm, eternity*). Then ask the students to find a silent 'h' in the poem (*the 'h' in hour*).

b  **9.4** Play recording 9.4 while the students read the words and listen. Then ask them to practise reading the poem aloud with their partners.

Ask them if they like the poem. Why / Why not?

Audioscript 9.4 – see page 98

Did you know?

Do your students know any other interesting facts about airports?

Lessons 7 and 8

ACTIVITY BOOK pages 58–59
Skills development

The work we do 9

Reading and vocabulary


 airports

1 a Look at the picture on page 70. Where do you:

- show your passport?
- wait for your plane?
- arrive?
- ask for information?
- collect your luggage?
- get a drink?

b Read what the person says about his job. Which job does he do?

Listening and speaking

2  **9.2** Listen to the announcements. In your exercise book, write the missing information.

FLIGHT NUMBER	DESTINATION	TIME	GATE	
(1)	LONDON	(2)	(3)	ON TIME
DLN810	(4)	(5)	STAY IN LOUNGE	DELAYED UNTIL (6)
(7)	DUBAI	(8)	(9)	ON TIME
(10)	(11)	15.35	(12)	ON TIME

1 BA634

3 Talking about travelling Work in pairs. How much do you know about travelling by plane? What do you do at the airport? Discuss with a partner, using *have to* / *don't have to* and *must* / *mustn't*.


A: I must keep the ticket with me all the time!
 B: Of course! I have to check the gate of my aeroplane.
 A: That's right. I mustn't fall asleep; I don't want to miss my flight!
 B: Sometimes I have to check my bag to see if I forgot something.
 A: I don't have to do that. I always make a checklist before I pack.

Writing

4 Imagine you have one of the jobs at the airport from page 70. Write six sentences about things you *have to* / *don't have to* or *must* / *mustn't do*.

Pronunciation

 the 'h' sound; silent 'h'

5  **9.3** Listen and repeat the words. Which two words are different?


1 hotel 2 happy 3 hour 4 hello 5 hand 6 hold 7 high 8 honour

6 READING ALOUD

a Read the poem. Which *-h* is silent?

To see a world in a grain of sand
 And a heaven in a wild flower,
 Hold Infinity in the palm of your hand
 And Eternity in an hour.

Did you know?
 An Iranian man, Mahran Karim Nasser, lived at Orly airport, Paris, for fifteen years. There is a film, *The Terminal*, based on his experience.

b  **9.4** Listen to the poem and check. Then work in pairs. Practise reading aloud.

71

OVERVIEW

Outcomes Can talk about personality; talk about ambitions

Language focus *should / shouldn't; Why don't you ... ?*; personal qualities

Materials Students' Book pages 72–73; Activity Book page 60; (optional) pictures of people's faces which show different personalities – e.g. a friendly-looking person, somebody who looks kind, etc; sticky tape

Extension

Invite the class to suggest the names of more jobs. Then tell the students to choose one of the jobs. Tell them to write two or three sentences about someone who does the job they have chosen – e.g. (teacher) *He likes working with people and he is kind. He works in a school.*

Invite different students to read out their sentences – can the class guess the job?

Students' Book pages 72 and 73

Before you read

1 Talking about ambitions (10 minutes)

Check that students know the word *ambition*. Then put them in small groups to discuss the two questions. Make sure that everybody in the group takes part – go round and offer prompts if necessary.

Ask at least one student from each group to tell the class about somebody else in their group (e.g. *Amal likes sport and she also likes films. She wants to be a doctor.*)

Comprehension

2 (10 minutes)

a Invite different students to ask you the questions in the quiz on page 72. Answer *yes* or *no* to each question. Then put the students in pairs. Tell them to ask each other the same questions and record their answers (*yes* or *no* for each one) in their exercise books.

b Ask the students to look at the list of suggestions in the job profile on page 72. Check they know all the vocabulary, then tell them to match the questions in the quiz with the suggestions in the job profile.

KEY

2 h 3 d 4 i 5 j 6 a 7 c 8 b
9 g 10 f

3 (10 minutes)

Tell the students to look at the quiz again and think about their own answers. Read out the example sentences, then put the students in pairs to say similar sentences to each other. Go round and listen, offering prompts when necessary.

10 Work and personality

Grammar
should / shouldn't; Why don't you ... ?; had to / didn't have to

QUIZ

Personality profile
What kind of person are you?



- 1 Are you good at maths, science and puzzles?
- 2 Are you happy when you are drawing or painting?
- 3 Do you like dancing or performing in plays?
- 4 Are you good at sport?
- 5 Do you find playing a musical instrument easy?
- 6 Are you good at languages and word games?
- 7 Do you prefer being outside with animals or plants?
- 8 Are you a creative thinker and good at inventing things?
- 9 Are you tidy and well-organised?
- 10 Do you like looking after children or people?



Job profile



What kind of job is right for you?



You should:

- a write or be a journalist.
- b invent or design new products.
- c work with animals or plants, or in farming.
- d perform in the theatre, or on TV.
- e work in science, or do research.
- f work in a hospital, teach or look after a family.
- g work in an office or run a business.
- h paint, draw, or make clothes or pots.
- i do an active job, or be a sports person.
- j work in the music industry or be a composer.

Vocabulary personal qualities

4 (10–15 minutes)

Tell the students they are going to talk about people's personalities and find out about their own.

If you have any pictures, show them to the class and ask the class to suggest some adjectives to describe what kind of people they think they are (e.g. *friendly, shy, funny*, etc.) If you have enough pictures, you could put the students in groups and give each group a picture to discuss.

Stick the pictures on the board and write suggested adjectives next to them (supply English words as necessary).

Ask the students to look at the words in the box and explain any difficult ones. Read out the first sentence and check that the students agree that the best word to describe Hussam is *friendly* (written as the example). Then ask the students to read the rest of the sentences and match them with the most appropriate adjective from the box. Go round and offer help if needed.

When they are ready, read out each sentence and ask different students to supply the answers.

KEY

2 selfish 3 funny 4 impatient 5 generous 6 shy
7 lazy 8 quiet 9 imaginative

5 Talking about personality (10–15 minutes)

Ask two students to read out the example dialogue. Then put the students in pairs to practise similar dialogues.

ACTIVITY BOOK page 60 exercises 1–3
(15 minutes)

Grammar in context *should / shouldn't;*

Why don't you ... ?

6 (10 minutes)

Tell the students they are going to practise different ways of giving advice (i.e. saying something is or isn't a good idea).

Read out the first sentence. Then tell them to complete the rest of the sentences, explaining that a cross (X) means *It's a bad idea* and a tick (✓) means *It's a good idea*.

KEY

2 should 3 Why don't you 4 shouldn't 5 shouldn't
6 Why don't you 7 Why don't you 8 should

Work and personality 10

Before you read

1 **Talking about ambitions** Work in groups. Discuss the questions.

- 1 What are your interests and hobbies?
- 2 What do you want to be when you grow up?

Comprehension

2 a Work in pairs. Do the *Personality profile* on page 72.

b Match each question in the *Personality profile* with a job area in the *Job profile* on page 72.

1 e

3 Look at your answers to the *Personality profile* again. Match the questions with your job profile. Work in pairs. Tell your partner.

I'm good at maths and science so I should work in science or do research.
I'm also good at sport so I should do an active job.

Vocabulary personal qualities

4 Choose the best word to describe each person.

generous friendly imaginative shy selfish funny impatient quiet lazy

- 1 Hussam likes being with people. friendly
- 2 Jamal doesn't like sharing things.
- 3 Fatima likes making people laugh.
- 4 Ruba can't wait for things.
- 5 Ali likes giving people things.
- 6 Nader is nervous with new people.
- 7 Tala doesn't like work.
- 8 Hind doesn't make a lot of noise.
- 9 Deema has a lot of ideas.

5 **Talking about personality** Work in pairs. Talk about yourself. You can use *quite, a bit or very*.

A: I'm quite imaginative. I love writing stories. But I'm a bit lazy sometimes.
B: No, you're not lazy! I think you work hard.

Grammar in context *should / shouldn't; Why don't you ... ?*

6 Copy and complete the sentences with *should, shouldn't or why don't you*.

- 1 They ~~shouldn't~~ smoke. X
- 2 You work in business. ✓
- 3 learn to cook?
- 4 I watch TV all day. X
- 5 I eat too much. X
- 6 have a haircut?
- 7 change your job?
- 8 Majeda be a journalist. ✓

7 Copy and complete the sentences with a or b.

- 1 You don't sleep enough;
a you should go to bed earlier. b you shouldn't go to bed earlier.
- 2 You are unfit;
a why don't you sit at home all day? b why don't you do more exercise?
- 3 Chocolate tastes nice, but you
a shouldn't eat a lot of it. b should eat a lot of it.

73

7 (5 minutes)

Ask the students to copy the sentences into their exercise books. Then ask them to look at the advice and complete the sentences with **a** or **b**.

KEY

1 a 2 b 3 a

ACTIVITY BOOK page 60 exercise 4
(10 minutes)

Extension

On the board, write these (or similar) 'problems':

I'm not fit.
I can't understand my homework.
I need some money.
My brother is too noisy.
I can't find my library book.
I left my school bag on the bus.

Put the students in pairs to write advice for each problem, using *should, shouldn't or Why don't you ...?*

Invite different students to read out a sentence while the class guesses the problem and discusses whether it is good advice.

OVERVIEW

Outcomes Can talk about household jobs; free time; last week

Language focus *had to / didn't have to*; household jobs and free time activities

Materials Students' Book pages 74–75; Activity Book page 61; (optional) rough paper

Students' Book pages 74 and 75

Vocabulary household jobs

1 (10 minutes)

Ask the students to look at the list of household jobs and check they know what they all mean. Then put the students in pairs to tell each other which jobs they do.

Invite different students to tell the class which jobs their partners do.

ACTIVITY BOOK page 61 exercises 5 and 6 (10 minutes)

2 (15 minutes)

Ask the students to look at the interviews on the 'webpage' on page 74. Tell them to read the three replies to the question *How did you spend your free time?* and then answer questions 1–8 with the correct name. When they are ready, check their answers.

KEY

1 Ibrahim 2 Kerry 3 Ibrahim 4 Mariam
5 Mariam 6 Kerry 7 Ibrahim 8 Mariam

Extension

Give out rough paper and ask the students to prepare their own answers to the two questions in the text (*How did you spend your free time?* and *Did you help your parents?*) Remind them that the questions refer to last week. Tell the students not to write their names on the paper.


Go round and check their work, then collect up the papers. Redistribute them randomly, then invite different students to read out the answers they have – can the class guess who wrote them?

3 Talking about free time (10–15 minutes)

Ask two students to read out the example dialogue. Then put the students in pairs to practise similar dialogues, using the ideas in the box (and their own ideas).


Invite different students to tell the class how their partners spend their free time.

Free time and helping at home



Your Free Time


Links interviewed three students from around the world about what they did last week.



Mariam
from Syria

How did you spend your free time?
I played basketball and tennis. I wrote some poems for a competition. I played computer games a bit with my friends and I surfed the Net. Oh, and I watched TV every evening with my family.


Did you help your parents?
Yes, I did. Both my mum and dad work so all the family help in the home. I've got two sisters. We take it in turns to do jobs. Last week, I had to do the washing up and lay the table after dinner every night. But I didn't have to help with the cooking.



Kerry
from Australia

How did you spend your free time?
I enjoy painting and drawing. Last week I did a painting of our home – we have a really big sheep farm. I also watched a bit of TV and I chatted with my friends on my smartphone. We live a long way from each other so it's good to keep in touch.

Did you help your parents?
Yes, I did. I had to help with the cooking and I had to look after my little baby sister. Both Mum and Dad work on the farm, so I help them a lot. Last week, I had to help with the sheep. We had to collect them together and give them their medicine. It's a hard job but it's fun, too.



Ibrahim
from the United Arab Emirates

How did you spend your free time?
I am training for a swimming competition, so I had to swim every day for an hour after school. In the evening, I played computer games in my room and listened to my favourite music. I love playing my guitar – it's electric – so I practised some new songs on it.

Did you help your parents?
No, I didn't. I didn't have to help because of my training.

Grammar in context *had to / didn't have to*

4 (10 minutes)

Ask the students to look again at the interviews on page 74. Ask them to look at the answers to the question *Did you help your parents?* Read out the first sentence, completed as the example, then allow time for the students to complete the task. Go round and check their work, then put the students in pairs to compare answers.

KEY

2 Kerry, her 3 Kerry 4 Mariam 5 Ibrahim 6 Mariam

5 Talking about last week (10–15 minutes)

Ask two students to read out the example dialogue and ask for suggestions for similar questions (e.g. *Did you have to do the washing up / lay the table / help with the cooking?*)

Then put the students in small groups to ask each other about what they had to do last week.

Finally, invite different students to ask other students around the class similar questions.

ACTIVITY BOOK page 61 exercises 7 and 8 (10 minutes)

Extension

Put the students in small groups. Tell them to think about when their parents were teenagers. Do they have to do the same things these days as their parents did? Allow time for a brief discussion and ask them to make notes. Then ask a student from each group to share their ideas with the class. If you wish, tell them about when *you* were a teenager. Finally, ask the class whether they think they have to do more than their parents did.

Did you know?

Do your students have any facts they can add to this?

Work and personality 10

Vocabulary household jobs

1 Work in pairs. What jobs do you do?

- help my family in their business
- do the washing up
- tidy my room
- help with the cooking
- look after my younger brothers or sisters
- lay the table


2 Look at the interviews on page 74. Read the answers to the question *How did you spend your free time?*

Who:

1 played the guitar?	4 surfed the Net?	7 played computer games?
2 chatted with friends?	5 wrote some poems?	8 watched TV?
3 listened to music?	6 painted a picture?	

3 **Talking about free time** Work in pairs. Look at the list. Talk about the activities.

writing, drawing and doing projects	reading
playing a musical instrument	playing computer games
playing sports	surfing the Net
watching TV, videos and DVDs	chatting with friends



A: How long do you spend writing, drawing or doing projects?
B: I spend more than 30 minutes. I think I spend about two hours a week.

Grammar in context *had to / didn't have to*

4 Look at the interviews again. Read the answers to the question *Did you help your parents?* Copy and complete the sentences.

- 1 Ibrahim didn't have to help his parents.
- 2 had to look after baby sister.
- 3 had to help with the sheep.
- 4 had to do the washing up.
- 5 had to swim every day.
- 6 didn't have to help with the cooking.

5 **Talking about last week** Work in groups. Ask and answer questions.

A: Did you have to help your parents last week?
B: Yes, I did. I had to do the washing up and clean my room.

Did you know?

On average, people spend 26 years of their lives sleeping, eight years watching TV, six years eating food, four years on social media and three years doing jobs around the home.

75

OVERVIEW

Outcomes Can read, listen and speak about famous people; write about achievements

Language focus revision of past simple

Materials Students' Book pages 76–77; Audio CD; (optional) pictures of famous people

Students' Book pages 76 and 77

Before you read

1 (10 minutes)

If you have any pictures of famous people, show them to the class and invite the students to tell you who the people are and why they are famous.

On the board, write *The Nobel Prize*. Ask students what they know about it, and explain that it is an award given by a Swedish organisation every December for world achievements in physics, chemistry, medicine, literature, economics and peace.

Ask them to look at the names of the three prize winners in the text; invite them to suggest the names of other Nobel Prize winners they know about.

Listening and reading

2 10.1 (15 minutes)

Ask the students to look at the picture of Marie Curie and to cover the text. Then play recording 10.1.

Put the students in pairs to tell each other what they heard (e.g. *she was born in Poland*, etc.) then ask them to uncover the text and read it while you play the recording again.

Answer questions about vocabulary and allow time for them to think about the missing words, then play the recording once more while they complete the gaps.

Audioscript 10.1 – see page 98

KEY

2 studied 3 woman 4 married
5 studied 6 receive 7 second prize
8 died

3 (15 minutes)

Ask the students to read all three texts and then answer the questions. While they are reading, go round and offer any help that is necessary.

When they are ready, invite different students to read out each question and give their answer.

KEY

- 1 She was the first woman to teach at the Sorbonne; the first woman to win a Nobel Prize; the first person to win two Nobel Prizes.
- 2 She died.
- 3 In Zurich, Switzerland
- 4 He became an American citizen.
- 5 He was an Egyptian civil servant.
- 6 The Cairo Trilogy

Listening and speaking


4 10.2 (10 minutes)

Tell the students they are going to listen to a recording about Nelson Mandela, another Nobel Prize winner. Tell them to listen carefully while you play recording 10.2. Play the recording a second time and ask the students to answer the question.

Audioscript 10.2 – see pages 98 and 99

KEY

He spent his life fighting for peace and for human rights to make all people equal.



Skills: Focus on the Nobel Prize

CLIL: Social Studies

Great Minds

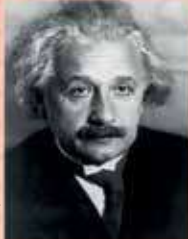
1 The Nobel Prize in Chemistry 1911
Marie Curie

Marie Curie (1) in 1867 in Poland. She (2) chemistry and physics in Paris and was the first (3) to teach at the Sorbonne University. She (4) Pierre Curie and they (5) radioactive materials together. She was the first woman to (6) the Nobel Prize in 1903, and the first person to receive a (7) in 1911. She (8) in 1934.



2 The Nobel Prize in Physics 1921
Albert Einstein

Albert Einstein was born in Germany in 1879. His family went to Switzerland. He studied at Zürich University and developed an important scientific theory – Einstein's Theory of Relativity. In the 1920s he went to the United States and became a professor at Princetown University. He became an American citizen in 1940. He worked hard for peace.



3 The Nobel Prize for Literature 1988
Naguib Mahfouz

Naguib Mahfouz was born in Egypt in 1911. Until 1972, he was a civil servant for the Egyptian government. He began writing when he was 17 and wrote 34 novels and over 350 short stories. *The Cairo Trilogy*, published in 1957, made him famous throughout the Arab world.



Did you know?

Einstein said a lot of beautiful things. Here are two: 'Imagination is more important than knowledge.' 'Anyone who has never made a mistake has never tried anything new.'

76

5 OVER TO YOU (10 minutes)

First, remind the students of the four Nobel Prize winners in the text on page 76 and in the listening in exercise 4, then read out the two questions. Invite several students to tell you their ideas, then put the students in pairs to discuss the questions in more detail.

Go round and listen to their conversations, then choose three or four students to share their ideas with the class.

For the less able students, ask them questions as prompts to help them express their opinions.

Writing

6 (15 minutes)


Read out the instruction and invite the students to suggest names of suitable people (they don't have to be members of this class). Ask them to give reasons for their suggestions (e.g. *because he scored three goals in yesterday's match, because she is always kind to new students, etc.*)

Ask the students to choose one of the people suggested and then to complete the text in their exercise books. Go round and offer suggestions or help where needed.


Finally, invite three or four students to read out their completed texts to the class.

Pronunciation *the, three*

7 (15 minutes)

a  **10.3** Play recording 10.3, pausing after each word for the students to repeat it. Ask them to tell you why the words are in two separate lists (*the 'th' sound is different*). Play the recording again and ask them to make both sounds (in list 1, the sound is vocalised – suggest the students feel the vibrations by touching their throats; in list 2, the sound is not vocalised – it is made only through the teeth.)

Audioscript 10.3 – see page 99

b  **10.4** Ask the students to copy the table into their exercise books and do the same on the board. Then play recording 10.4, pausing after each word for the students to find it in the list and copy it into the correct column. Play the recording again for them to check.

Audioscript 10.4 – see page 99

KEY

1 <i>the</i>	2 <i>three</i>
those	think
they	thirty
this	birthday
other	maths
there	Thursday

Lessons 7 and 8

ACTIVITY BOOK pages 62–63 Skills development

Preparation for the project

Tell the students they will be working on a project about a Nobel Prize winner in the next lesson. Ask them to look at page 78; read out the sections in the bulleted boxes. Check that they will all be able to access a computer and the Internet in order to follow these instructions before the next lesson – if they cannot do this at home, suggest they use a school computer.

Discuss with them where they will be able to find suitable reference books (e.g. the school library, the public library). Tell them they will be allowed to work together if they wish, or on their own.

Ask them to bring notes (not the final project) and pictures, as well as any useful reference materials, to the next lesson.

Work and personality 10

Before you read


1 Do you know what a Nobel Prize is? What kind of person receives one?

Listening and reading

2  **10.1** Listen to paragraph 1 on page 76 about Marie Curie. In your exercise book, write the missing words.
1 was born

3 Read about the prize winners and answer the questions.

- What three 'firsts' did Marie Curie achieve?
- What happened to Marie Curie in 1934?
- Where did Einstein develop his Theory of Relativity?
- What did Einstein do in 1940?
- What was Mahfouz's job?
- What did he publish in 1957?



Listening and speaking

4  **10.2** Listen to information about Nelson Mandela. Why did Mandela win a Nobel Peace Prize?

5 **OVER TO YOU** Work in pairs. From the texts on page 76 and from the listening in exercise 4, which Prize winner:

- do you think changed people's lives the most?
- do you admire the most?

Writing

6 Imagine your class is going to give someone at school a prize for achievement. Decide who should receive this prize. Write your reasons for this decision.

I would like to choose (name) . I think he / she should receive a prize because he / she He / She (something he / she did). I think he / she is going to become a when he / she leaves school.

Pronunciation *the, three*

7 **a**  **10.3** Listen and repeat the words.

- the that feather clothes
- three thirst author month

b  **10.4** Copy and complete the table. Put the words in the correct column. Then listen and check.

those think they thirty birthday this other maths there Thursday

1 <i>the</i>	2 <i>three</i>
those	

Project

Make a presentation about a Nobel Prize winner.

Materials biographical information and pictures collected by students; if possible, access to the Internet and / or reference books; one large sheet of paper per student; smaller pieces of writing paper and drawing paper; scissors or paper cutter; gluesticks; coloured pens

Students' Book page 78

Preparation (10 minutes)

Ask the students to look at the title and pictures. Ask if they know anything about Albert Camus. If they do, invite further details.

Tell them to look at the notes, then allow time for them to read the text. Answer any questions about vocabulary.

Put the students in pairs or groups according to the people they want to write about – or let them work on their own.

Tell the students to follow the guidelines in the bulleted boxes to organise the information they have collected. If you have access to the Internet and / or reference books, encourage the students to use them to add to the information they have brought to the lesson.

First draft (10–15 minutes)

Tell the students to read the text about Camus again and then to use their notes to write their first draft.

Go round and make suggestions where necessary. Remind them that this is just a first draft; they can change their minds and make corrections as much as they like!

Design the project (5–10 minutes)

Give each student a large sheet of paper and explain that they will stick their pictures and writing onto it. Ask them to think about where they will place their pictures and texts, and while they are doing that, go round and make more corrections to their drafts.

Second draft (10–15 minutes)

Give each student some writing paper and tell them to write their second drafts. Make sure you have seen and corrected their first drafts before they start these final versions. Provide paper for illustrations.

Finally (10 minutes)

Tell them to arrange and stick the writing and pictures on the large sheet of paper.

Then tell them to write the title in large, colourful letters (suggest they use a pencil first!) and add further designs as they wish (for example, ruled borders around the pictures and texts would enhance the presentation).

Use the projects for a classroom display after asking a few volunteers to present their project to the class.

EXTRA LISTENING page 103

Module 5 Progress test
ACTIVITY BOOK pages 64–67

Module 5 Learning log
ACTIVITY BOOK page 84

Project Make a presentation about a Nobel Prize winner.

A NOBEL PRIZE WINNER

- Go to the Nobel Prize winner website (www.nobelprize.org.)
- Choose a prize category: Physics, Chemistry, Physiology or Medicine, Literature, Peace and Economics.
- Choose a prize winner you are interested in.

Born:
Algeria 1913

Nationality:
French

Lived in:
Algeria and France (at age 25)

Studied at:
Algiers University

Short description of main achievement:
novels and plays

Date of Prize:
1957

Married / Children:
married, no children

Interests:
football

Died (if appropriate):
1960

Albert Camus was born in Algeria in 1913. He was French. He went to university in the city of Algiers. He got a degree in Philosophy. He went to live in France when he was 25. He wrote important novels and plays. In 1957, he won the Nobel Prize for Literature. He was married and didn't have any children. He loved football – he was the goalkeeper for the Algiers football team. He died in 1960 in a road accident.

- Do research about the person on other websites and in books.
- Copy useful texts into a Word document.
- Print and read the document and underline useful parts.
- Print a photo of the person and draw diagrams.
- Make notes like the ones in the model.
- Use your notes to write a paragraph.

Present your work to the class.

Module 6

The future

Students' Book page 79

Opener (10 minutes)

Tell the students that this page tells them about the sixth module. Tell them they have two minutes to study the pictures and the captions.

Tell them to close their books (suggest they use a bookmark) and try to remember what each picture shows. Go round and supply vocabulary as necessary. Allow them to take quick looks if they really can't remember.

Then ask different students to describe each picture. Briefly discuss what they think they will be reading about.

Module 6
The future

Focus on the future world
Why is this house smart?
What's special about it?

CLIL:
Geography

What is this piece of ice called?

Do a quiz and find out how much you like technology!

OUTCOMES

You will be able to:

- talk about the future
- talk about technology
- give opinions
- describe the weather
- make future predictions
- discuss cross-curricular topics related to Information Technology and Geography

Project

A TIME CAPSULE

Read Episode 6 of *Ahmed and the Hawk*.

OVERVIEW

Outcomes Can understand and talk about a story

Language focus *be going to*; prepositions: *in, into, out of, towards, above*

Materials Students' Book pages 80–81; Activity Book page 68; Audio CD

Students' Book pages 80 and 81

Before you read

1 (15 minutes)

Ask the students to think back over the story *Ahmed and the Hawk* so far. Invite different students to tell the story (one or two sentences each) as well as they can remember it. Tell the class to read the uncompleted text, not worrying about the missing words. Answer any vocabulary questions, then put the students in pairs to complete the text with the words in the box.

Ask different students to read out a sentence each of the completed text.

KEY

2 dropped 3 hunters 4 tents 5 desert
6 drove 7 police 8 plane 9 saw

2 OVER TO YOU (10–15 minutes)

Tell the students to look at the first four pictures and cover the text. Then read out question 1 (*What are the men going to do?*) Invite guesses from the class, beginning *They're going to ...* (e.g. *They're going to hit Ahmed.*)

Put the students in pairs and ask them to look at the rest of the pictures, covering the text and answering the questions in the same way. Explain that you want them to guess the answers – of course they don't know the real answers yet!

Ask the students to note down their ideas.

Go round and listen, offering prompts where needed.

Comprehension

3 11.1 (15 minutes)

Play recording 11.1 while the students read the text on page 80.

Ask the students to read the text again and encourage them to ask about any new vocabulary, then play the recording a second time.

Read out the first question in exercise 2 again, and ask the students to tell you the 'real' answer (*They're going to put Ahmed into a cage and then they're going to fly away.*) Ask the students to look back at their guessed answers and ask *Were you right?*

Repeat this procedure with questions 2–6 of exercise 2 (see below).

Audioscript 11.1 – see page 99

11

Your future

Grammar
be going to; prepositions: *in, into, out of*;
 future time expressions: *this afternoon / evening*

Ahmed and the Hawk – Episode 6: Free flight

What are you doing here?
I'm on a camping holiday. I went for a walk and I got lost.

The boy isn't telling the truth. So we're going to put him into a cage.

Are we going to take him with us?
Yes, we are. And then he's going to step out of the plane and fly like a bird!

Do you believe him?
And then we're going to fly away.

Ahmed remembered Samira's advice about his mobile phone. He secretly sent a text message to her.
It said, 'I'm in danger. Help!'

Mahmoud looked in horror as the men led Ahmed towards the cages.
He had to help Ahmed, he had to forget the birds in the cages.

But the hawk had other ideas.
What's that hawk doing?
Mahmoud watched as hundreds of birds flew into the night sky.

The hunters ran towards the plane.
'They're going to get into the plane! They're going to take Ahmed with them!'

The helicopters roared above their heads and dropped their nets. Ahmed was astonished. 'It's the police!' he thought.

Ahmed and Mahmoud waved at the helicopter. They could see Hussein next to the pilot. They were all really happy.

Then he saw some lights in the distance. There was a noise, too. It was the sound of engines.
'The hunters aren't going to escape!'

And they were going to celebrate!

KEY

- 1 They're going to put Ahmed into a cage and then they're going to fly away.
- 2 He's going to help the birds.
- 3 They're going to fly away.
- 4 They're going to push him out of the plane.
- 5 They're going to be lights from police helicopters.
- 6 No, they aren't.

4 OVER TO YOU (10–15 minutes)

Put the students in pairs, then either read out all three questions and ask the students to discuss their ideas or give each pair one of the three questions to discuss.

Go round and listen, offering suggestions or prompts if needed.

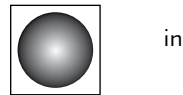
Finally, invite different students to share their ideas with the class. Tell them your own ideas, too.

Grammar in context prepositions: *in, into, out of, towards, above*

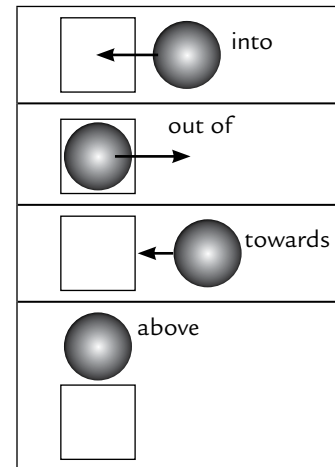
5 (15 minutes)

On the board, write the prepositions *in, into, out of, towards* and *above*.

Then draw a square on the board, and put a circle inside it. Ask the students which of the five prepositions matches the diagram (*in*).



Draw another square. This time, add an arrow moving into it (see below) and ask the students to match it with the correct preposition (*into*). Repeat with the other three prepositions (see below).



Read out the first sentence and ask the students to tell you the missing preposition (*into*).

Allow time for the students to complete the task, then put them in pairs to compare answers.

KEY

- 1 into
- 2 out of
- 3 towards
- 4 in
- 5 above

ACTIVITY BOOK page 68 exercises 1–3 (15 minutes)

Your future 11

Before you read

1 Do you remember the story so far? Decide where these words and expressions go.

plane drove dropped desert tents police saw hunters hawk

1 hawk

Ahmed and his friend Yousef played in a football match. A (1) landed on the pitch. Later, it flew to Ahmed's house and (2) a piece of white net.

The next day, Ahmed followed the hawk. He saw some (3) They caught some birds with a white net.

Hussein and Mariam took Yousef, Ahmed, Samira and Huda camping. In the evening, Yousef saw the hawk on one of the (4) Suddenly they heard a

noise and a man appeared. It was Mahmoud. He had a bird sanctuary in the (5), but the hunters had his birds.

Ahmed went with Mahmoud to find the hunters. Hussein and the others (6) away to get the (7)

They saw the hunters near a (8) Mahmoud told Ahmed not to move. But Ahmed stood up and fell. The men (9) him and ran towards him.

1 What are the men going to do? *They're going to ...*
 2 What is the hawk going to do? *He's going to ...*
 3 What is going to happen to the birds? *They're going to ...*
 4 What are the men going to do with Ahmed? *They're going to ...*
 5 What are the lights going to be? *They're going to be ...*
 6 Are the hunters going to escape? *Yes, they are. / No, they aren't.*

Comprehension

3 **11.1** Now listen and read the story. Were your guesses correct?

4 **OVER TO YOU** Work in pairs. Discuss the questions.

- 1 Who is your favourite character?
- 2 What do you think should happen to the criminals?
- 3 What is the old man going to do now?

Grammar in context prepositions: *in, into, out of, towards, above*

5 Copy and complete the sentences with words from the story.

- 1 We're going to put him a cage.
- 2 He's going to step the plane.
- 3 The men led Ahmed the cages.
- 4 The birds were the cages.
- 5 The helicopters roared their heads.

OVERVIEW

Outcomes Can talk about the future

Language focus future time expressions: *this afternoon, this evening*; computers and technology

Materials Students' Book pages 82–83; Activity Book page 69; Audio CD; (optional) a computer

Students' Book page 82

Grammar in context *be going to*; future time expressions: *this afternoon / evening*

1 Talking about the future (15 minutes)

First, copy the time expressions in the box onto the board. Point to the first one (*after this lesson*) and say *After this lesson, I'm going to ...* (e.g. *have a cup of coffee*). Invite two or three students to complete the sentence with their own plans, then do the same with each of the other time expressions.

Ask the students to prepare seven sentences using *going to* and the time expressions in the box. Go round and offer prompts where necessary. Tell them they don't have to be 'real' plans.

Ask two students to read out the example dialogue, then put the students in pairs to practise asking each other similar questions, using all the time expressions in the box.

Finally, ask different students about their partners' plans (e.g. *What's Jaber going to do after this lesson? He's going to ...*).

Listening and speaking

2 11.2 (10 minutes)

Tell the students that they are going to hear four people talking about their plans for the weekend. Play the first part of recording 11.2, read out the example answer and play the recording again to check it. Then play the next part of the recording and ask the students to write a sentence beginning *She's going to ...*

Continue with the third and fourth parts of the recording.

Play the whole recording straight through, then check their answers.

Audioscript 11.2 – see page 99

KEY

- 2 She's going to send lots of text messages to her friends.
- 3 He's going to buy some new CDs and he's going to do his homework.
- 4 She's going to visit her aunt and she's going to put her holiday photos on her website.

3 (15 minutes)

Read out the first question and invite a student to answer it. Then ask the students to write answers to all the questions in their exercise books. Make sure they write sentences. Go round and check their work, then ask them to work in pairs and share their answers.

Tell the students to exchange exercise books with their partner, then ask different students about their partners' plans (e.g. *What homework is Abba going to do today? She's going to do her science homework.*)

ACTIVITY BOOK page 69 exercises 4–6 (15 minutes)

You and the future


Grammar in context *be going to*; future time expressions: *this afternoon / evening*

- 1 **Talking about the future** Work in pairs. Discuss what you are going to do:
- after this lesson this afternoon this evening at the weekend
next week next month next year


A: What are you going to do this afternoon?

B: I don't know. I think I'm going to surf the Net.

Listening and speaking

- 2  11.2 Listen and write what the students are going to do at the weekend.
- 1 He's going to play his computer game.
- 3 Answer the questions. Write sentences in your exercise book. Then, share your answers with a partner.
- 1 What homework are you going to do today?
 - 2 What time are you going to go home?
 - 3 What are you going to watch on TV?
 - 4 What are you going to do during your next holiday?

Vocabulary computers and technology

- 4  11.3 Match the words with the parts of the picture. Then listen and check.
- screen keyboard mouse cable port
icon folder file menu



Vocabulary computers and technology

4 11.3 (10 minutes)

If there is a computer in the classroom, point to different parts of it and ask the students to name them (e.g. *keyboard, screen, mouse, cable*) either in their own language or in English; write the English words on the board.

Ask the students to look at the pictures and match the numbered parts with the words in the box. Put the students in pairs to compare answers, then play recording 11.3 for them to check.

Audioscript 11.3 – see page 99

KEY

2 menu 3 folder 4 file 5 screen 6 port 7 keyboard
8 cable 9 mouse

ACTIVITY BOOK page 69 exercise 7 (10 minutes)

Extension

On the board, write *Technology*. Ask the students to suggest examples of modern technology that they use in everyday life and write sensible suggestions on the board (e.g. *smartphones, computers, cars, tablets, etc.*)

Ask the students to consider which of these things is the most important to them in their own lives. Invite a few students to tell you their answers, then ask them all to list the things in order of importance for them (the most important first). Allow them to include new ideas to their lists, but tell them also to add them to the list on the board for everyone to consider.

Put the students in small groups to compare ideas, then ask one person from each group to share their ideas with the rest of the class (e.g. *Most of us think smartphones are the most important thing, but Faisal thinks cars are more important than phones ...*).

Students' Book page 83

5 (15 minutes)

Tell the students they are going to do a quiz about technology. First, allow time for them to read the whole quiz; explain any new words. Do the quiz yourself.

Put the students in pairs to do the quiz and record their answers. Then tell them to read their scores (from the bottom of page 85).


Ask the class if they agree with the comments. Tell them your own score.

Your future 11

5 Work in pairs. Do the quiz and find out your score.


Quiz: Do you like technology?

1 Your mobile gets a text message, what are you going to do?



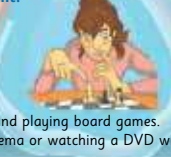
a I haven't got a mobile and I don't want one.
b I'm going to read it, then call my friend for a chat.
c Only one text message? Where are all the others?

2 What's your favourite way of communicating?



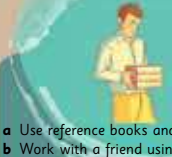
a Writing letters and postcards.
b Sending e-mails and texting.
c Making my own websites and talking in chat rooms.

3 What's your favourite entertainment?




a Reading books and playing board games.
b Going to the cinema or watching a DVD with friends.
c Playing computer games and surfing the Net.

4 Your teacher gives you a project to do for next week. How are you going to get information?



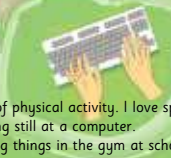
a Use reference books and write notes.
b Work with a friend using books or CD-ROMs – whatever is most useful.
c Get straight on to the Internet, it's so full of information.

5 Your uncle gives you a present of money. What are you going to buy?



a A tennis racket or a new pair of trainers.
b A tablet, I'd really like one.
c The newest smartphone, computer games and maybe a new gadget.

6 What sort of exercise do you do?



a I do lots of physical activity. I love sport. I hate sitting still at a computer.
b I like doing things in the gym at school. I like the equipment.
c Sport? I don't have time. I'm too busy exercising my fingers on a keyboard.

81

OVERVIEW

Outcomes Can read, speak, listen and write about the future; give opinions

Language focus revision of *going to*

Materials Students' Book pages 84–85; Audio CD

Students' Book page 84

Opener (10 minutes)

Ask the students to look at the pictures on page 84 and read the title of the text. Ask them to guess the meaning of *Smart House* (it means a house that is computerised). Ask them to note down the five headings, then tell them to close their books and then put the students in small groups. Ask them to guess what they are going to read about in each paragraph.

While they are talking, write the five headings on the board. Then invite students from each group to share their ideas with the class and write sensible suggestions on the board under the appropriate headings. Supply the English words where necessary (see suggestions below).

Suggestions

computers, robots, TV screens, sound systems, security systems, washing machines, 'intelligent' fridges and cookers

Students' Book page 85

Reading and speaking

1 (15 minutes)

Ask the students to open their books at page 84 and read the text straight through.

Explain any new words, then refer them to the words on the board and ask *Were you right?*

Ask the students to read the task and the example answer, then put the students in pairs to discuss numbers 2–8. Go round and offer help where needed, then invite different students to give the answers.

For the less able students, help them find the section of the text that is related to the items they have difficulty with. Ask them to find the target words and read the sentences that precede and follow them to find out the answer.

KEY


- 2 'reads' your eye and opens the door
- 3 automatically orders food
- 4 'reads' how you feel and chooses a relaxing colour for you
- 5 remembers your musical taste and orders the latest music
- 6 gives you weather forecasts, news and sports reports; takes good care of you
- 7 chooses and cleans your clothes
- 8 contains a keyboard, mouse and speakers for you to work

2 OVER TO YOU (10 minutes)

Read out the first question and invite different students to answer it (*Yes, I would / No, I wouldn't*). Then read out the second question and invite different students to suggest some ideas (e.g. *I would add a games room; I would have a special room for my homework, etc.*)

Put the students in small groups and ask them to discuss both questions in more detail. While they are talking, go round and offer some suggestions if necessary.


Finally, ask a student from each group to share their ideas.



Skills: Focus on future life


The Smart House

Do you want to see inside the house of the future? Well, let's go on a tour of a smart house – a house run by computers. The smart house does exactly what you want.



An easy life
The smart house is cheap to run because it uses energy from the sun. You don't have to turn off the lights because they turn off when you leave a room. And even when you are away from home, you can check things with your mobile phone. When you come home, you don't need keys because a camera 'reads' your eye and opens the door if it recognises you. And a robot does all the housework.


Kitchen
Your kitchen automatically orders food, and a robot opens the door. If you're shopping and you can't remember what to buy, you can phone your fridge and see inside! And you don't make dinner, you choose what you want to eat and the cooker prepares it.



Living room
There is a giant screen for your TV, which is connected to the Internet. You can have any film you want in seconds. Your TV 'reads' how you feel and chooses a relaxing colour for the lights. Your music centre remembers your musical tastes and orders the latest music for you.

Bathroom
The mirror gives you weather forecasts, news and sports reports. And it also takes good care of you. It takes photos of your skin and your hair, and it tells you if you need to see the doctor.

Bedroom
Not sure what to wear in the morning? Why don't you ask your wardrobe? It chooses clothes for you. And it cleans your clothes, too! You don't have to get up to go to work. You can stay in bed because it contains a keyboard, a mouse and speakers!



Are you interested in the smart house? Well, I'm afraid you're going to have to wait a few more years!

84

Listening and speaking

3 11.4 (10 minutes)

Tell the students they are going to hear an expert talking about the future of smartphones. Read out ideas **a–e** and check the students know the vocabulary. Ask them to point to each one as they hear it mentioned. Play the first part of recording 11.4, and check that the students are pointing to **c**. Continue, pausing each time to check that they are pointing to the correct idea.

Audioscript 11.4 – see page 99

KEY

1 c 2 b 3 d 4 e 5 a

4 Giving opinions (15 minutes)

Read the two questions, then ask two students to read out the example dialogue. This exercise might raise a long debate in class. Divide the class into four groups, two arguing for the use of smartphones and the other two arguing against it. Ask each group to discuss the good and bad effects of using smartphones and write down notes.

Then, ask two representatives from each group to present their arguments.

Try to limit the discussions to the time that you have and to come up with conclusions, preferably establishing a compromise.

Writing

5 OVER TO YOU (10 minutes)

Ask the students to suggest some predictions for the next ten years. Write the best ideas, in note form, on the board. Then tell them to note down four ideas, either from the board or their own ideas. Ask them to complete the paragraph. Go round and check their work, then invite three or four students to read their work out to the class.

Note: Here, the students are asked to refer to the future with *going to*. *Going to* is probably the most common way of referring to the future, but *will* is also correct; they will practise using *will* in the next unit.

Pronunciation *cup, car*

6 11.5 (10 minutes)

Play recording 11.5, pausing after each word for the students to repeat it.

Play the recording again and ask them to underline the vowel sound in each word.

Audioscript 11.5 – see page 99

KEY

1 cup butter colour must tongue
2 car answer heart laugh star

7 11.6 (10 minutes)

Ask the students to copy the table into their exercise books and do the same on the board. Then play recording 11.6, pausing after each word for the students to find it in the list and copy it into the correct column. Play the recording again for them to check.

Audioscript 11.6 – see page 99

KEY

1 <i>cup</i>	2 <i>car</i>
honey	guitar
London	clerk
cousin	bath

Did you know?

Have your students seen any films or read any books about robots?

In the next ten years a lot of things are going to happen. Firstly,
Secondly,
Thirdly, Finally,

Did you know?

The word *robot* comes from the Czech language. *Robota* means 'servant'.

Reading and speaking

1 Read about the future house on page 84 and say what each of these things does:

1 uses energy from the sun

- | | | |
|-------------|-------------------|------------|
| 1 the house | 4 TV | 7 wardrobe |
| 2 a camera | 5 music centre | 8 bed |
| 3 fridge | 6 bathroom mirror | |

2 **OVER TO YOU** Work in groups. Discuss the questions.

- Would you like to live in this future home?
- What improvements would you make to it?

CLIL: Information Technology

Listening and speaking

3 11.4 Listen to an expert talking about the future of smartphones. Put the ideas in the order you hear them.

- | | |
|---|---|
| a replacing the smartphone with a new invention | d shopping online |
| b face identification | e charging your phone using your own energy |
| c taking and editing pictures | |

4 **Giving opinions** Do you think people spend too much time on their smartphones? What do you think are the good and bad effects of using smartphones?

A: I think using a smartphone is always a good idea because it connects people.
B: I don't agree. I think face-to-face communication is much better.

Writing

5 **OVER TO YOU** In your exercise book, write a paragraph about four things you think are going to happen in the next ten years.

Pronunciation *cup, car*

6 11.5 Copy the words. Then listen, repeat and underline the sounds.

- cup butter colour must tongue
- car answer heart laugh star

7 11.6 Copy and complete the table.

honey guitar London clerk bath cousin

1 <i>cup</i>	2 <i>car</i>

Technology quiz score

If you answered mostly c's
Don't forget that meeting real people and talking can be fun too. Technology is useful but make sure you get some exercise and see your family and friends too!

If you answered mostly b's
Well done! You like technology but you like older ways of doing things too! You have the best of two worlds.

If you answered mostly a's
Oh dear, you don't like technology. Oh yes, I think it's time for you to learn some basic computer skills. It's nothing to be afraid of!

Lessons 7 and 8

ACTIVITY BOOK pages 70–71
Skills development

OVERVIEW

Outcomes Can talk about the weather

Language focus will / won't; the weather

Materials Students' Book pages 86–87; Activity Book pages 72–73; Audio CD; several pieces of card (to make sundials)

KEY

2 sunny 3 17°C 4 6°C 5 7°C 6 snowy 7 -2°C

ACTIVITY BOOK page 72 exercises 1 and 2 (15 minutes)

Students' Book page 86

Vocabulary the weather

1 (5–10 minutes)

Ask the students to close their books and then invite them to suggest different ways of describing the weather. Write correct suggestions on the board (supply words as necessary).

Suggestions

cloudy, cold, cool, dry, fine, foggy, hot, rainy (it's raining), snowy (it's snowing), stormy, sunny, warm, wet, windy

Put the students in pairs and tell them to take turns to describe each symbol. Go round and listen, offering prompts if necessary.

KEY

- 1 It's snowy and cold. (It's snowing.)
- 2 It's windy.
- 3 It's wet and rainy. (It's raining.)
- 4 It's hot (or warm) and sunny.
- 5 It's stormy.
- 6 It's cloudy.

Listening and speaking

2 12.1 (10–15 minutes)

Ask the students to look at the weather chart while you play recording 12.1. Pause after each city is mentioned. Then play the recording again. This time ask the students to complete the table with the missing information.

Put the students in pairs to compare answers.

Audioscript 12.1 – see page 100

3 (10 minutes)

Put the students in pairs. Tell them to look at the table and their answers in exercise 2, then take turns to call out the name of a city and say what the weather will be like there.


Beijing – It will be sunny. The temperature will be 3 degrees.


12 Looking into the future


Grammar
will / won't; will, may, could


Vocabulary the weather


1 Work in pairs. Look at the pictures and describe the weather.


1


2


3



4


5


6


It's snowy in picture 1 and it's very cold.

Listening and speaking

2  **12.1** Listen and write the missing information in your exercise book.

1 12°C

The weather around the world on January 15th

CITY	WEATHER	TEMPERATURE
Damascus	cloudy	(1)
Beijing	(2)	3°C
Beirut	cloudy	12°C
Cairo	cloudy	(3)
Istanbul	sunny	(4)
London	rainy	(5)
Mexico City	cloudy	19°C
Montreal	(6)	-10°C
Moscow	snowy	(7)
Riyadh	sunny	23°C
Sydney	stormy	28°C

3 **Talking about the weather** Work in pairs.

The weather will be cloudy in Damascus. But it won't rain.
The temperature will be 12 degrees.

Grammar in context *will / won't*

4 (10–15 minutes)

Ask the students to look at the map and point to Damascus. Read out the example sentence. Then ask them to write similar sentences about the other cities. Go round and check their work while they are working.

When they are ready, ask different students to read out their sentences.

KEY (possible answers)

- It will be cloudy and it will rain in Amman.
- It will be cloudy in Baghdad.
- It will be sunny and cloudy in Cairo.
- It will rain in Kuwait.
- It will be cloudy and sunny in Bahrain.
- It will be cloudy and sunny in Riyadh.
- It will be cloudy and sunny in Muscat.
- It will be sunny in Jeddah.
- It will be sunny in Port Sudan.
- It will be sunny in Khartoum.
- It will be sunny and cloudy in Aden.

ACTIVITY BOOK pages 72–73 exercises 3–5 (15 minutes)

5 (10 minutes)

Ask the students to read the instructions. Explain any new words (e.g. *shadow*), then ask which of the four things is being made (*a clock*). Tell them its name in English is *sundial* and write the word on the board.

Ask the students if they have ever seen a sundial and if so, where it was.

6 (10 minutes)

Put the students in groups. Supply each group with a piece of card. Get them to prepare the sundial and set it in a sunny place.

Choose a 'monitor' from each group who will be allowed out to mark an hour a day (and take it home to complete over the weekend).

Alternatively, the students could start this off in class and the teacher could take it home to complete.

Did you know?

Do your students know any other interesting facts about the weather?

Looking into the future **12**

Grammar in context *will / won't*

4 Look at the map. In your exercise book, write what the weather *will* and *won't* be like in the different cities.
It will be sunny and it will rain in Damascus.

5 Read the instructions. What is being made?
1 a thermometer 2 a clock 3 a picture 4 a fan

Experiment Corner

You need:
a pencil, a piece of card, a pen.

Instructions

- 1 Push the pencil through a piece of card into the ground in a sunny place.
- 2 Every hour, draw a line over the pencil's shadow and write the hour.
- 3 Do this until it gets dark.
- 4 The next day, you can look at the shadow and tell the time from your lines!

6 Work in groups. Follow the instructions to make a sundial.

Did you know?
Once or twice a year, sand-bearing winds, or Khamsins, darken the sky in Syria turning it to a dark red colour.

87

OVERVIEW

Outcomes Can talk about future predictions

Language focus *will, may, could*; environment

Materials Students' Book pages 88–89; Activity Book page 73

Students' Book pages 88 and 89

Vocabulary environment

1 (10 minutes)

Read out the first definition and ask the students to match it with the correct word in the box (*flooding*, given as the example). Then ask them to complete the task. While they are working, go round and answer any questions about vocabulary.

Ask different students to read out each definition in turn and give the matching words.

For less able students, ask them to complete the task for the items that they are sure about first. Then they can focus more on the more difficult words and work out the answers by elimination.

KEY

2 climate 3 coast 4 global warming
5 forest fires 6 wells 7 wildlife 8 drought

Comprehension

2 (10 minutes)

Read out each of the headings (a–f) and check that the students remember all the words. Then tell them to read the text on page 88 and decide where each heading should be. Tell them not to worry too much about every word, but to read the text for its general meaning.

Put the students in pairs to compare answers and allow time for them to check the text again if necessary.

KEY

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

3 (10–15 minutes)

Ask the students to read the text again and answer any questions about vocabulary. Then ask them to make a list of five problems that are mentioned in the text. Let them refer to the text as much as they need to.

Ask one student to copy his / her list onto the board – is it the same as all the other lists? Invite other students to add ideas.

KEY (possible answers)

Sea levels will rise and there will be floods.

People will lose their homes.

Insects won't die.

Food levels will fall.

There won't be enough water.

There will be more deserts.


There will be more forest fires.


Many animals will die / become extinct.

Climate change

CLIL: Geography

The future of the world





Scientists now agree that the world's climate is changing. But they aren't sure what exactly will happen. The world temperature may rise by 6 degrees in the next 100 years. This is caused by pollution from factories, cars, planes and lorries. Here are some things the scientists predict.

① The ice in the polar regions is turning into water. This will increase the sea level and it may go up by 2 metres. Soon there won't be snow for skiing.

② When the sea gets warmer, the sea level gets higher. In the USA and India, parts of the coast will go under water, and many islands will flood. This means that the river plains of the Nile Delta in Egypt will disappear. Flooding in China could make 30 million people lose their homes.

③ Farmers won't grow the same things. Insects won't die in cold winters and will cause more problems. And without enough water, some hot countries won't be able to grow plants at all. World food levels will fall by about 20%.

④ In the world's drier nations, wells will empty, lakes will become polluted and it will rain less. More and more of these regions could become deserts. And forest fires will happen more often as regions become drier.

⑤ Changes to the weather will affect the homes and food of animals in most regions. For example, polar bears will die out when the ice in the polar regions melts, because they won't be able to hunt. Unfortunately, the changes may be too fast for animals to adapt or move.

⑥ But it is not all bad news. If governments agree to slow down global warming, some of these predictions may not come true. And we can all help by thinking about the environment in our daily life. It's not too late to help!

88

4 OVER TO YOU (10–15 minutes)

Put the students in pairs and ask them to decide which of the problems mentioned will affect their country. Go round and offer prompts or suggestions where necessary. Then invite different students to share their ideas with the class. Allow a brief class discussion.

Grammar in context *will, may, could*

5 (10–15 minutes)

Read out sentence number 1 (*The sea level may go up by two metres.*) and ask the students to find it in the text (in paragraph 1). Ask the students if this means that it is *certain* or *possible* (*possible*). Then ask the students to complete the task. Go round and answer any queries.

For less able students, ask them to translate the sentence they have difficulty with into Arabic and then decide whether it expresses certainty or possibility.

Ask the students to explain when we use *will*, *may* and *could* (*will is used when we are certain about a future event, may and could when there is some doubt*).

KEY

2 C 3 C 4 P 5 C 6 P 7 P

6 Talking about future predictions (15–20 minutes)

On the board, write:

will
won't
may
may not
could

Ask the students to use these words to write five predictions. Before they start, read out the example sentence and invite a few more from the class and write them on the board.

Go round and check their work while they are writing. When they have finished, put them in pairs to compare answers.

Then invite different students to read some of their sentences to the class.

Did you know?

Do your students know any other ways of helping the environment?

ACTIVITY BOOK page 73 exercises 6 and 7 (10 minutes)

Looking into the future 12

Vocabulary environment

1 Match the words with the definitions.

forest fires climate coast flooding wells drought wildlife global warming

- 1 When large amounts of water cover a place and cause damage. flooding
- 2 The weather conditions of a certain area over a long period of time.
- 3 The part of a country where the land meets the sea.
- 4 The increase in temperature of Earth's atmosphere.
- 5 Fires that burn in forests and cause a lot of damage.
- 6 Deep holes in the ground where people get drinking water.
- 7 Animals that live in the wild.
- 8 When it doesn't rain and plants die.

Comprehension

2 Read the article on page 88 and match the headings with the paragraphs.

- a Sea levels c Wildlife e Polar areas
b Farming d We can help f Droughts

3 Read the text again. Make a list of five problems caused by climate change.

The ice will turn into water.

4 **OVER TO YOU** Work in pairs. Which of the problems in exercise 3 do you think will affect your country?

Grammar in context *will, may, could*

5 Read the article again. Look at the underlined phrases. Do they mean *this is certain* (C) or *this is possible* (P)?

- 1 The sea level may go up by two metres. P
- 2 Farm lands in the Nile Delta will disappear.
- 3 Polar bears won't be able to catch food.
- 4 More regions could become deserts.
- 5 Some hot countries won't be able to grow food at all.
- 6 In China, 30 million people could become homeless.
- 7 These predictions may not come true.

6 **Talking about future predictions** Work in pairs. Compare your ideas with those of your partner.

I think there will be a lot more cars in the future.

Did you know?

You can help stop global warming. Turn off the lights. Recycle plastic and paper. Use solar energy. Buy recyclable products.

OVERVIEW

Outcomes Can read, listen, speak and write about the future

Language focus revision of *will / won't*

Materials Students' Book pages 90–91; Audio CD

Students' Book pages 90 and 91

Reading

1 (15–20 minutes)

First, ask the students to close their books. On the board, write 2050. Tell the students that they are going to read a text which predicts what life will be like in 2050. Tell them that one of the headings is *Flying cars*. Write it on the board and invite them to guess some of the other headings. Write sensible suggestions on the board.

Then ask them to look at the pictures and headings in the text on page 90. Were they right?

Explain that the five predictions were written by five different students, then ask the students to read the whole text.

When they are ready, answer any questions about vocabulary. Then read out the instruction and the question (*Do the students think these things will be possible in the future: yes or no?*) Ask the students to consider each statement and decide *yes* or *no*. Go round and offer help where needed.


Invite different students to read out each sentence and then say *yes* or *no*.

KEY

1 Y 2 Y 3 N 4 N 5 Y 6 Y 7 Y 8 N

Listening and speaking

2 (20 minutes)

a  **12.2** Tell the students they are going to listen to a scientist making predictions about what will happen in 100 years' time. Before they listen, ask them to read the six predictions and check they understand all the vocabulary. Tell them that you will ask them to say which of these predictions the scientist really made.


Play recording 12.2 right through, then let the students read each sentence again and tick (✓) or cross (X) each one.

Then play the recording again, pausing each time the professor has finished speaking to allow time for the students to consider their answers more carefully. Put the students in pairs to compare answers, then play the whole recording again once more.

Audioscript 12.2 – see page 100

KEY

2 ✓ 3 X 4 ✓ 5 X 6 X

b  **12.2** Ask the students to look again at the four statements with a cross and read out the first one, corrected as in the example. Tell them to listen as you play the recording again, and then to write correct versions of the other three predictions.

Play the recording, then go round and check their work, offering help if needed.

Invite three different students to read out the corrected predictions.

Audioscript 12.2 – see page 100

KEY

3 People will see their doctors via the computer.
5 There won't be enough water for everybody.
6 India will have the biggest population.


Skills: Focus on the future world


Links predictions for Life in the Year 2050!

Flying cars

There will be flying electric cars without drivers. A computer will control driving. You will be able to get on and off, like using a lift. You won't have to wait and you will get home quickly! **Mohammed**



Robots everywhere

Robots will help us. They will be like people and will be very intelligent. There will be robot factory workers, farm workers, doctors and even actors. You will be able to just 'think' commands and the robots will obey. **Majeda**



Superintelligence

Tiny robots in your brain will connect you directly to the Internet. You will do with your brain the same things you can now do with a smartphone. This will give humans superintelligence!

Wafa



Mini-computers

You will wear your computer like a watch. It will know your voice and answer your questions. I always forget people's names, but this computer will look at people's faces and tell me who they are! Really useful! It will also tell you the time, of course!

Shaza



Medicine

Doctors will send tiny machines the size of small insects into your body to repair it. Doctors will operate using virtual reality glasses. They won't even have to be in the same city as the patient!

Ibrahim



90

3 OVER TO YOU (15–20 minutes)

Ask the students to read the text again and play recording 12.2 after that. Then put them in small groups to discuss which ideas they like best. Tell them to choose five, add their own predictions, and be ready to explain why.

When they are ready, invite one or two students from each group to share their ideas with the class. Tell them which ideas **you** like best, too.

Writing

4 (15–20 minutes)

Ask the students to read the title and the prompts, then invite some ideas from the class.

Let the students work in pairs or on their own. Ask them to make notes first and then tell them to copy out and complete each sentence. Go round and check their work, making suggestions and corrections where necessary. Then invite different students to read out their work to the class.

Pronunciation the 'k' sound

5 12.3 (10 minutes)

Ask the students to copy out the three sentences, and do the same on the board. Then play the first part of recording 12.3 and ask them to underline the 'k' sounds. Invite a student to come to the board and underline the 'k' sounds while you play the sentence again. Then play the other two sentences while the students complete the task. Play the whole recording again for them to check.

Audioscript 12.3 – see page 100

KEY

- 1 I'd like a cup of coffee and a slice of cream cake.
- 2 I took an e-book to school in my pocket.
- 3 I booked two tickets for Kuwait on my computer.

Lessons 7 and 8



ACTIVITY BOOK pages 74–75
Skills development

Looking into the future 12

Reading

- 1 Read the ideas about the year 2050 on page 90. Do you think these things will be possible in the future: *yes (Y)* or *no (N)*?
 - 1 Robots will be able to do lots of different jobs. **Y**
 - 2 Your car won't have a driver.
 - 3 You won't need a smartphone to surf the Internet because your brain will do it for you.
 - 4 Computers will listen to people's voices and tell you their names.
 - 5 Doctors will be able to operate on you from kilometres away.
 - 6 Robots will be like people.
 - 7 You will wear your computer on your arm.
 - 8 Doctors will use insects to help them in their work.

Listening and speaking

- 2 a  12.2 Listen to the interview. Tick (✓) the predictions you hear, and cross (✗) the ones you don't.
In 100 years:
 - 1 one in four students won't have an education. **✗**
 - 2 people will do most of their shopping on the Internet.
 - 3 doctors will visit their patients at home.
 - 4 there won't be a cure for cancer.
 - 5 there will be enough water for everybody.
 - 6 China will be the country with the biggest population.
- b  12.2 Listen again and correct the false sentences.
 - 1 One in four students will have their lessons at home.
- 3 **OVER TO YOU** Work in groups. What do you think of the ideas in the reading and the listening? Choose the five ideas you like best. Add more predictions of your own.


Writing

- 4 Write a composition about your ideas for the future.

LIFE IN THE FUTURE

I think the future world will be ... (Write sentences introducing your ideas.)
Some things will be much better. (Write two of your ideas.)
I would like to live in my future world because ...

Pronunciation the 'k' sound

- 5  12.3 Copy the sentences. Then listen and underline the 'k' sounds. Work in pairs and practise saying the sentences.
 - 1 I'd like a cup of coffee and a slice of cream cake.
 - 2 I took an e-book to school in my pocket.
 - 3 I booked two tickets for Kuwait on my computer.

Preparation for the project

Tell the students they will be working on a project about time capsules in the next lesson. Ask them if they know what a time capsule is, and explain if necessary that it is a 'present' for people in the future – a collection of things that represent contemporary life that is buried for future generations to discover. Refer them to the definition of a time capsule on the top of page 92.

Ask them to think about what they would like to include in a time capsule, and if possible take photographs or find pictures of the items for use in the next lesson.

Tell them they will be allowed to work together if they wish, or on their own.

Project

Make a time capsule.

Materials pictures collected by students; one large sheet of paper per student; smaller pieces of writing paper and drawing paper; scissors or paper cutter; gluesticks; coloured pens

Students' Book page 92

Preparation (5–10 minutes)

Ask different students to share their ideas about items for a time capsule with the class. Then tell them to look at the pictures, the captions and the letter; answer any questions about vocabulary.

Put the students in pairs or groups, or let them work on their own. Tell the students to decide what items they will include in their time capsules.

Note: A time capsule could contain real objects, not only pictures, but to make the project more practical, students will use pictures only.

First draft (15–20 minutes)

Tell them to note down ideas for captions which explain what the items are and how they are used. Then tell them to look again at the letter and to prepare a similar one for their own time capsules.

Go round and make suggestions where necessary. Remind them that this is just a first draft; they can change their minds and make corrections as much as they like.

Design the project (5–10 minutes)

Give each student a large sheet of paper and explain that they will stick their pictures and writing onto it. Ask them to think about where they will place their pictures and texts, and while they are doing that, go round and make more corrections to their drafts.

Second draft (15–20 minutes)

Give each student some writing paper and tell them to write their second drafts. Make sure you have seen and corrected their first drafts before they start these final versions. Provide paper for illustrations (i.e. photos or drawings of the items they have chosen to include).

Finally (10–15 minutes)

Tell them to arrange and stick the writing and pictures on the large sheet of paper.

Then tell them to write the title in large, colourful letters (suggest they use a pencil first!) and add further designs as they wish (for example, ruled borders around the pictures and texts would enhance the presentation).

Use the projects for a classroom display after asking a few volunteers to present their project to the class.

Revision 3

Audioscript R3.1 – see page 100

KEY – see page 107

EXTRA LISTENING page 103

**Module 6 Progress test
ACTIVITY BOOK pages 76–79**

**Module 6 Learning log
ACTIVITY BOOK page 85**

Project Make a time capsule.

A time capsule is a container with objects inside it. They represent your life today. Later generations can open the time capsule and learn about the way you lived.

A time capsule

- Plan a time capsule to open in the year 2200.
- Choose five objects that represent your life today.

This is a schoolbook. We study English from this book. It has a CD so that we listen to some information.

My letter to the future

Dear future people

I would like to tell you about my life. I live in the 21st century, in Syria. I live with my mum and dad and two brothers in an apartment on the fifth floor of a big building.

In the 21st century people use a lot of technology. In my house there are a lot of machines. In my bedroom I've got a laptop. I use it to listen to music, play computer games, watch videos, do my school projects and surf the Internet.

This is a smartphone. It is a machine that I use to send text messages, chat with my friends online, surf the Internet, watch videos and take photos.

This is a photo of my family. I'm the one on the right. There's my mum and dad and two brothers.

These are headphones. You use them to listen to music from a computer or from a music player. They are wireless!

This is a USB. You use it to exchange data between computers.

- Check the model so that you prepare a similar one.
- Write about the objects and explain why they are important.
- Write a letter to people in the future.

- Present your time capsule to the class, talking about your home and family, your interests and the things that you use in your life.

92

Students' Book audioscripts

Module 1 Unit 1

1.1

- 1 father mother
- 2 son daughter
- 3 brother sister
- 4 grandfather grandmother
- 5 uncle aunt

1.2

Interviewer: Hi, Hussein.

Hussein: Hi.

Interviewer: Can I ask you some questions?

Hussein: Sure, go ahead.

Interviewer: What's your favourite thing?

Hussein: That's easy. My laptop.

Interviewer: And what's your favourite sport?

Hussein: Football. I love football.

Interviewer: What's your favourite food?

Hussein: My favourite food is shish kebab.

Interviewer: What are your favourite films?

Hussein: Adventure films! They're fantastic.

Interviewer: Thanks, Hussein.

Hussein: That's OK.

Interviewer: Hello, Ghada.

Ghada: Hi.

Interviewer: Can I ask you some questions?

Ghada: Yes, of course.

Interviewer: Great. What's your favourite thing?

Ghada: My smartphone.

Interviewer: And what's your favourite sport?

Ghada: My favourite sport is tennis.

Interviewer: What's your favourite food?

Ghada: Fish! I love it!

Interviewer: What are your favourite films?

Ghada: My favourite films are comedy films.

Interviewer: Great! Thanks, Ghada.

Ghada: That's all right.

1.3

- | | |
|---------------|-----------|
| 1 attic | 6 stairs |
| 2 bathroom | 7 hall |
| 3 bedroom | 8 kitchen |
| 4 balcony | 9 garage |
| 5 living room | 10 garden |

1.4

Amal: In our apartment we've got a big living room and a kitchen. We've got two bedrooms – my bedroom is my favourite place – and we've got a hall. We've got a nice bathroom, too. We haven't got a garden, and we haven't got an attic, but we've got a fantastic balcony. Oh yes, and we've got a garage for my dad's car.

Jaber: We live in a house. We've got a living room, a kitchen and two bathrooms. We've got three bedrooms and we've got an attic, too. We haven't got a garage. But we've got a great garden – it's my favourite place.

1.5

ship	six	live	is
sheep	be	easy	cheap

1.6

think	DVD	give	sleep
him	she	kitchen	thirteen

1.7

Give me the deep blue sky
And sand under my feet
Give me a million million stars
And a big green tent
To sleep in.

Give me the deep blue sky
And snow under my feet
Give me a million million stars
And a little white igloo
To sleep in.

Unit 2

2.1

Ahmed and the Hawk

Episode 1: The football match

Ahmed is in the *All Stars* football team. They play games against other schools every Friday. Ahmed wants to become a professional footballer. His best friend, Yousef, plays in the team, too. Their friends and families watch the games. Ahmed's sister, Samira, is there because she loves football.

This game is against the *Top Score* team. They are good ... and tough. The score is 2 – 1 to *Top Score*. It's the last minute of the game. Yousef passes the football to Ahmed. He runs towards the goal.

Samira: Go on, Ahmed!

But Ahmed doesn't score! A hawk lands on the football pitch near the goal. It has got a white net around its wing. It can't fly properly. Ahmed decides to help the bird. The goalkeeper picks up the ball. Then the referee blows his whistle. The game is over.

Yousef: Oh no! *Top Score* are the winners!
Ahmed: The result isn't important. I'm worried about the bird.

Ahmed strokes the hawk's head. The hawk is all right. It looks at Ahmed, then flies up into the sky.

Later, Ahmed stands on the balcony. It is a beautiful evening. He sees a bird in the sky. It is the hawk! It flies towards Ahmed and lands on the wall. Ahmed is really surprised. But what's in the hawk's beak? The hawk drops the white net and looks at Ahmed. What does the hawk want?

2.2

Interviewer: Hi, Paul. Can you run 500 metres?

Paul: Yes, I can.

Interviewer: Can you juggle three balls?

Paul: No, I can't.

Interviewer: Can you swim 100 metres?

Paul: Yes, I can.

Interviewer: Can you ride a bicycle?

Paul: No, I can't.

Interviewer: Can you sing traditional songs?

Paul: Yes, I can.

Interviewer: Can you play a musical instrument?

Paul: No, I can't.

Interviewer: And can you dive?

Paul: Yes, I can!

Interviewer: Thanks, Paul.

Interviewer: Hi, Emma.

Emma: Hi!

Interviewer: Can you run 500 metres?

Emma: Yes, I can.

Interviewer: Can you juggle three balls?

Emma: Yes, I can.

Interviewer: Can you swim 100 metres?

Emma: No, I can't.

Interviewer: Can you ride a bicycle?

Emma: Yes, I can.

Interviewer: Can you sing traditional songs?

Emma: No, I can't.

Interviewer: Can you play a musical instrument?

Emma: Yes, I can! I can play the piano.

Interviewer: And can you dive?

Emma: No, I can't.

Interviewer: That's great. Thanks, Emma.

2.3

Grey parrots can say 800 words.

Camels can drink 130 litres of water.

Ants can't sleep.

Tigers can communicate with their ears.

Whales can sing for 20 minutes.

Bats can't walk.

Snakes can't close their eyes.

2.4

1 Hello. I'm Haruki. I live in Tokyo. It's a very big city. I'm from Japan.

2 Hi. My name is Nour. I live in Aleppo. I'm from Syria.

3 Hello. I'm Carlos. I'm Spanish. I live in a small town near Barcelona, in Spain.

4 Hi. My name is Ana. I live in Rio de Janeiro. I'm from Brazil.

2.5

1 brother 2 mobile 3 football

4 number 5 book 6 skateboard

Module 2

Unit 3

3.1

1 In the morning, I get up at half past six. I never remember to set the alarm clock!

2 I get washed and get dressed. My clothes are always difficult to find. Then we all have breakfast together. We have eggs, olives, labneh, bread and tea.

3 I usually pack my school bag in the morning, five minutes before I leave the house. I always forget something: my pen, or sometimes my homework! Mum doesn't like this!

4 I leave home at seven, but I'm often late. I get the bus to school at five past seven. I usually run for the bus! My friend Hassan waits for me at the bus stop.

5 School starts at half past seven. I have lessons until one o'clock. In the break I sometimes have a snack. I often forget to pack it! On Wednesday we play football. But I don't always remember my football boots.

6 Then I go home. We eat a big lunch at 2.00 pm! In the afternoon, my friends play basketball and I sometimes play with them. But I often help my parents in their shop.

7 In the evening I do my homework and watch TV. Some nights I watch my favourite programme and I don't finish my homework! I always go to bed at ten o'clock.

3.2

Mum: Ali, have you got a moment?

Ali: Yes, what is it, Mum?

Mum: I've got some rules here for your new routine.

Ali: My new routine?

Mum: That's right. The rules are very easy to follow.

Ali: OK, what are they?

Mum: Pack your bag in the evening.

Prepare your clothes in the evening.

Get up at six o'clock.

Ali: Six o'clock!? That's really early!

Mum: Because you're always late.

Ali: Oh, OK.

Mum: Leave home at five to seven.

Don't forget your snack.

Ali: My snack? That's a good idea.

Mum: Make a timetable for the afternoon.

And watch TV *after* you finish your homework.

Ali: After?

Mum: That's right. Oh, and one last thing. Don't go to bed late.
Ali: Is that everything?
Mum: Yes. Is that OK?
Ali: Er, yes. Thanks.

3.3

1

Man: Turn right out of the post office and then turn left into Hill Street. At the crossroads, cross Howard Avenue, then turn right into Norton Road. It's on the right, just after the first turning on the right.

2

Woman: Turn left out of the post office. Turn left at the end, into James Street. Turn right into Bell Road, then right into High Street. Turn left into Station Road. It's on your left.

3

Man: Turn left out of the post office. Turn right into James Street. At the end, turn right into High Street. It's on your right, opposite the supermarket.

3.4

Teacher: OK, everybody. I want you to listen very carefully to these safety instructions. The science lab can be a dangerous place – but it's a very safe place if you follow these rules.

Always wear a lab coat and goggles. Never work alone. Don't play games or play tricks. Don't eat or drink. Keep the lab clean and tidy. Don't touch your face. Right! Now let's start our experiment ...

3.5

1 drinks 2 says 3 watches

3.6

fills	eats	finishes	gets
listens	packs	studies	presses
likes	goes	pushes	reduces

3.7

Professor Loonel lives in his lab
 And works by the light of the stars.
 He takes lots of chemicals
 Then mixes them all in jars.

Professor Loonel loves his work
 But burns holes in his clothes.
 He takes powders, liquids and gases
 Then watches them all explode!

Unit 4

4.1

Ahmed and the Hawk Episode 2: The hunters

It's five past one and Ahmed, Yousef, Samira and Huda are going home from school. Ahmed isn't walking with the others. He's looking at the clear blue sky.

Yousef: What are you doing, Ahmed?
Ahmed: I'm looking at that bird. It's the hawk from the football match. I want to follow it.
Samira: OK. Call Mum on your mobile and ask her.
Ahmed: Yes, of course.

Ahmed talks to his mother. Then he follows the hawk. Where is it taking him? Suddenly, Ahmed sees three men. He calls Samira on his mobile.

Ahmed: I can see three men.
Samira: What are they doing?
Ahmed: They aren't moving. They're standing next to a big tape recorder. It's playing a bird song. And I can see hundreds of birds. The birds are flying towards a net.

Samira: What's happening now?
Ahmed: The birds are flying into the net! The men are hunting birds!

Ahmed: Two men are putting the birds in cages. The other man is putting a cage in the back of a van.
Samira: Oh, Ahmed. That's terrible. Is the hawk OK?
Ahmed: He's fine. He's flying back to me.

4.2

1

Reporter: The students at this school are learning artistic skills. They do it once a week after school. And they all think it's fantastic. We visited the school last week and asked them about their experiences.

2

Reporter: What are you doing, Mary?
Mary: I'm painting. It's very hard at first, but I'm learning quickly. It's really relaxing when you learn how. Those paintings over there are mine.

Reporter: Why are you here?
Mary: I don't really have a special talent, but I want to do a creative activity. My friends are very surprised I'm taking an art class.

3

Reporter: What are you doing, Nick?
Nick: I'm studying photography. It is easy to take a picture, but it is hard to take a good one. I'm learning how to take a picture from different angles. This is one of my favourite photos.

Reporter: Why are you here?
Nick: I think it's very interesting how you can remember

a happy moment through a photo. Photography is teaching me to do things patiently. This is a very important lesson.

4

Reporter: What are you doing, Jenny?

Jenny: I'm sculpting a turtle. That shape is the first step. This activity needs a lot of attention to detail and you have to do it very gently. I prefer sculpting with clay, but wooden sculptures are also very elegant.

Reporter: Why are you here?

Jenny: I love making things with my hands. I also like displaying my sculptures on a shelf in my room. It makes me feel proud.

5

Reporter: What are you doing, Ian?

Ian: I am trying to make a vase. I have to be very careful. Pottery is a little complicated but enjoyable. I like watching the clay spinning and slowly forming an object. These beautiful vases are made by other students.

Reporter: Why are you here?

Ian: I don't think many people are taking pottery classes these days. It is a very old art and it's nice to keep the traditions.

4.3

twenty-six
thirty-seven
one hundred and seventy-three
nine hundred and eighty-one
one thousand

4.4

Suzy: Hi, my name is Suzy, and I go to The Country High School. It's a great school and it's got good facilities. It's got a fantastic gym and a big swimming pool. I love sport, so that's really good. I'm not very interested in technology, but the school has got a computer lab with lots of computers. I love music though, and the school has got a fantastic music room.

After school, you can practise with the orchestra. I do that every Monday. We've got a drama class, an art class and a sports club. I go to the sports club on Wednesdays. We've even got an outdoor survival class. That's brilliant! Oh yes, we've got a homework club, too. That isn't much fun, but it's a good idea.

4.5

- 1 I'm sitting by the swimming pool but I'm not going in the water.
- 2 The Country High School has got some great things.
- 3 They sing every evening.

Revision 1

R1.1

Interviewer: What other clubs does your school have?

Samar: We have a book club, a drama club and a music club.

Interviewer: Are there any changes you would like to make to your school?

Samar: I think it would be a good idea to have a school magazine. It can talk about our school clubs and sports events.

Interviewer: Does your school have any sports teams?

Samar: Yes! We have a basketball team, a football team and a tennis team. The basketball team often wins matches.

Module 3 Unit 5

5.1

Ahmed and the Hawk

Episode 3: The camping trip

Ahmed, Yousef, Samira and Huda are going on a camping trip with Ahmed's mother and father, Hussein and Mariam. They are checking the list of the equipment.

Mariam: There's a torch, there are some matches ...

Samira: Are there any dates?

Yousef: No, there aren't. But there's some hoummous.

Hussein: We can't take hoummous into the desert. It's too hot!

Ahmed: OK, let's eat it now!

They drive into the desert. There are beautiful mountains in the distance. Tourists come from all over the world to look at the wildlife here.

Yousef: I'm hungry. Are we near the campsite?

Ahmed: There's a map in the bag.

Yousef: No, there isn't.

Ahmed: Yes, there is!

Samira and Huda are putting up their tent very quickly. The boys are having problems.

Ahmed: Ouch! There are insects everywhere! Is there any insect repellent?

Samira: Yes, here it is.

It's getting dark. They sit around the campfire and eat some food.

Yousef: Hey, look! There's a bird on our tent.

Ahmed: That's my hawk! He's the bird from the football match. He likes me.

Hussein: That's very strange for a hawk.

Ahmed: I think he's trying to talk to me.

Ahmed starts to explain about the men and the net, when the hawk flaps his wings and flies into the air. Ahmed stops talking and listens. They can hear a noise. What's out there in the desert? Then suddenly they see a shape in the darkness ...

5.2

- | | |
|-------------------|--------------------|
| 1 water | 7 insect repellent |
| 2 a can opener | 8 soap |
| 3 a camping stove | 9 a compass |
| 4 fuel | 10 a torch |
| 5 matches | 11 batteries |
| 6 a map | 12 sun cream |

5.3

- Nadia:** Hi Zeinab.
Zeinab: Hi! How are you? Are you getting ready for our trip?
Nadia: Yes, that's why I'm calling you, actually. We need to talk about what we've got already. Have you got a torch?
Zeinab: Yes, I have.
Nadia: Great. What about soap? Have you got any soap?
Zeinab: No, I don't have any soap. Do you?
Nadia: No, I don't. We can buy some tomorrow.
Zeinab: OK. Oh, I've got some batteries, so we don't need to buy any of them.
Nadia: Good. And I've got a can opener!
Zeinab: Yes! We can't go camping without a can opener! Well done for remembering!
Nadia: Have you got any matches?
Zeinab: No, we haven't got any matches in the house. No one needs them here.
Nadia: Well we can buy matches tomorrow, too. I've got some sun cream – lots of different sorts, 15, 20, 25, 30 ...
Zeinab: OK, OK. We only need one bottle!
Nadia: Right. I've got a shopping list now.
Zeinab: Shall we go together to the shopping mall?
Nadia: Yes, we can go with my mum tomorrow.
Zeinab: Great.

5.4

- 1**
Assistant: Hello, can I help you?
Boy: Er, yes. Have you got any brochures, please?
Assistant: Yes, here they are.
Boy: I'll have these two, please.
Assistant: That's \$1, please.
Boy: OK. Here you are.
Assistant: Thank you.

2

- Girl:** Hi, have you got any books?
Assistant: Yes, here they are.
Girl: Oh, I'll have this one, please. And I'll have a puzzle, too.
Assistant: Here you are. Is that everything?
Girl: Yes, thank you.
Assistant: That's \$25, please.

3

- Assistant:** Can I help you?
Boy: I really like this T-shirt. Have you got a red one?
Assistant: Yes ... here you are.

- Boy:** That's great. And have you got any caps?
Assistant: Yes, we have these.
Boy: I'll have this black one, please.
Assistant: OK, that's \$30.
Boy: Great. Thanks.

5.5

- Assistant:** Can I help you?
Deema: Have you got any T-shirts?
Assistant: Yes, we have.
Deema: And have you got any mugs?
Assistant: Yes, they're over there.
Deema: Oh, good. I'll have these three. And these two brochures.
Assistant: That's \$16, please.
Deema: Here you are.
Assistant: Thanks.

5.6

- | | |
|---------------|--------------|
| 1 computer | 2 colour |
| 3 supermarket | 4 newsagent |
| 5 water | 6 can opener |

5.7

- | | | |
|------------|-------------|--------------|
| 1 paper | 2 chocolate | 3 department |
| 4 magazine | 5 camera | 6 poster |

Unit 6

6.1

- 1 to chop
 2 to stir
 3 to heat
 4 to bake
 5 to pour

6.2

Rabab and Ibrahim are brother and sister. Rabab is cooking and Ibrahim comes into the kitchen.

- Ibrahim:** What are you doing, Rabab?
Rabab: I'm making a pudding.
Ibrahim: Fantastic! What are you making?
Rabab: Apple Crumble. It's for my friend Ruba and her family.
Ibrahim: Aren't you making some for me, too?
Rabab: Of course. I'm making two dishes. One is for us and one is for Ruba's family. This dish is ours and this one is theirs.
Ibrahim: Are they ready?
Rabab: They're not cooked yet. I'm just about to put them in the oven.
Ibrahim: This is making me hungry! Can I have those chocolates?
Rabab: No, you can't. They're a present for Ruba. They're hers. Why don't you wait for the Apple Crumble?
Ibrahim: How long does it take?
Rabab: Half an hour.
Ibrahim: Oh, that's too long for me!

6.3

Narrator: Danielle, from England, is visiting Deema. They are at the shopping mall with Salwa, Deema's mother.

Danielle: I'm really hungry. Shopping is very tiring!

Deema: Let's eat here.

Danielle: How many places are there?

Deema: A lot! Do you like Italian food?

Danielle: I quite like it.

Deema: What about Indian?

Danielle: Yes, great idea! I love curries!

Deema: OK, let's go to Indian Feast.

Narrator: They are at the counter in the restaurant.

Assistant: What would you like?

Danielle: Oh, I'd like the Madras Curry. What about you?

Deema: I'd like the Biryani.

Salwa: And I'd like the Tandoori Chicken.

Assistant: And how much rice would you like?

Danielle: That's enough rice, thanks.

Assistant: Anything to drink?

Salwa: Three orange juices, please.

Assistant: Here you are.

6.4

1

I love the fireworks and the big party in the streets. It's really fun. And I like sending cards to my friends with all my best wishes. It's a New Year festival and we all give presents. I like that, too!

2

This is a really important festival to us. There's a big parade in the streets and lots of fireworks. The colour red is very important to us. We get red envelopes with money in them. We see our friends and family. And we eat lots of special food, too. I love the special cakes! We have a fantastic time.

3

I really enjoy this festival. It's a great day. And after a month of fasting, it seems very special. I love the cakes and the desserts that we eat – but I think it's good that people give money to charity, too. Yes, I think that's very important. It's even better than my birthday!

4

A nice thing about this festival is that friends and family gather. That's nice. And on the day of the festival, we all dress up in our best clothes and there are lights and candles in every room of the house. It's very pretty. Millions of Sikhs and Hindus celebrate this every year.

6.5

Hala: So, do you think we should make any salad?

Nabil: Of course! Would you like some fattoush or tabbouleh?

Hala: I like tabbouleh more, but Mum and Dad prefer fattoush, so let's make fattoush.

Nabil: I agree. Now, what about hoummous?

Hala: Well, I don't know how to make hoummous, and we haven't got any in the fridge.

Nabil: OK, forget about it. I'd like some kebab or some felafel. Have we got any in the fridge?

Hala: I can see some chicken, but no felafel ... oh! We've got some kebab. And what about some baked potatoes on the side?

Nabil: That's a great idea! Let's make rice, too.

Hala: You're right. Now let's begin before Mum and Dad arrive.

6.6

1 pizza	2 parsley	3 pastry	4 pasta
5 bread	6 bake	7 burger	8 biscuit

6.7

1 pet	2 job	3 buy
4 help	5 please	6 bird

Module 4

Unit 7

7.1

Ali: Welcome to the latest issue of *Links*. This week we're asking you about your holidays. Aishah asked the questions, Samer filmed the interviews and I created the web page. What a team! Hope you like it. First we asked Rakan. He had a cultural holiday.

Aishah: Where did you travel?

Rakan: To Sweida in Syria.

Aishah: Whom did you travel with?

Rakan: My family.

Aishah: Where did you stay?

Rakan: In a hotel.

Aishah: How long did you stay?

Rakan: For a week.

Aishah: What did you visit?

Rakan: The Sweida Museum. It was fun.

Aishah: What was your favourite moment?

Rakan: When we were in the museum!

Ali: Then we asked Maya. She had a beach holiday.

Aishah: Where did you travel?

Maya: To Spain.

Aishah: Whom did you travel with?

Maya: With my family and my cousins.

Aishah: Where did you stay?

Maya: In my uncle's house by the sea.

Aishah: How long did you stay?

Maya: For two weeks.

Aishah: Did you enjoy it?

Maya: Yes, I did. It was brilliant.

Aishah: What was your favourite moment?

Maya: When we played beach volleyball.

Ali: Finally, we asked Ahmed. He had a holiday at home.

Aishah: Did you go on holiday?

Ahmed: No, I didn't. I stayed at home.

Aishah: Did you have a nice time?

Ahmed: Yes, I did. It was quite nice.

Aishah: What did you do?

Ahmed: I played with my friends and I listened to music.

Aishah: Did you visit new places?

Ahmed: Yes, I did. I visited museums and a castle.
Aishah: What was your favourite moment?
Ahmed: When we watched a football match.

7.2

Interviewer: Hi, Rick.
Rick: Hi.
Interviewer: Can I ask you a few questions?
Rick: Sure.
Interviewer: OK. What did you do last Friday?
Rick: Erm, well, I listened to music and I watched TV.
Interviewer: Did you play any sport?
Rick: No, I didn't. But I played the guitar!
Interviewer: Fantastic. And did you phone a friend?
Rick: No, I didn't.
Interviewer: And what about your computer? Did you surf the Net?
Rick: Yes, I did. I think I surf the Net nearly every day!
Interviewer: Thanks, Rick.
Rick: No problem!

Interviewer: Hi, Katy.
Katy: Hello.
Interviewer: What did you do last Friday?
Katy: Last Friday? Let me think. I played tennis ... and I phoned my friend Louise.
Interviewer: Did you listen to any music?
Katy: Yes, I did. I listened to my new folk CD.
Interviewer: And what about TV? Did you watch TV?
Katy: No, I didn't.
Interviewer: Did you surf the Net?
Katy: No, I didn't. I was too busy. I had my piano lesson, so I played the piano.
Interviewer: Thanks, Katy.
Katy: That's OK. See you.

7.3

- 1 He played football.
- 2 I watched TV.
- 3 We visited a museum.

7.4

invented	surfed	lived	liked
wanted	walked	listened	travelled
returned	decided	started	shocked

Unit 8

8.1

Ahmed and the Hawk Episode 4: The sanctuary

Ahmed and his friends saw an old man in the light of the fire. He had a white beard and a kind face. The hawk flew down and landed on the man's arm.

Ahmed: The hawk knows you!
Mahmoud: Yes, he does. He knows me because I saved him.
Ahmed: How did you save him?
Mahmoud: This bird had a hurt wing. I took care of him a year ago. My name is Mahmoud. I've got a sanctuary for birds. You know, millions of birds fly between Europe, Russia, Central Asia and Africa. Some of them get hurt. I take care of them.

Mahmoud drank tea and told them his story.

Mahmoud: Two days ago, I went out into the desert. I wasn't worried about my birds. They weren't hungry because I gave them lots of food. I didn't get back until seven o'clock. I couldn't believe my eyes. It was a disaster. I couldn't see any of my poor birds. The sanctuary was empty.

Mahmoud: There was a piece of white net round a dead bird. That's how the hunters caught the birds. With nets! There were tracks in the sand from a big van. So I followed them yesterday and today.

Ahmed: Where did the tracks go?

Mahmoud: They led me here.

Suddenly they heard a noise in the night air. It was the sound of an engine. Mahmoud stood up quickly and looked at Ahmed.

Mahmoud: That's their van! The hunters are near here. Come with me!

8.2

Interviewer: Hello, Alan.

Alan: Hi.

Interviewer: Tell us about your research.

Alan: Well, I'd like to tell you about all the things that we use every day and assume are modern inventions and discoveries from the West, when in fact they come from the East. I'd like you to imagine your morning routine. You are in bed in your pyjamas – well they come from India. In fact, the word is Indian. You have cotton sheets. Cotton originates in India.

Interviewer: I never thought about it like that before.

Alan: You look at your clock to see the time, well that is European in origin! You go into the bathroom and you are surrounded by things from the East. Your mirror is made of glass which was invented by the Ancient Egyptians, and your tiles are from the Middle East. Only the radiator is a strictly American invention. At breakfast you use plates made of china. Well it's obvious that they are Chinese in origin. And you drink a cup of coffee which was

discovered originally in the Middle East.

Interviewer: That's really interesting. Thanks for talking to us today.

Alan: It was a pleasure.

8.3

- | | | |
|---|-------|------|
| 1 | cook | look |
| 2 | fruit | rule |

8.4

- | | | | | | |
|---|-------|---|-------|---|---------|
| 1 | flute | 2 | stood | 3 | student |
| 4 | book | 5 | sugar | 6 | music |

Revision 2

R2.1

Last May, I went to the Earth Festival in the village of Ain Dara, Lebanon. The camp was for two days. We brought our own tents and sleeping bags. The topic of the festival was about respecting our planet and being healthy. Many speakers made presentations. They explained how we could protect our planet with very small acts. There was healthy food, live music and even a small library! There were also many activities like gardening and sports. I really enjoyed the music performances. I also learned a lot of new information like the importance of taking care of nature and animals and being healthy.

Module 5 Unit 9

9.1

Ahmed and the Hawk
Episode 5: No escape!

Mahmoud: We mustn't let the men get away. I must rescue my birds.

Ahmed: I'm going with Mahmoud.

Samira: Then I'm going, too.

Ahmed: No, you must stay with the others.

Samira: OK, but you must keep your mobile phone on.

Mahmoud: We must go now.

Hussein: Be careful, Ahmed. Come on everyone, let's get in the car! We must find the police!

Hussein drove away to find the police, while Mahmoud and Ahmed walked along the tops of the dunes. They didn't talk, they just looked and listened. The hawk flew in circles above them, searching for the men. Then the hawk suddenly cried out. The men were near!

Mahmoud and Ahmed crawled to the edge of the dune and looked down. They saw the van, the men and the birds in cages. A plane stood about 50 metres away, ready for take-off.

Mahmoud: We must open the cages before they put them on the plane.

Ahmed: How can we do that?

Mahmoud: I have an idea. Now listen. You mustn't move from here. And you mustn't make a sound. But if you see any danger, whistle ... like this.

Ahmed: OK. Good luck.

The old man walked quietly away. Ahmed waited for ten minutes. The plane engine started. Ahmed looked around. Where was Mahmoud? Ahmed stood up, but he still couldn't see him. He moved a few metres to his left ... and slipped and fell.

The hunters ran towards the noise. Ahmed tried to get away, but his leg hurt too much. Then the men saw him. He couldn't escape!

9.2

Announcer: Flight BA634 to London, departing at 14.15, is boarding now at Gate 42.

We regret to announce that flight DLN810 for Paris, with a departure time of 8.40, is delayed until 10.30. Please stay in the lounge.

Flight SC934 for Dubai, departing at 11.45, is boarding now at Gate 18.

Flight TLA664 to Amman, departing at 15.35, is boarding now at Gate 6.

9.3

- | | | | | | | | |
|---|-------|---|-------|---|------|---|--------|
| 1 | hotel | 2 | happy | 3 | hour | 4 | hello |
| 5 | hand | 6 | hold | 7 | high | 8 | honour |

9.4

To see a world in a grain of sand
And a heaven in a wild flower,
Hold Infinity in the palm of your hand
And Eternity in an hour.

Unit 10

10.1

The Nobel Prize in Chemistry 1911
Marie Curie

Marie Curie was born in 1867 in Poland. She studied chemistry and physics in Paris and was the first woman to teach at the Sorbonne University. She married Pierre Curie and they studied radioactive materials together. She was the first woman to receive the Nobel Prize in 1903, and the first person to receive a second prize in 1911. She died in 1934.

10.2

Nelson Mandela was born in 1918 in South Africa. He spent his life fighting for peace and for human rights to make all people equal. His actions made him stay in prison for 27 years. In 1993, Mandela won the Nobel Peace Prize, and in 1994, he became president of South Africa and served for five years. He

encouraged peaceful solutions to serious problems in society. He kept fighting for peace until his death in 2013.

10.3

1	the	that	feather	clothes
2	three	thirst	author	month

10.4

those	think	they	thirty
birthday	this	other	maths
there	Thursday		

Module 6

Unit 11

11.1

Ahmed and the Hawk

Episode 6: Free flight

Hunter 2: What are you doing here?

Ahmed: I'm on a camping holiday. I went for a walk and I got lost.

Hunter 1: Do you believe him?

Hunter 2: The boy isn't telling the truth! So we're going to put him into a cage. And then we're going to fly away.

Hunter 1: Are we going to take him with us?

Hunter 2: Yes, we are. And then he's going to step out of the plane and fly like a bird!

Ahmed remembered Samira's advice about his mobile phone. He secretly sent a text message to her. It said, 'I'm in danger. Help!'

Mahmoud looked in horror as the men led Ahmed towards the cages. He had to help Ahmed, he had to forget the birds in the cages. But the hawk had other ideas.

Hunter 2: What's that hawk doing? The birds are going to escape!

Mahmoud watched as hundreds of birds flew into the night sky. The hunters ran towards the plane. 'They're going to get into the plane!' thought Mahmoud. 'And they're going to take Ahmed with them!' Then he saw some lights in the distance. There was a noise, too. It was the sound of engines.

The helicopters roared above their heads and dropped their nets. Ahmed was astonished. 'It's the police!' he thought. 'The hunters aren't going to escape!'

Ahmed and Mahmoud waved at the helicopter. They could see Hussein next to the pilot. They were all really happy. And they were going to celebrate!

11.2

1

Interviewer: What are you going to do at the weekend?

Boy: That's easy! I'm going to play my computer game.

2

Interviewer: What are you going to do at the weekend?

Girl: I'm going to send lots of text messages to my friends.

3

Interviewer: What are you going to do at the weekend?

Boy: I'm going to buy some new CDs ... and I'm going to do my homework, of course!

4

Interviewer: What are you going to do at the weekend?

Girl: Oh, erm ... I'm going to visit my aunt ... and erm ... oh yes, I'm going to put my holiday photos on my website.

11.3

1	icon	2	menu	3	folder
4	file	5	screen	6	port
7	keyboard	8	cable	9	mouse

11.4

There are many differences between the first mobile phone and today's smartphones. Today we don't only use smartphones to make calls and send text messages like we did with old phones. They are like mini-computers, and we use them to take pictures and edit them, listen to music, watch videos, play games and surf the Internet. This might sound very interesting now, but in a few years, the future of smartphone technology is going to surprise us.

Some experts believe that phones are going to be able to identify our faces from all sides and angles. This is going to make it hard for people to open your phone or steal it, even if they have a picture of you. Smartphone technology is also going to enable you to shop for a wardrobe online and see what it is going to look like in your bedroom before you even buy it! Another prediction is that you're going to be able to charge your phone with the energy you create when you move around. Other experts believe that a new invention is going to replace the smartphone. Who knows what the future holds for us in the world of technology?!

11.5

1	cup	butter	colour	must	tongue
2	car	answer	heart	laugh	star

11.6

honey	guitar	London
clerk	bath	cousin

Unit 12

12.1

Announcer: Hi, good evening. This is our latest update on the weather around the world for tomorrow, Wednesday 15th January.
In Damascus in Syria, it will be cloudy with a maximum temperature of 12 degrees.
In Beijing in China, it will be sunny, but it's cold here too, with a temperature of 3 degrees.
Beirut in Lebanon will be cloudy with a temperature of 12 degrees.
Cairo will be cloudy, and it will have a temperature of 17 degrees.
Istanbul in Turkey will be sunny with a maximum temperature of only 6 degrees.
Unfortunately, in London it will be rainy again with a temperature of 7 degrees.
In Mexico City it will be cloudy with a maximum of 19 degrees.
And in Canada, Montreal will be snowy and very cold – minus 10 degrees.
In Moscow, it will be a snowy day with a temperature of minus 2 degrees.
Riyadh will be sunny with a maximum temperature of 23 degrees.
And to finish with, Sydney will be the hottest city in the world tomorrow with a temperature of 28 degrees. But it will be stormy.

So that's your weather update for tomorrow, now back to the news ...

12.2

Interviewer: Professor Adams, thank you for coming in to talk to us today. In your latest book, you make a number of predictions about what our lives will be like in 100 years ...

Professor: That's right.

Interviewer: Can you give us an idea of some of the ways daily life will be different?

Professor: Of course. Well, to begin with, look at education: one in four students won't go to school.

Interviewer: Really? Does that mean they won't have an education?

Professor: Not at all. They'll have their lessons at home. But they will be connected to their teachers by computer. In fact, computers will become more and more important. They will control our homes – and we'll also do nearly all our shopping on the Internet. People will see their doctors via the computer, too.

Interviewer: Talking of medicine, will there be a cure for cancer?

Professor: I don't think there will be a cure for cancer. However, we will be able to treat and control the disease – which is very important.

Interviewer: That's fantastic.

Professor: Unfortunately, there will probably be new diseases, too, that we don't know about yet. And the biggest problem the world will face is water. There just won't be enough of it for everybody. In fact, water will be the world's most important resource.

Interviewer: Will people live longer?

Professor: Yes, they will. Lots of people will live to be over 100, so the world population will grow. At the moment, China has the biggest population of any country. In 100 years' time, it will be India.

Interviewer: So now we know what the world will be like in 100 years.

Professor: I'm afraid we don't. There will be changes to our lives that we just can't predict. The future is always full of surprises!

Interviewer: Professor Adams, thank you for sharing your ideas with us.

Professor: It was a pleasure.

12.3

- 1 I'd like a cup of coffee and a slice of cream cake.
- 2 I took an e-book to school in my pocket.
- 3 I booked two tickets for Kuwait on my computer.

Revision 3

R3.1

Hani: What do you want to be when you grow up, Maha?

Maha: I don't know.

Hani: What do you like?

Maha: Well, I love reading and writing. I also love learning new languages.

Hani: You could become a language teacher.

Maha: Yes, but I won't. I prefer working quietly. I am also shy.

Hani: Why don't you become a writer?

Maha: I think that's a good idea. What about you? You're very active and you love tennis. Why don't you be a tennis coach?

Hani: I know, but I think I'm going to be a scientist. I love doing research, and it's a challenging job.

Maha: You must be good at science. I know you will be a good scientist; you are very smart!

Hani: And you will be a good writer, too. You are very imaginative!

Extra listening

Teacher's Notes

There is one extra listening exercise at the end of each module. Each exercise follows the same sequence. The teacher's instructions are as follows:

Part 1

- 1 Ask the students to listen carefully while you read the text clearly.
- 2 Tell the students they will hear five questions and that you will then read the text again. Read each question clearly. At this stage, students should not write anything.
- 3 Ask the students to listen again while you read the text a second time.
- 4 Read out each question, pausing after each one for the students to write their answers. If necessary, repeat them.

Part 2

Read out the text as a dictation, pausing where indicated for the students to write it down. Read it through again, then put the students in pairs to check each other's work.

Module 1

Part 1

1 Listen carefully.

Raed is thirteen. He's from Egypt and he lives in Cairo. He's got two sisters. Their house is big. It's got five bedrooms. Raed likes music. He can play three instruments. He doesn't like sport. He isn't good at football. He's terrible at it.

2 Now listen to five questions. Then I'll read the text again.

- 1 How old is Raed?
- 2 Where's he from?
- 3 How many sisters has he got?
- 4 Do they live in a big house?
- 5 What is Raed good at?

3 Listen again.

Raed is thirteen. He's from Egypt and he lives in Cairo. He's got two sisters. Their house is big. It's got five bedrooms. Raed likes music. He can play three instruments. He doesn't like sport. He isn't good at football. He's terrible at it.

4 Now answer these questions.

- 1 How old is Raed?
- 2 Where's he from?
- 3 How many sisters has he got?
- 4 Do they live in a big house?
- 5 What is Raed good at?

Part 2

5 Now listen again and write.

Raed is thirteen. / He's from Egypt and he lives in Cairo. / He's got two sisters. / Their house is big. / It's got five bedrooms. /

Raed likes music. / He can play three instruments. / He doesn't like sport. / He isn't good at football. / He's terrible at it.

6 Check all your answers with a partner.

KEY

1 13 2 Egypt (Cairo) 3 two 4 yes 5 music

Module 2

Part 1

1 Listen carefully.

My brother's name is Isa. He doesn't go to school. He works in an office. He usually gets up at half past six every morning and walks to work. He's sometimes late and then he runs. He isn't working today because it's a holiday. He's sleeping.

2 Now listen to five questions. Then I'll read the text again.

- 1 What does Isa do?
- 2 What time does he usually get up?
- 3 How does he usually go to work?
- 4 What's he doing now?
- 5 Why is he doing that?

3 Listen again.

My brother's name is Isa. He doesn't go to school. He works in an office. He usually gets up at half past six every morning and walks to work. He's sometimes late and then he runs. He isn't working today because it's a holiday. He's sleeping.

4 Now answer these questions.

- 1 What does Isa do?
- 2 What time does he usually get up?
- 3 How does he usually go to work?
- 4 What's he doing now?
- 5 Why is he doing that?

Part 2

5 Now listen again and write.

My brother's name is Isa. / He doesn't go to school. / He works in an office. / He usually gets up at half past six every morning / and walks to work. / He's sometimes late / and then he runs. / He isn't working today / because it's a holiday. / He's sleeping.

6 Check all your answers with a partner.

KEY

1 He works in an office. 2 6.30 3 He walks.
4 He's sleeping. 5 It's a holiday.

Module 3

Part 1

1 Listen carefully.

My friend Nada is very healthy. She eats a lot of fruit and vegetables and she doesn't eat much fast food. She never eats any cakes or biscuits because there's a lot of sugar in them – but she sometimes has a pizza. She doesn't eat a lot of meat. Her favourite meat is chicken.

2 Now listen to five questions. Then I'll read the text again.

True or False?

- 1 Nada is healthy.
- 2 She never eats fast food.
- 3 She doesn't eat cakes or biscuits.
- 4 She doesn't eat pizzas.
- 5 She eats meat.

3 Listen again.

My friend Nada is very healthy. She eats a lot of fruit and vegetables and she doesn't eat much fast food. She never eats any cakes or biscuits because there's a lot of sugar in them – but she sometimes has a pizza. She doesn't eat a lot of meat. Her favourite meat is chicken.

4 Now answer these questions.

True or False?

- 1 Nada is healthy.
- 2 She never eats fast food.
- 3 She doesn't eat cakes or biscuits.
- 4 She doesn't eat pizzas.
- 5 She eats meat.

Part 2

5 Now listen again and write.

My friend Nada is very healthy. / She eats a lot of fruit and vegetables / and she doesn't eat much fast food. / She never eats any cakes or biscuits / because there's a lot of sugar in them / – but she sometimes has a pizza. / She doesn't eat a lot of meat. / Her favourite meat is chicken.

6 Check all your answers with a partner.

KEY

1 True 2 False 3 True 4 False 5 True

Module 4

Part 1

1 Listen carefully.

Bill Gates was born in the USA on October 28th 1955. He went to university in 1973 but he didn't stay there very long. In 1974 he left university and he started a computer company. He called it Microsoft and now he is famous all over the world.

2 Now listen to five questions. Then I'll read the text again.

- 1 Where was Bill Gates born?
- 2 When is his birthday?
- 3 What year was he born?
- 4 How many years did he stay at university?
- 5 What did he do when he left university?

3 Listen again.

Bill Gates was born in the USA on October 28th 1955. He went to university in 1973 but he didn't stay there very long. In 1974 he left university and he started a computer company. He called it Microsoft and now he is famous all over the world.

4 Now answer these questions.

- 1 Where was Bill Gates born?
- 2 When is his birthday?
- 3 What year was he born?
- 4 How many years did he stay at university?
- 5 What did he do when he left university?

Part 2

5 Now listen again and write.

Bill Gates was born in the USA / on October 28th 1955. / He went to university in 1973 / but he didn't stay there very long. / In 1974 he left university / and he started a computer company. / He called it Microsoft / and now he is famous all over the world.

6 Check all your answers with a partner.

KEY

1 the USA 2 October 28th 3 1955 4 one
5 He started a computer company (Microsoft).

Module 5

Part 1

1 Listen carefully.

In Britain, children have to go to school when they are five. They can leave when they are sixteen, but they don't have to. Most schools have a uniform, but the students don't always have to wear it. At a lot of schools, the students can choose to wear their own clothes – but school rules usually say you mustn't wear jeans.

2 Now listen to five questions. Then I'll read the text again.

True or false?

- 1 British children start school when they are five.
- 2 They always leave school when they are sixteen.
- 3 Schools usually have a uniform.
- 4 A lot of students don't have to wear a uniform.
- 5 A lot of students wear jeans to school.

3 Listen again.

In Britain, children have to go to school when they are five. They can leave when they are sixteen, but they don't have to. Most schools have a uniform, but the students don't always have to wear it. At a lot of schools, the students can choose to wear their own clothes – but school rules usually say you mustn't wear jeans.

4 Now answer these questions.

True or false?

- 1 British children start school when they are five.
- 2 They always leave school when they are sixteen.
- 3 Schools usually have a uniform.
- 4 A lot of students don't have to wear a uniform.
- 5 A lot of students wear jeans to school.

Part 2

5 Now listen again and write.

In Britain, children have to go to school / when they are five. / Most students stay at school / for two more years. / Most schools have a uniform, / but the students don't always have to wear it. / At a lot of schools, the students can choose / to wear their own clothes / – but school rules usually say / you mustn't wear jeans.

6 Check all your answers with a partner.

KEY

1 True 2 False 3 True 4 True 5 False

Module 6

Part 1

1 Listen carefully.

It's my sister Salma's birthday tomorrow so we're going to have a party. It'll start at six o'clock. We're going to watch some DVDs and eat pizza. We won't be able to play loud music because we live in an apartment and we have to be quiet. I still think it'll be good fun.

2 Now listen to five questions. Then I'll read the text again.

- 1 Why are they going to have a party?
- 2 What time will it start?
- 3 What are they going to do?
- 4 What won't they be able to do?
- 5 Why do they have to be quiet?

3 Listen again.

It's my sister Salma's birthday tomorrow so we're going to have a party. It'll start at six o'clock. We're going to watch some DVDs and eat pizza. We won't be able to play loud music because we live in an apartment and we have to be quiet. I still think it'll be good fun.

4 Now answer these questions.

- 1 Why are they going to have a party?
- 2 What time will it start?
- 3 What are they going to do?
- 4 What won't they be able to do?
- 5 Why do they have to be quiet?

Part 2

5 Now listen again and write.

It's my sister Salma's birthday tomorrow / so we're going to have a party. / It'll start at six o'clock. / We're going to watch some DVDs and eat pizza. / We won't be able to play loud music / because we live in an apartment / and we have to be quiet. / I still think it'll be good fun.

6 Check all your answers with a partner.

KEY

1 It's Salma's birthday. 2 6 o'clock 3 They're going to watch some DVDs and eat pizza. 4 They won't be able to play loud music. 5 They live in an apartment.

The War of the Worlds

Before reading

Exercise 1

Read the Background text with the students and help them with any new vocabulary.

If students have seen any Wells films or read any of his books, spend a little time discussing what they thought of them. How real did the stories or films seem? Were they afraid?

KEY

- 1 when he was hurt playing football and had to stay in bed for several months
- 2 science
- 3 *The Island of Dr Moreau, The Time Machine, The Invisible Man and The War of the Worlds*
- 4 They heard the story on the radio and thought it was real. They were afraid.

Exercise 2

In pairs, students look at the pictures and speculate about what happens in the story. Then they can do the exercise in pairs.

Point out that they will need to understand these words to comprehend the passage.

KEY

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

Reading

Exercise 3

Students read the story. Then see how much they can remember by asking them to do the true or false exercise. They can do this individually or in pairs.

They then correct the false sentences.

KEY

- 1 F
- 2 T
- 3 T
- 4 T
- 5 F (They used laser guns, machines and gas to kill people.)
- 6 T
- 7 T
- 8 F (They picked up people and drank blood.)
- 9 F (Earth's illnesses killed the Martians.)
- 10 F (She was in the garden.)

Exercise 4

Students read the story in more detail and answer the questions.

Students can discuss their answers in pairs or small groups before you can check them as a class.

KEY

- 1 They were the Martians taking off.
- 2 The people in the village and the newspapers in London.
- 3 The Martians killed them.
- 4 He wanted to find his wife.
- 5 They drank the blood of people.
- 6 He ate all the food and drank all the drink.
- 7 They had no cure for Earth's illnesses.
- 8 They learned that they have to go to Space, and they had to get the technology the Martians have, or perhaps the Martians will attack again.

Exercise 5

If you wish, have students list all the forms of advanced technology that they know first. Write these on the board.

Have students discuss the questions in pairs or small groups.

Open it out into a class discussion.

Literature Spot

The War of the Worlds

Background

Herbert George Wells (1866–1946) was born in Kent, England, the son of a shopkeeper. When he was 14, he worked as a shop assistant. He uses his experience of working long hours and sleeping above the shop in his comic novels *Kipps* (1905) and *The History of Mr Polly* (1910).

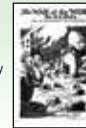


Later, he went to school and became a science student. Wells was hurt while playing football and had to stay in bed for several months. He began to write stories, using the information he learned about science. His first book was *The Time Machine* (1895), and he soon became famous for his science fiction. Many of his books, such as *The Island of Dr Moreau* (1896), *The Time Machine*, *The Invisible Man* (1897) and *The War of the Worlds* (1898), are now famous films.



The War of the Worlds also predicts a modern technology that can destroy

thousands of people. An actor read the story on American radio in 1938. People thought it was real and many were so afraid they left their homes.



Before reading

- 1 Read about H.G. Wells and answer the questions.
 - 1 When did H.G. Wells start writing stories?
 - 2 What did H.G. Wells study and use in many of his books?
 - 3 Name four of his books which are now films.
 - 4 Why did many people in America leave their homes in 1938?
- 2 Match the words from the story with their meanings.

1 cure	a not able to move or run away
2 destroy	b to kill or break something into pieces
3 narrator	c a living thing from Mars
4 escape	d a person who tells a story
5 be trapped	e leave somewhere you don't want to be
6 Martian	f something that stops you being ill

Reading

- 3 Read the story. Say if the sentences are true (T) or false (F).
 - 1 The scientists on Earth knew that the Martians were planning to attack.
 - 2 Mars is colder and a worse place to live than Earth.
 - 3 Martians knew more about technology than people on Earth.
 - 4 The people in England tried to talk to the Martians.
 - 5 The Martians used only machines and gas to kill people.
 - 6 People were frightened and left London.
 - 7 The narrator stayed in London and saw what the Martians were doing.
 - 8 The Martians picked up rubbish and drank water.
 - 9 Finally, soldiers killed all the Martians.
 - 10 The narrator found his wife in a room in his house.
- 4 Read the story again and answer these questions.
 - 1 What were the lights that scientists saw on Mars at the start?
 - 2 Who did not believe the narrator?
 - 3 What happened to most of the soldiers who fought the Martians?
 - 4 Why did the narrator stay in London?
 - 5 What did the Martians drink?
 - 6 Why did the narrator leave the room in London?
 - 7 Why did the Martians die?
 - 8 What did people learn at the end of the story?
- 5 Write what you think about these questions.
 - 1 Is the narrator happy at the end? Why or why not?
 - 2 Do you think it is important that people go to space?
 - 3 Do you think advanced technology is a good or bad thing? Give your reasons.

One day in 1894, I saw bright lights on the planet Mars. I did not know what they were. Scientists and experts saw them too, but nobody knew what they were. We only learned the truth later.



The Martians had a plan. They wanted to attack Earth. They planned to move to Earth because it was warmer and because there was fresh water. Earth was a good place to live.

Martian technology was very advanced. They knew much more science than the people on Earth. But the Martians were not friendly creatures. They wanted to destroy the towns and cities on Earth and eat all the people.

A few days later, a Martian spaceship landed in the south of England. People were amazed and also afraid. They came to watch. The people tried to talk to the Martians. They used radio and television. They sent special messages, but the Martians did not understand.

Then a Martian climbed out of the spaceship and took one of the people away. It was a young woman. She started to scream. Then the Martians began to



kill the people with a special gun. I ran away, but nobody else escaped.

I went to my village. I wanted to tell everyone about the Martians.

'I saw creatures from Mars,' I said. 'They landed near here. They killed many people, but nobody believed me. I went to London and told the newspapers. They laughed at my story.'

Then a second spaceship landed. This time soldiers came to the place. I could hear fighting. I took my wife to a safe place. Then I went to look. I saw an enormous Martian fighting machine. Soldiers fired their guns at it, but nothing happened. The guns made no difference. Martian technology was very powerful. The fighting machine had special guns. They killed all the soldiers.



In London, I saw five more fighting machines. I hid in an old building. The fighting machines sent a black gas into the air. Soldiers breathed the terrible gas and quickly died.

The people of London were very afraid. Thousands of people left the city. They travelled by bicycle, by train or on foot. Some people escaped to other countries by boat or ship. But I stayed in London because I wanted to find my wife. I hid in another empty building. I wanted to be safe, but a spaceship landed on top of the building. The walls collapsed and I was trapped inside.

I could see the Martians clearly. They were very close to me, but they could not see me. They picked up people and put them in baskets. I watched the Martian creatures for a long time. They drank the blood of people. Many Martian spaceships landed in England.



Many, many people died. The Martians wanted to win the war of the worlds.

I was still trapped inside the building. All the food and all the drink were gone. There was nothing left. It was very dangerous, but I had to leave the room. I walked alone through the streets of London. The city was broken and destroyed. Then I heard a strange noise. It came from inside one of the fighting machines. I looked in, and saw a dead Martian. The Martians had powerful spaceships to attack Earth. They had very good technology. But Earth's illnesses could kill them. They had no cure and they all died.



'I saw many people die in London,' I told some people I met. 'I also saw the Martians die.' This news travelled all around England.

I left London and returned to my home in a village. It was empty. Then I heard a noise in the garden. I looked out of the window and saw my wife. She was alive and safe. I felt very happy.

Later, I thought about everything. We must learn important lessons, I decided. The Martians attacked Earth. They killed many people. Then the Martians became ill and died.

We kept a Martian body and put it in a museum. We also kept one of their fighting machines. One day, people will travel in space. They will visit new places. Perhaps they will find more Martians, or some other creatures from another planet. If we do not have powerful technology, perhaps the Martians will attack us again.

Revisions 1–3 answer key

Revision 1, Students' Book,

pages 33–34

Language practice

- 1
- 1 quick quickly
 - 2 Do Does
 - 3 like likes
 - 4 His Her
 - 5 has have
 - 6 always never
 - 7 am waking wake
 - 8 takes is taking
 - 9 can can't
 - 10 don't follow follow

- 2
- 1 Our basketball team has got three trophies.
 - 2 My favourite activity is skateboarding.
 - 3 I can give you directions to my house.
 - 4 He always goes to sleep at 8:30 pm.
 - 5 She doesn't like Maths.
 - 6 Do they go to your school?
 - 7 Don't be late for the football match.
 - 8 We are learning a new language at school.
 - 9 She is patiently waiting for her exam results.
 - 10 This book is very interesting.

3

Family	Parts of the house	Parts of the school
aunt, grandmother, sister, son, uncle	kitchen, living room, bedroom, balcony, attic	cafeteria, gym, theatre, computer lab, playing field

4
sister, comfortable, classical, beautiful, tablet, adventure, clean

- 1 sister
- 2 beautiful
- 3 clean
- 4 comfortable
- 5 adventure
- 6 classical
- 7 tablet

- 5
- 1 c
 - 2 b
 - 3 a
 - 4 b
 - 5 a
 - 6 c

Reading

- 6
- 1 c
 - 2 b
 - 3 c
 - 4 c
 - 5 b

Listening and speaking

7

School clubs	Sports teams
book club, drama club, music club	basketball team, football team, tennis team

Revision 2, Students' Book,

pages 63–64

Language practice

- 1
- 1 There is
 - 2 How many
 - 3 mine
 - 4 No, I didn't.
 - 5 I'd like
 - 6 taught
 - 7 did not enjoy
 - 8 some

- 2
- 1 agriculture
 - 2 hotel
 - 3 supermarket
 - 4 torch
 - 5 saucepan
 - 6 heat

- 3
- 1 map
 - 2 swimming pool
 - 3 tent
 - 4 compass
 - 5 supermarket
 - 6 bake
 - 7 chop
 - 8 home

- 4
- 1 c
 - 2 h
 - 3 e
 - 4 f
 - 5 g
 - 6 a
 - 7 b
 - 8 d

Reading

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

Listening and speaking

6

Activities	Learned lessons
gardening; sports; music performances	the importance of taking care of nature and animals; the importance of being healthy

Revision 3, Students' Book, pages 93–94

Language practice

1

- | | | |
|---|---------------|----------------|
| 1 | mustn't | must |
| 2 | shouldn't | should |
| 3 | have to | don't have to |
| 4 | had to | didn't have to |
| 5 | will | are |
| 6 | of | into |
| 7 | I went | I'm going |
| 8 | don't have to | have to |

2

- 1 shouldn't
- 2 must
- 3 have to
- 4 didn't have to
- 5 out of
- 6 above
- 7 Are
- 8 may

3

- 1 c
- 2 e
- 3 g
- 4 h
- 5 f
- 6 a
- 7 b
- 8 d

4

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

5

- 1 c
- 2 b
- 3 a
- 4 c
- 5 a

Reading

6

- 1 Students' answers
- 2 a 2 b 3 c 1
- 3 No, it doesn't. Plastic pollution also affects plants and animals.
- 4 Toxic material from plastic rubbish can reach our underground water sources and pollute them.
- 5 Burning plastic causes air pollution.
- 6 Using a paper or cloth bag instead of plastic, using glass water bottles and not buying items covered in plastic.
Students' answers

Listening and speaking

7

- 1 c
- 2 b
- 3 a, c
- 4 b, c

Welcome back!

Listening and speaking, exercise 11

My father got a new job in a different city. So we had to move to a new place. I have a new address. We live in a big flat. It has furniture, but we need to buy a new sofa. We should also fix the fridge. It isn't working.

Unit 1

Skills development, exercise 4

Hello, I'm Hassan. I'm twelve years old and I'm from Tartous. I've got a small family. I've only got one sister, Sana. But I've got three best friends. They are Nabil, Rami and Fadia. Nabil and Fadia are twelve, and Rami is thirteen. They all live in Syria. Fadia is the only Syrian. Nabil is from Egypt and Rami is from Lebanon. Nabil has got one brother and one sister, Rami has got two brothers and Fadia has got two sisters and one brother. We all love sport. We play football on Thursdays and tennis on Fridays. But our favourite thing is watching comedy films. We laugh a lot!

Unit 2

Skills development, exercise 4

Welcome to the first sports museum in town. We are open every day from ten o'clock in the morning to seven o'clock in the evening. You can bring your children with you. There are a lot of fun activities for them. We have so many places to show you like the stadium, the dressing room, the television room and the press room. The stadium is our last stop. You can ask for a guided tour there, or you can discover it by yourself. We also have a special room for birthday parties if you're interested. The children will love it! We also have a restaurant and a café if you want to have lunch or a snack. And if you like having a tour with a private guide, we have three guides ready for you. Now, let's begin our tour!

Progress test 1

Listening and speaking, exercise 1

- 1 Salwa:** Hi, I'm Salwa. I live in a big house in Idlib. I've got a big family. I've got two brothers and two sisters. My grandmother also lives with us. My favourite sport is tennis. I play it every day with my sister, Lubna.
- 2 Fadi:** Hello, I'm Fadi. I live in Homs. My family isn't very big. I've got one brother. He's also my best friend! We've got a big house, so my brother and I have different bedrooms. My favourite place is the living room. That's where we all gather to chat and laugh.
- 3 Farah:** Hi, I'm Farah. I live in Damascus with my father, my mother and my grandparents. I haven't got any brothers or sisters, but I've got my best friend, Maysa. She's like my sister! She likes basketball, but I can't play ball games. I've got a laptop and a tablet. I play a lot of games on them.
- 4 Ali:** Hello, I'm Ali. I live in a wooden house in Sweida. It's a small house, but it's enough for my family

and me. I've got one brother and one sister. We all share the same bedroom. I can play two musical instruments, the piano and the violin. My brother and sister don't like it when I practise!

5 Sara:

Hi, I'm Sara. I'm from England, but I live in Syria. I've got two sisters, Cath and Caroline. My house has got three bedrooms, but my sisters and I share the same one. My mother keeps the third bedroom for my uncle and his family when they come from England every year. My favourite thing is spending some time with my cousins.

Unit 3

Skills development, exercise 3

I get up at half past six and I get dressed. I don't have time to have breakfast, but I try to have tea very quickly. I always finish my homework the night before, but I don't pack my school bag after that. I do it in the morning. My mum doesn't like it! I always brush my teeth and then I ride my bike to school. If I'm late, I take the bus.

Unit 4

Skills development, exercise 4

Every Sunday, we begin our day with Mrs Siham. We all like her, but the subject isn't very interesting. I mean, we all know our language, but do we have to know about the rules of the language? Then at ten to nine, we learn all about topics like weather and climate, the environment, landscapes, rivers, and so on. It's always very interesting. At twenty to ten, we learn about the history of Syria and other countries and cultures. Today, we're learning about World War I. After the break, we learn about numbers, calculations and shapes. I'm not very good at the subject, but my teacher helps me a lot. Finally, we finish our day with a very enjoyable subject. In this subject, we learn about musical instruments. We also get to try some of them!

Progress test 2

Listening and speaking, exercise 1

- Faten:** I get up at six o'clock and I have breakfast with my family.
- Samir:** Really? That's very early! I get up at seven o'clock and I don't have breakfast because I do that at school.
- Faten:** That's nice! I also get dressed, brush my teeth and pack my school bag before school.
- Samir:** Me, too. But my school bag is always ready the night before.
- Faten:** Do you go to school by bus? I usually ride my bike to school.
- Samir:** Wow! I'd like to do that, but my school is very far. I go by car with my father.
- Faten:** What do you have in the first period at school on Wednesday?
- Samir:** I always have maths. Then, I have science.
- Faten:** I have maths, too. But then I have English.

Samir: I love English! We have it at half past eleven.
Faten: At half past eleven, I have Arabic. Then, I have art.
Samir: I don't learn art at school. I learn music, but not on Wednesday.
Faten: What do you do in the afternoon?
Samir: I have lunch, do my homework and play computer games.
Faten: I also have lunch and do my homework. But then I play basketball with my brother ...
Samir: I don't like sports very much. When do you go to sleep?
Faten: On Wednesday, I go to sleep at ten o'clock.
Samir: I go to sleep at half past ten.

Unit 5

Skills development, exercise 3

I love going to the Big Mall because there's something to do for all the family.

The *Game World* shop has got a lot of different computer games and you can try them on the shop's computers. My brother loves spending time there looking at new games.

The *Read On* shop is an excellent book and magazine shop. It has got sofas for you to sit on and look at the books. You can order books in this shop, too. It's my dad's favourite place in the mall.

If you love music, the *Nice Listening* shop has got a good choice of CDs. There is music for all tastes and you can listen to the CDs before you buy. It is the first shop that my mum visits when we go to the mall.

The *Fresh Look* shop is my favourite! You can buy fashionable clothes there. And they are not very expensive. You can buy bags, belts and jewellery, too. The staff are very friendly. They give you advice about what to wear.

There's also the *Gifts for All* shop. There are lots of lovely things to give people and at all prices. You can buy posters, beautiful decorations and toys.

Unit 6

Skills development, exercise 3

Pizzafest is a big pizza festival in Naples, Italy. This event usually lasts five to seven days in September every year. There are many things you can enjoy at this festival. Of course you can try many different kinds of pizza, and you can also watch people show their skills of throwing pizza dough in the air as it gets bigger and bigger. There is also a competition for choosing the best pizza maker. You are sure to enjoy your time celebrating Italy's most loved food!

Progress test 3

Listening and speaking, exercise 1

The Holi Festival of Colours is an Indian celebration. It celebrates the coming of spring. It is also called "the festival of love". This is the time when people show their love and respect to everyone. It usually happens between the end of February and the middle of March. People throw colourful powder on each other all over the streets. Some groups walk from one place to another, playing musical instruments, singing and dancing. People also share

special food and drinks, and in the evening, they visit their friends and family. Today, people from different parts of Europe and America celebrate this festival, especially at music events.

Unit 7

Skills development, exercise 4

In 1964, Italian archaeologist Paolo Matthiae discovered the ancient city of Ebla, or Tell Mardikh, south of Aleppo. The meaning of Ebla is "white rock". Ebla started as a small community during 3500 BC. Then it turned into a trading empire. Almost 20,000 tablets from the year 2350 BC were located there. These tablets provided us with important information about life in Ebla and the region around it, during the 3rd millennium BC. Ebla was destroyed many times because of battles and by a natural disaster.

Unit 8

Skills development, exercise 4

Pompeii was an Italian trading city near Naples. About 20,000 people lived there. Its busy streets were filled with shops and markets, and rich citizens loved to visit it. But everything changed on 24th August, 79 AD, when Mount Vesuvius erupted. The volcano's hot ash buried the entire city. In the 1600s, archaeologists rediscovered the ruins of the city under the ashes. They learned how people lived in Pompeii from the excavations that began in 1748.

Progress test 4

Listening and speaking, exercise 1

Think about some devices and machines we use today that need electricity to work. What do you think life was like before electricity was discovered? Without a refrigerator, people had to salt and dry meat so it didn't go bad. They washed the laundry by hand and they used candles and gas lamps for light. Some things were hard to do without electricity. But at the time, there were no electronic screens to distract people, so they spent more time outside. So don't forget to turn off your devices once in a while. If people survived and had fun without electricity, you should be able to do it, too.

Unit 9

Skills development, exercise 5

When you think about jobs, you probably immediately think that you have to go to an office, have a specific schedule and work for someone. But did you know that many people work for themselves and from their own homes? Both my mum and dad work from home. Mum is a painter. She is very creative and paints every day. She sells her paintings to different shops in the city. Dad is a chef. He works in our kitchen, making traditional, healthy food. He also bakes delicious, healthy cakes! He delivers the food to restaurants as well as to people who don't know how to cook or don't have the time.

Many other jobs can be done from the comfort of your own house like writing and translating. And if you are good at creating any kind of product, you can start your own business and deliver your goods to people.

Unit 10

Skills development, exercise 2

Florence Nightingale was an English nurse who was famous for her service and for training nurses during the Crimean War in the 1850s. Today, people consider her to be the founder of modern nursing. Many soldiers died because they didn't receive proper treatment and because of terrible hospital conditions. Florence Nightingale organised a group of nurses and helped to treat injured soldiers. Her work improved hospital conditions and she wrote a very helpful book on nursing. She was a national heroine and won many awards including one from Queen Victoria.

Progress test 5

Listening and speaking, exercise 1

Do you know why some people choose scientific jobs and others choose artistic jobs? People have different personalities, different interests and different skills. So they choose a job that suits these characteristics. That doesn't mean that a scientist only thinks about numbers and formulas, and an artist only thinks about writing, drawing or performing. Some people are just a little better at thinking logically and others at thinking creatively. So many people are unhappy in their jobs because they didn't choose a job that they find fun and interesting. So when it is time for you to choose a job, make sure you find it interesting and that it suits your personality.

Unit 11

Skills development, exercise 3

The future of education is changing according to various experts. They all agree that technology is going to play a bigger role in education. Some experts say that students are going to learn everything online. They choose the place, the time, the teacher and the subject to study. Other experts predict that education is going to focus more on projects, creativity, problem-solving and critical thinking. And instead of taking a trip to a museum, students are going to be able to take virtual tours by wearing special helmets. They might even video chat with experts about the subjects they study in every lesson.

Tablets are already used in a lot of schools all over the world. But in the future, tablets are going to be the only thing for students to carry with them to school. They are also going to have smart watches to keep them connected to their classmates and teachers at all times.

Unit 12

Skills development, exercise 3

In twenty years' time I'll be over thirty years old. I'll be married and have two children. I'll have a good job. I'll be an Arabic teacher because it's my favourite subject. We'll have a nice house but it won't be very big. We'll spend a lot of time playing with our children. I'm interested in music, so I'll have a wonderful music collection. We'll only get our music from the Internet in twenty years' time! I'll play traditional folk songs very well because I'm learning them now.

Progress test 6

Listening and speaking, exercise 1

Did you know that some books published a long time ago predicted technological advances and events that came true? In *From the Earth to the Moon*, published in 1865, the French author Jules Verne predicts that humans will travel to the Moon one day. This event came true in 1969, almost a century after Verne wrote about it! And in the short story *From the "London Times" of 1904*, published in 1898, the American author Mark Twain predicts the invention of the Internet. He talks about a device called the telegraphoscope that could create a network of worldwide information that everyone will have access to. This kind of thinking is really advanced for a writer in the 19th century!

Activity Book answer key

Welcome back!

Language practice

1

- 1 c
- 2 b
- 3 a
- 4 b
- 5 c

2

- 1 How long
- 2 going to
- 3 might
- 4 think
- 5 Don't
- 6 agree
- 7 will

3

- 1 shouldn't
- 2 have to
- 3 Can
- 4 don't have to
- 5 Don't
- 6 should

4

- 1 The food is **in** the fridge.
- 2 I have too **many** exercises to do.
- 3 Do we have **enough** milk to make this cake?
- 4 She is wearing a **long blue** dress.
- 5 Her brother is **older** than her.
- 6 The books are **on** the desk.
- 7 I can't see Omar; there are **a lot of** people on the road.
- 8 I have a **red kite**.
- 9 My muscles are **bigger** than yours.
- 10 They are staying **at** home.

5

- 1 newsagent
- 2 mechanic
- 3 Windsurfing
- 4 monument
- 5 chameleon
- 6 director
- 7 peel
- 8 ancient

6

- 1 address
- 2 modern
- 3 flat
- 4 healthy
- 5 idea
- 6 ancient

7

- 1 photographer
- 2 feather

- 3 equipment
- 4 tailor
- 5 traffic
- 6 insect

8

- 1 binoculars
- 2 special
- 3 traditional
- 4 environment
- 5 muscles
- 6 lift

Reading

9

- 2 the health of the environment
- 3 offices, laboratories and sometimes in nature
- 4 to find the causes of pollution and think about solutions to protect the environment
- 5 They can clean polluted places and work with companies to show them how they can respect the environment.
- 6 Because without them, Earth will become polluted and the health of humans will get worse.
- 7 1 b 2 c 3 a

10

- 1 i
- 2 c
- 3 g
- 4 e
- 5 a
- 6 h
- 7 j
- 8 b
- 9 f
- 10 d

Listening and speaking

11

- 1 job
- 2 had to move
- 3 address
- 4 flat
- 5 furniture
- 6 sofa
- 7 fix
- 8 fridge

Writing

13

Yesterday, we went to the **shopping** mall. We visited a clothes shop. I saw a nice **white** cotton shirt. I **wanted** to know if there were **smaller** sizes, so I asked the shop assistant for help. She said yes, but I found out it was too **expensive**. Then we stopped at a restaurant and had **spaghetti** for lunch. Before we left, we had some ice cream.

1 World friends

Language practice

- 1
- 1 sister
 - 2 brothers
 - 3 mother
 - 4 father
 - 5 uncles
 - 6 uncle
 - 7 sister
 - 8 son
 - 9 daughter
 - 10 grandmother
 - 11 grandfather

- 3
- 2 comes
 - 3 has got a brother
 - 4 He has got
 - 5 comes
 - 6 has got two
 - 7 are adventure films
 - 8 has got a camera

- 4
- 2 Has Hind got a camera?
No, she hasn't.
 - 3 Have Deema and Ali got tablets?
Yes, they have.
 - 4 Has Ali got a smartphone?
No, he hasn't.
 - 5 Have Hind and Naser got laptops?
No, they haven't.
 - 6 Has Deema got a smartphone?
Yes, she has.

- 5
- 1 my
 - 2 Her
 - 3 Our
 - 4 Their
 - 5 your
 - 6 my
 - 7 my / our
 - 8 Its

- 6
- 2 Hussam's pizza
 - 3 Aishah's CDs
 - 4 Hussam's posters
 - 5 Dan's football
 - 6 Barbara's laptop

Skills development

- 1
- 1 The Colosseum
 - 2 The Great Umayyad Mosque
 - 3 The Alhambra, The Imperial Palace
 - 4 The Parthenon
 - 5 The Great Pyramid
 - 6 The Alhambra
 - 7 The Imperial Palace

- 8 The Great Umayyad Mosque

- 2
- B 3 The Colosseum, Rome, Italy
 - C 1 The Great Umayyad Mosque, Damascus, Syria
 - D 4 The Alhambra, Granada, Spain
 - E 2 The Parthenon, Athens, Greece
 - F 5 The Great Pyramid of Giza, Egypt

4

Name	Nabil	Rami	Fadia
Age	12	13	12
Country	Egypt	Lebanon	Syria
Family members	one brother and one sister	two brothers	two sisters and one brother
Favourite thing	comedy films	comedy films	comedy films

- 6
- list of rooms:** bedrooms, living room, garden
favourite room: bedroom

2 Sport and activities

Language practice

- 1
- 2 F
 - 3 E
 - 4 C
 - 5 B
 - 6 I
 - 7 D
 - 8 J
 - 9 A
 - 10 H

- 3
- 1 them
 - 2 you
 - 3 me
 - 4 him
 - 5 it
 - 6 her
 - 7 us

- 4
- 2 does
 - 3 plays
 - 4 watches
 - 5 speaks
 - 6 studies

- 5
- 3 Salwa doesn't live in a city.
 - 4 Ibrahim likes music.
 - 5 Salwa wears trainers.
 - 6 Ibrahim doesn't wear trainers.
 - 7 Salwa doesn't eat pizza.
 - 8 Ibrahim plays chess.

6

- 2 E
- 3 A
- 4 F
- 5 B
- 6 D

8

- 1 Can you play football?
- 2 Can you ride a horse?
- 3 No, I can't.
- 4 Can you teach me to ride a camel?
- 5 No, I can't dive very well.
- 6 Can you teach me to swim?
- 7 I can play the piano.

Skills development

1

- India
- America/USA
- Russia
- France
- Syria
- Spain
- Brazil
- Australia
- Egypt
- China
- Japan

2

- 1 b
- 2 c
- 3 a
- 4 b
- 5 c

4

- 2 ✓
- 3 ✓
- 4 ✓
- 6 ✓

6

- 2 quite
- 3 also
- 4 or
- 5 and

7

- 1 and
- 2 quite
- 3 also
- 4 but
- 5 but

Module 1 Progress test

Reading

1

- 1 b
- 2 a
- 3 c
- 4 b
- 5 b
- 6 a
- 7 c
- 8 b

2

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

Language practice

1

- 1 have got; is
- 2 aren't; are
- 3 has got
- 4 Have / got; have
- 5 has got; isn't
- 6 Has / got; hasn't
- 7 are
- 8 Are; 'm not
- 9 isn't; 've got
- 10 hasn't got

2

- 1 very good
- 2 can
- 3 plays
- 4 isn't
- 5 can't play
- 6 quite
- 7 can sing
- 8 like
- 9 them
- 10 can speak

3

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

4

- 1 garage
- 2 bedroom
- 3 garden
- 4 kitchen
- 5 living room

5

- 1 Indian
- 2 Spain
- 3 France

- 4 Japanese
- 5 Syrian

Listening and speaking

- 1
- 1 Salwa
- 2 Ali
- 3 Fadi
- 4 Farah
- 5 Sara
- 6 Ali
- 7 Salwa
- 8 Fadi
- 9 Sara
- 10 Farah

Writing

1
My name is Hinata and I'm from Japan. I speak **Japanese** and I can also speak English. I have a pen friend from **Egypt** called Rana. She always **talks** to me about her country. They've got big pyramids and a long river called the Nile. I love learning about other cultures. Technology is a very important thing in my country and we build a lot of robots. Our food is very famous around the world. We also **have** many **beautiful** islands.

3 My routine

Language practice

- 1
- 2 gets the bus to school at quarter to eight
- 3 has lunch at half past one
- 4 does his homework at four o'clock
- 5 watches TV at half past five
- 6 goes to bed at ten o'clock
- 3
never sometimes often usually always
- 4
- 2 Shaza sometimes goes shopping.
- 3 Shaza always meets friends.
- 4 Shaza often plays tennis.
- 5 Shaza sometimes does her homework.
- 6 Shaza usually watches a DVD after school.
- 6
- 1 get up
- 2 don't / hear
- 3 pack
- 4 do / have
- 5 does / start
- 6 Do / go
- 7 play
- 8 don't meet
- 9 don't do
- 10 don't watch
- 11 sing
- 12 plays
- 7
- 1 first
- 2 left

- 3 right
- 4 left
- 5 straight
- 6 Go
- 7 right
- 8 park

Skills development

- 1
- 1 b
- 2 a
- 3 b
- 4 d
- 5 a
- 6 a
- 7 b
- 8 c
- 3
get dressed, have tea, pack his school bag, brush his teeth, ride his bike

4 School life

Language practice

- 1
- 3 Huda and Laila are working.
- 4 Amer is surfing the Net.
- 5 Shaza and Nada aren't swimming.
- 3
- 2 Samira isn't sending a text message. She's talking on her mobile phone.
- 3 Samira isn't playing computer games. She's playing chess.
- 4 Samira isn't painting a picture. She's taking a photo.
- 5 Samira isn't doing her homework. She's watching TV.
- 4
- 2 half
They're studying maths.
- 3 quarter
They're studying art.
- 4 quarter
They're studying science.
- 5 o'clock
They're studying information technology.
- 6 twelve
They're studying religion.
- 5
- 1 are visiting
- 2 am writing
- 3 am eating
- 4 is talking
- 5 is looking
- 6 is drinking
- 6
- 3
A: Shall we/Let's go to the shopping mall this afternoon.
B: I'm sorry, I can't. I play basketball on Tuesday.
- 4
A: Shall we/Let's play a computer game.
B: Good idea.

5

A: Shall we/Let's surf the Net.

B: I'm sorry, I can't. I play chess on Monday.

7

2 That's true. She swims fast.

3 That's true. He works hard.

4 That's true. He runs slowly.

5 That's true. She cooks badly.

6 That's true. He plays chess well.

8

2 that

3 these

4 those

5 this

6 That

7 this

8 These

9

3 three thousand six hundred and seventy-three

4 1,535

5 four thousand five hundred and twenty-nine

6 5,615

7 five thousand three hundred and ten

8 2,025

Skills development

1

food hall ✓

art room

cooking workshop

computer laboratories ✓

indoor sports hall ✓

video room

sailing club

library ✓

outdoor play areas

science laboratories ✓

2

1 library

2 indoor sports hall

3 chess club

4 computer laboratories

5 food hall

6 science laboratories

4

Arabic

Geography

History

Maths

Music

6

1 History

2 Arabic

3 Arabic

4 Music

5 Music

6 Maths

7 PE

Module 2 Progress test

Reading

1

1 b

2 b

3 b

4 a

5 b

6 a

7 b

8 a

9 a

10 b

2

1 Ruba gets up.

2 The family has breakfast.

3 Ruba leaves home.

4 Ruba and her brother get the school bus.

5 School starts.

6 School finishes.

7 The family has lunch.

8 The family has dinner.

9 The family watches TV.

10 Ruba goes to bed.

Language practice

1

1 gets

2 play

3 helps

4 get up

5 reads

6 forgets

7 have

8 does

9 pack

10 watch

2

1 are / doing

2 'm having

3 go

4 play

5 is / doing

6 's making

7 doesn't / cook

8 likes

9 Does / work

10 works

11 does / start

12 doesn't finish

3

1 slowly

2 beautiful

3 nervous

4 stupid

5 carefully

- 4
 1 forty-six
 2 one hundred and thirty-two
 3 five hundred
 4 eight hundred and twenty-seven
 5 fifty-nine

- 5
 1 E
 2 D
 3 A
 4 C
 5 B

Listening and speaking

- 1
 1 7:00
 2 at home
 3 before school
 4 by car
 5 English
 6 English
 7 computer games
 8 10:00

Writing

1
 The directions to my house **are** easy. To get there, first you have to take James Street. Once you reach the **museum**, turn right. Then go **straight** on until you reach the **station**. Cross the road and take your first left. My house is opposite the post office. After you park, cross the road carefully. This is important! There are always many cars that drive **quickly**. It is not very safe. If you **get** lost, stop next to any shop and ask someone for help.

5 Camping

Language practice

- 1
 1 jacket
 2 trainers
 3 jeans
 4 sandals
 5 T-shirt
 6 belt
 7 sunglasses
 8 hat
- 2
 3 There is
 4 There isn't
 5 There are some
 6 There is
 7 There aren't any
 8 There isn't
 9 There is
 10 There are some

- 4
 2 a
 3 any
 4 some
 5 some
 6 any
 7 a

- 5
 2 any
 3 haven't
 4 some
 5 some
 6 some
 7 some
 8 a

- 6
 2 map /compass
 3 can opener
 4 camping stove
 5 matches
 6 sun cream
 7 soap
 8 torch

7

Countable nouns	Uncountable nouns
map	milk
computer	water
child	food
CD	cheese
chair	bread
desk	money
house	coffee
paper	orange juice

- 8
 2 Is there any chocolate?
 No, there isn't.
 3 Are there any matches?
 Yes, there are.
 4 Is there any food?
 Yes, there is.
 5 Is there any string?
 Yes, there is.
 6 Is there any water?
 No, there isn't.
 7 Are there any tents?
 Yes, there are.
 8 Is there any soap?
 No, there isn't.

- 9
- 2 some
- 3 any
- 4 some
- 5 some
- 6 a
- 7 some
- 8 an

Skills development

- 1
- 2 B
- 3 C
- 4 D
- 5 A

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

- 3
- 1 *Read On*
- 2 *Fresh Look*
- 3 *Game World*
- 4 *Read On*
- 5 *Nice Listening*
- 6 *Gifts for All*

- 5
- 1 so
- 2 where
- 3 also
- 4 But
- 5 because

6 Celebrations and food

Language practice

- 1
- 2 A
- 3 D
- 4 E
- 5 G
- 6 F
- 7 B

- 2
- [5] Take the bowl out of the fridge and cook the chicken pieces.
- [2] Then put the chicken in a bowl and pour the yoghurt mixture over it.
- [4] While the bowl is in the fridge, chop the tomatoes and onions.
- [6] When the chicken is ready, put it on plates with the pitta bread, tomatoes, onions and lemon.
- [1] First stir the yoghurt, salt, pepper and garlic together.
- [3] Then put this bowl in the fridge for an hour.

- 3
- 2 him
- 3 it
- 4 them
- 5 me
- 6 them
- 7 it
- 8 you

- 4
- 2 I'd
- 3 Would / like
- 4 would / like
- 5 I'd

- 5
- [6] Omar: I'd like 1 kilogramme of apricots.
- [4] Assistant: What would you like?
- [8] Omar and Munzer: Thank you.
- [2] Omar: Good idea.
- [1] Munzer: I'd like some fruit and vegetables. Shall we buy some?
- [7] Assistant: Here you are.
- [5] Munzer: 500 grammes of strawberries and 500 grammes of cucumbers, please. What about you, Omar?
- [3] Munzer: Hello, can we buy some fruit and vegetables, please?

- 6
- 1 How many / a
- 2 How many / a
- 3 How much / b
- 4 How many / b
- 5 How much / a
- 6 How many / b
- 7 How much / a
- 8 How many / b

- 7
- 2 Are there any restaurants here?
- 3 How many places are there?
- 4 Would you like a burger?
- 5 Do you like Chinese food?
- 6 What about Italian food?
- 7 How much does it cost?
- 8 Let's go to the Italian restaurant!

Skills development

- 1
- 1 d
- 2 c
- 3 d
- 4 b
- 5 b

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

- 3**
- 1 in Naples, Italy, in September
 - 2 You can try different kinds of pizza, watch people throwing pizza dough in the air and take part in a competition for choosing the best pizza maker.

- 5**
- 1 during
 - 2 First
 - 3 Then
 - 4 end
 - 5 either
 - 6 or

Module 3 Progress test

Reading

- 1**
- 1 [7] Souq al-Joukh
 - 2 [5] Souq al-Attarine
 - 3 [2, 5] Souq al-Sagha, Souq al-Attarine
 - 4 [3, 5] Souq al-Bzouriyya, Souq al-Attarine
 - 5 [1, 4, 5, 7] Souq al-Hamidiya, Souq al-Khayyatin, Souq al-Attarine, Souq al-Joukh
 - 6 [6] Souq al-Tarbush

- 2**
- 1 jewellery
 - 2 choice
 - 3 smells
 - 4 instruments
 - 5 souq
 - 6 clothes

Language practice

- 1**
- 1 There are
 - 2 Are there
 - 3 Is there
 - 4 Are there
 - 5 There are

- 2**
- 1 any
 - 2 any
 - 3 any
 - 4 some
 - 5 any
 - 6 some
 - 7 some
 - 8 any
 - 9 some
 - 10 some

- 3**
- 1 me
 - 2 them
 - 3 yours
 - 4 ours
 - 5 they

- 4**
- a 9
 - b 4
 - c 1
 - d 6
 - e 8
 - f 3
 - g 10
 - h 5
 - i 2
 - j 7

- 5**
- 1 matches
 - 2 a can opener
 - 3 a camping stove
 - 4 sun cream
 - 5 insect repellent

Listening and speaking

1

The Holi Festival of Colours	
Another name for the festival	the festival of love
Place of origin	India
When the festival happens	between the end of February and the middle of March
What people do	<ul style="list-style-type: none"> - They throw colourful powder on each other. - Groups walk from one place to another playing musical instruments, singing and dancing. - They share special food and drinks. - They visit friends and family.
Other places that celebrate this festival	different parts of Europe and America

Writing

1

Camping is a fun activity. There **are** many interesting things to do. You can build a campfire and tell stories while you sit around it. You can go swimming in a lake, a river or even in the sea if you are camping on the beach. You can explore nature and learn new things about the animals and plants you see. But there are things you should never forget to bring with you! **Some** of these things are: water, food, sun cream, a **torch**, insect **repellent**, and **matches**. Don't forget to also bring a map or a **compass** in case you get lost.

7 Explorers and inventors

Language practice

- 1**
- 1 wanted
 - 2 started
 - 3 carried
 - 4 invited
 - 5 used
 - 6 decided
 - 7 phoned
 - 8 watched

- 9 studied
- 10 worked
- 11 painted
- 12 helped

2

- 1 carried
- 2 watched
- 3 helped
- 4 phoned
- 5 painted
- 6 studied

3

February May July September December

4

- 2 the fifteenth of February
- 3 the third of March
- 4 the seventh of September
- 5 the twenty-eighth of May
- 6 the fourth of November

5

- 2 Saladin was born in eleven thirty-seven AD. He was a Muslim leader.
- 3 Haroun al-Rashid was born in seven sixty-three AD. He was a famous ruler.
- 4 Ibn Battuta was born in thirteen hundred and four AD. He was a Muslim traveller.
- 5 Socrates was born in four sixty-nine BC. He was a Greek philosopher.

6

- 2 Did Ghada study Arabic on Sunday?
No, she didn't. She read a book.
- 3 Did Ibrahim and Khaled go shopping on Monday?
No, they didn't. They saw a film.
- 4 Did Abba and Zeinab play tennis on Tuesday?
No, they didn't. They cooked kebabs.
- 5 Did Firas paint a picture on Wednesday?
No, he didn't. He wrote a story.

8

- 1 Where did you travel?
- 2 Who did you travel with?
- 3 Where did you stay?
- 4 How long did you stay?
- 5 What was your favourite moment?

9

- b When we canoed down a river. 5
- c To Canada. 1
- d My best friend's family. 2
- e For a week. 4

11

- 1 Did / read; did
- 2 didn't play
- 3 Did / study; did
- 4 travelled; Did / visit; didn't

Skills development

1

- 1 E
- 2 B
- 3 C
- 4 A
- 5 D

2

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

3

- 1 died
- 2 produced
- 3 used
- 4 constructed
- 5 was
- 6 loved
- 7 stopped
- 8 turned

4

- 1 Paolo Matthiae was an Italian archaeologist. He discovered the ancient city of Ebla.
- 2 Important information was discovered about life in Ebla and the region around it, during the 3rd millennium BC.

8 How people lived

Language practice

1

- 2 gave
- 3 met
- 4 went
- 5 did
- 6 won
- 7 read
- 8 bought

2

- 2 They didn't have a good time.
- 3 I didn't give you my ticket.
- 4 My parents didn't buy me a computer.
- 5 Our aunts didn't come to visit.
- 6 You didn't sing a nice song.
- 7 Siham didn't lose her pencil.
- 8 We didn't do a really interesting project.

3

- 2 F
- 3 H
- 4 D
- 5 G
- 6 B
- 7 C
- 8 A

- 4
 2 She sent an e-mail five days ago.
 3 She drew a picture four days ago.
 4 She told a joke yesterday.
 5 She read a magazine three hours ago.
 6 She met her uncle six days ago.
 7 She lost her pen five days ago.
 8 She finished her homework five minutes ago.

- 5
 2 No, he didn't.
 3 Yes, he did.
 4 Yes, he did.
 5 Yes, she did.
 6 No, he didn't.

- 7
 1 guards
 2 built
 3 took
 4 stayed
 5 made
 6 had
 7 won
 8 placed
 9 looks
 10 called

Skills development

- 1
 2 a sundial
 3 a mechanical clock
 4 a quartz clock / watch
 5 an hour glass

- 2
 2 D
 3 A
 4 E
 5 B

- 3
 1 Haroun al-Rashid sent a metal water clock to the Emperor Charlemagne.
 2 The sand hour glass came to Europe.
 3 An Italian inventor made the first face for a mechanical clock.
 4 The digital clock was invented.

- 4
 1 the number of people who lived in Naples
 2 the year Mount Vesuvius erupted
 3 the year archaeologists rediscovered the ruins of the city
 4 the year the excavations began

6

	the author	her grandmother
get up	seven o'clock	five o'clock
school	goes to secondary school	didn't go to secondary school
daily routine	helps with the housework	worked all day at home
home	lives in a flat	lived in a house

Module 4 Progress test

Reading

1

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

2

- [4] He showed his invention in London.
 [2] Baird improved the equipment.
 [1] Baird made the first televised picture.
 [3] He televised a moving object for the first time.
 [5] The BBC made the world's first TV broadcast.
 [6] The first colour broadcast was in the USA.

Language practice

1

- 1 visited
 2 listened
 3 drank
 4 caught
 5 went
 6 watched
 7 worked
 8 surfed
 9 told
 10 lived

2

- 1 They didn't eat ice cream.
 2 Yousef didn't paint a picture.
 3 We didn't stay in a hotel.
 4 They didn't enjoy their holiday.
 5 Salma didn't phone her friend.

3

- 1 Did you have cheese for breakfast?
 Yes, I did.
 2 Did they watch TV last night?
 No, they didn't.
 3 Did Nada play tennis yesterday?
 Yes, she did.
 4 Did you stay in a hotel?
 Yes, I did.
 5 Did Samer and Ali fly in a plane?
 No, they didn't.

4

- 1 wanted
 2 asked
 3 started
 4 sailed
 5 sailed
 6 helped
 7 showed

- 8 reached
- 9 returned
- 10 was

Listening and speaking

- 1
- 1 a They had to salt and dry the meat.
 - b They washed the laundry by hand.
 - c They used candles and gas lights for light.
- 2 People spent more time outside.

Writing

1

Neil Armstrong was a famous astronaut and **explorer**. He was also the first man to **walk** on the Moon. He was always interested in flying and he **became** a pilot after he finished university. On July 21, 1969, he landed on the surface of the Moon. He **collected** rocks and brought them back to Earth. He took pictures of his footprint and the American flag he left on the Moon. After he **came** back to Earth, he was considered a hero. He got many important awards like the Presidential Medal of Freedom that the president **gave** him.

9 The work we do

Language practice

- 1
- 2 mustn't
 - 3 must
 - 4 mustn't
 - 5 must
 - 6 mustn't
 - 7 must
 - 8 mustn't
- 2
- 2 must
 - 3 mustn't
 - 4 must
 - 5 must
 - 6 mustn't
- 3
- 2 You mustn't take photos with a flash.
 - 3 You must only eat and drink in the café.
 - 4 You mustn't use your mobile phone.
 - 5 You must leave your bags in the cloakroom.
- 5
- 2 a builder
 - 3 a shop assistant
 - 4 a factory worker
 - 5 an office worker
- 6
- 2 journalists
 - 3 teachers
 - 4 police officers
 - 5 nurses
- 7
- 2 must
 - 3 have to

- 4 has to
- 5 have to
- 6 mustn't
- 7 don't have to
- 8 has to

Skills development

- 1
- A 4
 - B 6
 - C 7
 - D 8
 - E 3
 - F 9
 - G 1
 - H 2
 - I 5
 - J 10

- 2
- sweets
 - bottled water
 - tablet
 - pens and pencils
 - books
 - magazines

- 4
- 2 You mustn't accept packages from a stranger.
 - 3 You mustn't pack things like scissors in your hand luggage.
 - 4 You must wear comfortable clothes.
 - 5 You must carry all the things you need for the flight in a small bag.
 - 6 You must take a bottle of water and double the amount you normally drink.
 - 7 You must suck sweets during take-off and landing to stop your ears hurting.
 - 8 You mustn't use your mobile phone during and after take-off.
 - 9 You must walk or move around to keep healthy and do exercises in your seat.
 - 10 You mustn't forget your passport.
- 5
- 1 According to Rana, in traditional jobs you work for someone in an office and you have a specific schedule.
 - 2 Her mum paints and sells her paintings to different shops in the city. Her dad works in the kitchen and makes traditional, healthy food. He delivers the food to homes and restaurants.

10 Work and personality

Language practice

- 1
- A funny
 - B generous
 - C imaginative
 - D energetic
 - E friendly
 - F shy
- 2
- 1 funny
 - 2 energetic

- 3 generous
4 friendly
- 4 (suggested answers)
2 You shouldn't watch so much TV.
Why don't you do a sport?
3 You shouldn't worry.
You should study your notes again.
4 You should buy something nice.
Why don't you buy some flowers or chocolates?
5 You should get fit.
Why don't you walk more often?
6 You should sit down.
Why don't you go to the doctor?

- 5
- 1 the laundry / tidies
2 lays / helps / the cooking
3 helps / looks
4 tidies / helps

- 7
- 2 didn't have to go
3 did / take; had to give
4 Did / have to study
5 didn't have to get
6 Did / have to pay
7 had to drive
8 didn't have to buy
9 had to wait
10 had to do

Skills development

- 1
- 1 He could play the oud, sing, act and compose songs.
2 19th October, 1915
3 his mother
4 *Intisar al-Shabab*
5 because of his sister Asmahan's sudden death
6 40 years
7 love, his country and his culture
8 59

- 2
- 1 English nurse
2 training nurses
3 modern nursing
4 proper treatment
5 hospital conditions
6 injured soldiers
7 helpful book
8 many awards

- 4
- 1 from
2 in
3 to
4 to
5 at
6 across
7 in

Module 5 Progress test

Reading

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

- 2
- a John, Hussein, Juan
b John, Lisa, Juan
c John, Hussein, Lisa
d Caroline, Lisa
e John, Juan
f John, Juan

Language practice

- 1
- 1 You mustn't walk on the flower beds.
2 You must follow the signs for the café.
3 You mustn't listen to loud music.
4 You must walk on the paths.
5 You mustn't fish in the lake.
6 You mustn't pick the flowers.
7 You must take your rubbish home.
8 You mustn't ride a bicycle.
9 You must ask the park keeper for information.
10 You must play ball games in this area only.

- 2
- 1 must
2 must
3 don't have to
4 have to
5 must
6 don't have to
7 have to
8 has to
9 mustn't
10 must

- 3 (suggested answers)
- 1 You should buy a new one.
2 You should ask for help.
3 He should do more sport.
4 She should go to bed earlier.
5 He should have a haircut.

- 4
- 1 had to
2 have to
3 had to
4 have to
5 had to
6 didn't have to
7 don't have to

- 8 don't have to
- 9 has to
- 10 don't have to

5

- 1 departure lounge
- 2 information office
- 3 runway
- 4 boarding gate
- 5 passport control

Listening and speaking

1

- 1 artistic
- 2 characteristics
- 3 creatively
- 4 unhappy
- 5 interesting

Writing

1

The Pulitzer Prize is a famous award for journalistic writing, **literature** and music. The newspaper publisher Joseph Pulitzer **created** it in 1917. It has many categories. A jury chooses three people for each category. The Pulitzer Prize honours great people who wrote and composed creative pieces of art. They **have** to be **imaginative** and they **should** create something amazing so that people appreciate their work.

11 Your future

Language practice

1

- 2 is going to live
- 3 Is / going to close
- 4 is going to make
- 5 is going to happen
- 6 are going to go
- 7 are / going to do
- 8 aren't going to stay
- 9 are going to celebrate
- 10 are going to eat

2

- 2 She's going to post
- 3 They aren't going to play
- 4 He's / It's going to hit
- 5 She's going to open
- 6 He isn't going to catch

3

- 1 out of
- 2 towards
- 3 into
- 4 in

4

- next year [9]
 this afternoon [1]
 in September [8]
 on Thursday [4]
 next week [5]
 in the summer [7]

- next month [6]
 the day after tomorrow [3]
 this evening [2]

5

- 2 'm going to meet
- 3 Are / going to send
- 4 aren't going to play
- 5 are / going to do
- 6 aren't going to buy
- 7 'm going to watch

7

- 2 Press
- 3 Turn off
- 4 Click
- 5 Save
- 6 print

Skills development

1

- B 2
 C 7
 D 1
 E 6
 F 5
 G 4

2

- a 5
 b 4
 c 7
 d 1
 e 2
 f 6
 g 3

3

- 1 Technology
- 2 creativity
- 3 video chat
- 4 Tablets
- 5 smart watches

12 Looking into the future

Language practice

1

- 2 cloud / cloudy
- 3 wind / windy
- 6 rain / rainy
- 7 snow / snowy
- 10 cold
- 13 hot

2

- Damascus:** symbols 1 and 3
Amman: symbols 1 and 12
San'a: symbols 1, 6, 8
Abu Dhabi: symbol 1
Mecca: symbols 2, 3, 13
Riyadh: symbols 1, 3, 13

- 4
- 3 My team won't win the match.
- 4 The film will be very good.
- 5 The students in my class won't pass the exam.
- 6 My friend won't be famous in the future.

- 5
- 2 'll teach
- 3 'll go
- 4 'll have
- 5 'll carry
- 6 'll get

Skills development

1

Name	Prediction
Nada	be a famous writer
Rabab	become a teacher
Kareem	join my parents' business
Ahmed	play football for my country
Ruba	live in a big city
Saleh	live in the country
Reem	get married
Ali	work with animals

- 2
- 2 Ruba
- 3 Nada
- 4 Saleh
- 5 Kareem
- 6 Ahmed

- 3
- 1 and
- 2 because
- 3 but
- 4 so

Module 6 Progress test

Reading

- 1
- 1 Ziad
- 2 Joanna
- 3 Tim
- 4 Fatima
- 5 Tim
- 6 Joanna
- 7 Michael
- 8 Tim
- 9 Ziad
- 10 Michael

2

Cities and Buildings: traffic, blocks of flats
Technology: computers, USBs, video phones

Transport: trains, flying machines, cars
Nature and Environment: growing food, bad air, green spaces

Language practice

- 1
- 1 are / going to do
- 2 'm going to do
- 3 is going to watch
- 4 Are / going to play
- 5 are / going to do
- 6 'm going to visit
- 7 're going to have
- 8 are / going to go
- 9 're going to go
- 10 Are / going to visit
- 11 aren't going to go
- 12 're going to stay

2

- 1 Many islands will flood.
- 2 The Nile River plains will disappear.
- 3 Millions of Chinese people may not lose their homes.
- 4 Insects won't die in cold winters.
- 5 World food levels will drop.
- 6 Some of these predictions may not come true.
- 7 American plains may become very dry.
- 8 Polar bears will die out.
- 9 Animals may not adapt fast enough.
- 10 Forest fires will happen more often.

3

- 1 screen
- 2 menu
- 3 keyboard
- 4 mouse
- 5 cable

4

- 1 snowy
- 2 windy
- 3 rainy
- 4 cloudy
- 5 sunny

Listening and speaking

- 1
- 1 1865
- 2 1969
- 3 1898
- 4 19

Writing

1

The human population keeps growing. Soon this could **become** a problem, especially with how **climate** change is affecting the production of crops. How are we going to have enough food for everyone? The solution may be floating farms. This project could make it possible to grow food on farms built above the sea near the **coast**. They will be close to cities that are far from farms. They will **work** on **solar** energy. Crops will be able to grow all year no matter the **weather** and even without soil.

Introduction

The following is a list of new words which are introduced in *English for Syria 7* Students' Book and Activity Book.

Nouns are given with their plural form in brackets after the word. In some cases the plural is the same as the singular, in which case a dash (-) appears in brackets. Nouns existing only in plural form are indicated by (pl.n.). In cases where the plural is rarely used, or where the plural form changes the sense of the word, plurals have not been given.

Regular verbs are marked with an asterisk after the word (*) and irregular verbs with two asterisks (**). These and other irregular verbs encountered in *English for Syria 1-6* can be referred to in the table of irregular verbs on pages 133-134.

Students' Book

A a

active (p.72)
actor(s) (p.68)
adapt* (p.88)
admire* (p.17)
advanced (p.60)
adventure (p.6)
affect* (p.88)
ago (p.54)
agriculture (p.61)
air traffic controller(s) (p.70)
all right (p.12)
amazing (p.37)
ambition(s) (p.73)
ancient (p.11)
angle(s) (p.28)
announcement(s) (p.71)
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astronaut(s) (p.51)
astronomy (p.58)
athlete(s) (p.17)
attic(s) (p.10)
autumn (p.46)

B b

backpacking (p.40)
baggage handler(s) (p.70)
baggage reclaim (p.70)
bake* (p.42)
barbecue(s) (p.44)
bat(s) (p.15)
battery(ies) (p.38)
beak(s) (p.12)
beard(s) (p.56)
behaviour (p.68)
believe* (p.17)
belt(s) (p.37)
between (p.56)
billion(s) (p.46)
boarding gate(s) (p.70)
boat(s) (p.49)
born (to be born) (p.17)

C c

bowl(s) (p.42)
break(s) (p.20)
bright (p.96)
burger(s) (p.47)
bus stop(s) (p.20)
business(es) (p.72)
businessman(men) (p.59)
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cabin attendant(s) (p.70)
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carve* (p.40)
catch** (p.57)
category(ies) (p.78)
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cave(s) (p.11)
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check-in (p.70)
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chew* (p.25)
chop* (p.42)
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civil servant(s) (p.76)
claw(s) (p.13)
clay (p.25)
clear (p.26)

clever (p.6)
climate (p.88)
close* (p.15)
cloudy (p.86)
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comedy(ies) (p.6)
command(s) (p.90)
communicate* (p.15)
company(ies) (p.51)
compass(es) (p.38)
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concourse (p.70)
connect* (p.84)
construct* (p.50)
control* (p.90)
control tower(s) (p.70)
course(s) (p.30)
cover(s) (p.37)
crawl* (p.66)
create* (p.17)
creative (p.69)
criminal(s) (p.81)
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cure(s) (p.91)
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D d

daily (p.22)
damage* (p.67)
danger (to be in danger) (p.66)
dangerous (p.11)
darkness (p.36)
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date(s) (p.36)
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distance (in the distance) (p.36)
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energetic (p.69)
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engine(s) (p.50)
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experiment(s) (p.25)
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F f

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famous (p.50)
fan(s) (p.87)
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fight** (p.58)
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fill* (p.25)
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First Aid (p.37)
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g

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garlic (p.4)
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generous (p.73)
genius (p.64)
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get back** (p.56)
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goalkeeper(s) (p.12)
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ground staff (pl.n.) (p.70)
grow up** (p.73)
guest house(s) (p.57)
guide(s) (p.57)
gum (p.25)
gym (p.31)

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h

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happiness (p.46)
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I
i

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igloo(s) (p.10)
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impatient (p.73)
impressive (p.54)
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Internet (p.6)
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inventor(s) (p.50)

invite(s) (p.63)
issue(s) (p.52)

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j

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journey(s) (p.70)
joy (p.46)
just (p.43)

K
k

keep in touch** (p.74)
keyboard(s) (p.82)
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L
l

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land (p.89)
land* (p.12)
landscape(s) (p.40)
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lid(s) (p.25)
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Infinitive

be
beat
begin
bite
blow
break
bring
broadcast
build
buy
catch
choose
come
cost
cut
do
draw
dream
drink
drive
eat
fall
fight
find
fly
forget
get
give
go
grow
hang
have
hear
hide
hit
hold
keep
know
lay

Past simple

was/were
beat
began
bit
blew
broke
brought
broadcast
built
bought
caught
chose
came
cost
cut
did
drew
dreamed/dreamt
drank
drove
ate
fell
fought
found
flew
forgot
got
gave
went
grew
hung
had
heard
hid
hit
held
kept
knew
laid

Past participle

been
beaten
begun
bitten
blown
broken
brought
broadcast
built
bought
caught
chosen
come
cost
cut
done
drawn
dreamed/dreamt
drunk
driven
eaten
fallen
fought
found
flown
forgotten
got
given
gone/been
grown
hung
had
heard
hidden
hit
held
kept
known
laid

Infinitive

lead
learn
leave
lend
let
light
make
put
ride
ring
rise
run
say
see
sell
send
set
sew
shake
sing
sink
sit
sleep
speak
spend
stand
swim
take
talk
teach
tell
think
throw
understand
wake
wear
write

Past simple

led
learned/learnt
left
lent
let
lit
made
put
rode
rang
rose
ran
said
saw
sold
sent
set
sewed
shook
sang
sank
sat
slept
spoke
spent
stood
swam
took
talked
taught
told
thought
threw
understood
woke
wore
wrote

Past participle

led
learned/learnt
left
lent
let
lit
made
put
ridden
rung
risen
run
said
seen
sold
sent
set
sewn
shaken
sung
sunk
sat
slept
spoken
spent
stood
swum
taken
talked
taught
told
thought
thrown
understood
woken
worn
written



Teacher's notes

A series of 20 horizontal dotted lines for writing notes.



Teacher's notes

A series of horizontal dotted lines for writing notes.