



اللغة الإنجليزية English Language المحلة الإنجليزية Intermediate Stage

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First Intermediate Stage Second Semester

المرحلة المتوسطة الصف الأول المتوسط الفصل الدراسي الثاني

KSA - Edition

كتاب المعلم Teacher's Manual

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Ministry of Education



Contents of Teacher's Manual

Introduction .

Teacher's Notes for Student's Book	
Hello	. 6
Module 1	. 9
Module 2	. 23
Module 3	. 37
Module 4	. 51
Workbook Key	65
Grammar Book Key	. 69
Class CD Tracklist	. 72
Pacing Chart	. 73
Pacing Chart for Holy Qur'an Memorization Schools	. 81

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OUTLINE OF THE COURSE

Objectives

Full Blast is an exciting and easy-to-use course in English. The main concern of the writers of this course has been to explicitly demonstrate how English is used in real-life situations, thus enabling learners to use it in meaningful contexts. *Full Blast* has been meticulously designed to build learners' ability to communicate their ideas fluently, accurately and confidently.

Goals

Full Blast follows the requirements of the Common European Framework of Reference for Languages (CEF). It aims at achieving the following goals:

- **Communicative** to help students establish relations, exchange information and express ideas, attitudes and feelings.
- Socio-cultural to help students grasp an understanding of everyday life patterns of their age group. This covers topics such as home, leisure, etc. in the target language.
- Learning how to learn to help students plan their work over a time span and set themselves realistic objectives.
- Language and cultural awareness to help students acquire an understanding of the language and culture.

Syllabus

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

Organisation and length of the course

Full Blast 2 First Intermediate School - Second Semester, the second book in the series, effectively meets the needs of learners with little exposure to the English language. It leads students towards level A1 (Basic User/Breakthrough) of the CEF.

The Student's Book is organised in four modules, each of which is based on a general topic. The modules are well-organised within a steady framework. Each module consists of a cover page, 5 two-page lessons, a two-page round-up section and a culture or a cross-curricular page. In this way, students are presented with different aspects of the same topic. The modular approach promotes progress in all dimensions and by the end of the course, students will have been systematically exposed to the functions and structures outlined in the contents. Additionally, they will have been given the opportunity to develop all four skills, having been given adequate practice throughout the book. The precise time needed to complete the course will vary according to factors such as school organisation, class size, learner ability and motivation.

Key features

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

- Motivating and contemporary topics related to the interests of teenagers.
- Lively dialogues presenting real spoken English.
- Emphasis on vocabulary building.
- Cross-curricular and cultural information.
- The language used. It is principally British English. However, the writers have taken into consideration the fact that English is spoken as a first, second or foreign language throughout the world. Therefore, students are exposed to linguistic varieties as well as texts and information about various English-speaking countries and cultures.
- Personalisation activities.
- Opportunities for promoting **learner autonomy** with learning objectives on the cover pages, learning tips throughout the book, projects and a self-assessment section (Portfolio).

COURSE COMPONENTS

Student's Book including Workbook and Grammar Book

The Student's Book contains:

- A table of contents for the Student's Book presenting the topics, vocabulary, structures, functions, pronunciation as well as the language skills practised in each module. Also, a table of contents for the Workbook and the Grammar Book.
- A Hello section and four modules. Each module is divided into a cover page, five lessons, a Round-up section and culture or a cross-curricular page.
- A speaking section including pair work activities.
- A grammar reference section with useful tables, examples and explanations of the structures dealt with in each module.
- A section with tips helping students to acquire good learning habits inside and outside the classroom and covering areas such as vocabulary, grammar, reading, listening, speaking and writing. Different learning tips are also presented throughout the lessons.
- A word list containing the active vocabulary in alphabetical order per lesson.

The **Workbook** is in full colour and is closely linked with the Student's Book. It consists of eleven pages per module comprising of vocabulary, grammar, communication, reading and writing development tasks and provides students with further practice of all the linguistic items dealt with in the Student's Book. It is recommended that some of the exercises in the Workbook should be done in class but most of them should be assigned for homework. At the end of the Workbook there is a four-page consolidation section where students are able to reinforce and consolidate what they have learnt. Portfolio: This can be found within the Workbook. The Portfolio is made up of personalised and motivating projects as well as a two-page self-assessment section. The *projects* can be found at the end of each module and are closely related to the topic of the module. Each project is meant to be done when the module has been completed, hence providing an opportunity for revision and consolidation. Furthermore, students gain confidence and a sense of achievement as they use

the language they have acquired in a creative manner.

The *self-assessment section* is meant to be done when the material has been completed. This section enables students to assess themselves and record their progress, and promotes self-awareness about their strengths and weaknesses. It also enables teachers to see whether any remedial work is necessary.

The **Grammar Book** is also in full colour and is designed in accordance with the syllabus of the Student's Book. Each structure is presented in meaningful context and there are grammar boxes where the use and the formation of the grammar structure is presented, along with various necessary rules and notes. There are also carefully graded tasks, as well as communicative, oral and written activities. Lastly, at the end of each module there is a revision section for consolidation. The students are therefore provided with further practice of the structures taught in each module.

Student's audio CD

The **FREE Student's audio CD** includes the vocabulary, dialogues, texts, listenings, pronunciations and the culture and cross-curricular pages from the Student's Book and is meant to give Ss extra practice at home. The Student's audio CD tracklist can be found at the end of the Workbook.

Teacher's Manual

The Teacher's Manual contains:

- An introduction.
- **Teacher's Notes** for each lesson of the Student's Book. Each lesson includes tables of the functions, structures and vocabulary introduced and useful notes for teaching. These notes provide teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the students' needs. Answers to all exercises, transcripts of the listening exercises and the aims for every activity in the Student's Book are also included.
- Ideas for optional activities which help students get a better understanding of the vocabulary and grammatical structures or forms introduced and provide them with an opportunity for further practice.
- Background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- Language Plus boxes which give more detailed information about the new linguistic items presented in each lesson.
- The tracks (>>> 22) = Track 22) for all the recorded material included in the class CD.
- The Workbook Key.
- The Grammar Book Key.
- The Class CD Tracklist.
- Pacing charts.

Class CD

The Class CD includes all the recorded material from the sections in the Student's Book where the symbol of appears.

Test CD/ CD-ROM

The Test CD/ CD-ROM contains:

- 4 tests corresponding to the modules of the book
- a final test

- keys and transcripts
- the recordings of the listening tasks of the tests.

All the tests include vocabulary, communication, grammar, listening, reading and writing tasks.

The tests can be printed in their original form. However, the teacher also has the ability to add, omit or change the order of the items and/or exercises according to the needs of their classes.

THE STRUCTURE OF THE MODULES OF THE STUDENT'S BOOK Hello

This section familiarises students with basic vocabulary, grammatical structures and functions.

Modules 1-4 (an overview)

Each module consists of a cover page, 5 two-page lessons, a two-page round-up section and a culture or a cross-curricular page. The lessons focus equally on lexis, arammar. language functions and communicative skills. In the first four lessons, the target language (vocabulary, grammar, functions) is presented and practised extensively. In all five lessons, the four basic skills (reading, listening, speaking, writing) and micro-skills are developed in an integrated manner. In the fifth lesson, there is special emphasis on listening, speaking and writing. Furthermore, the round-up pages at the end of each module thoroughly revise the functions, grammar and vocabulary that have been taught in the preceding lessons through exercises, speaking and writing activities, as well as fun poems. The *Now I can* section also included offers students a unique opportunity for self-evaluation. Lastly, the culture or the cross-curricular page at the end of each module is related to the topic of the preceding module.

Cover page

The cover page is the first page of the module. Ss are introduced to the topic of the module through a discussion. Then they are asked to locate five pictures in the module. The purpose of doing so is to create a sense of anticipation. The third section of the cover page is a set of learning objectives. Students read about what they will learn in the module, which increases motivation and helps them become autonomous learners.

Vocabulary

Before students deal with texts or grammar, they are presented with the key vocabulary in order to facilitate understanding and communication. Vocabulary is presented through visual clues which make the presentation more appealing and comprehensible to students. The lexical items presented are always related to the topic of the module and are semantically grouped. Particular attention has been paid to the selection of useful, high-frequency lexis while bearing in mind that vocabulary is not just lexis but also phrases or chunks of language which have the same function that single words do.

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

Reading

Reading can be divided into two parts: • Dialogues

The aims of the dialogues throughout the book are to present vocabulary, structures and functions in context and to expose students to everyday spoken language through meaningful contexts. All the dialogues have been specially designed to familiarise students with spoken English in a variety of different real-life situations and they can be dealt with as both reading and listening activities. These dialogues rouse students' interest through witty exchanges in up-to-date, modern English, the objective of which is to promote learning in a communicative way. The dialogues are accompanied by a wide range of comprehension activities, such as open-ended questions, True/False exercises, identifying speakers, gap filling, extracting specific information, etc.

Different types of texts

There is a variety of reading material: factual texts, comic strips, e-mails, signs and notes, guizzes, magazine articles, surveys, etc. The texts cover a broad range of motivating and contemporary topics and provide students with interesting, multi-cultural, cross-curricular information about the real world. The texts have been carefully selected not only for their language content but also for their interest and appropriateness to the level and age of students this course is intended for. The texts and tasks aim at the development of reading micro-skills with the emphasis on reading for gist and for specific information. Teachers should use the prereading guestions provided in the Teacher's Manual to introduce the topic of the reading text and facilitate students' further comprehension of it. In the Teacher's Manual there are also post-reading questions which give students the opportunity to expand on the topic of the text and use the new vocabulary to talk about themselves.

Students are further helped to develop their reading skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Grammar

The aim is to present grammar gradually (building-block strategy). In the grammar section, the formation of the structure dealt with each time is presented through clear and straightforward tables, while its usage is illustrated through notes and/or examples. However, as in the vocabulary section, students are actively involved in the understanding of grammar as they are asked to find examples of the particular structure in the dialogue/text in order to see grammar in context. The grammar is presented in more detail in the Grammar Reference section at the end of the Student's Book and is further practised in the speaking and writing activities. The section ends with a simple activity which allows students to use the structure they have learnt in context and teachers to check their students' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually. Students can also use their Grammar Book section for further practice.

Pronunciation

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

Listening

The topic of the listening task is always related to the topic of the lesson. A variety of spoken text types and task formats have been employed through which important listening micro-skills are developed. The focus is on listening for gist and/or specific information. Therefore, it is always a good idea to have students read through the questions/gapped text, etc. first and make predictions about the possible answers using the prompts given, such as pictures, tables, etc. It is always important to stress that students do not need to understand every word that they hear. After making sure that students have understood the instructions and the language included in the questions, play the CD two or more times if necessary. Elicit answers from students and ask them to justify their answers. Then, if necessary, play the CD again and clarify any points that have not been understood.

Students are further helped to develop their listening skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Speaking

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

Students are further helped to develop their speaking skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Writing

Writing is perhaps one of the most difficult skills for students to master. The writer must take many things into consideration: handwriting, spelling, punctuation, paragraphing, purpose, audience, syntax. For this reason, the course has paid particular attention to this skill. Students are introduced to writing smoothly, starting with gapped activities, simple sentences and then moving on to longer texts. The book helps students build up their writing skills by integrating the skills as the writing activities are usually based on the preceding speaking activities. Students are also provided with guidance concerning different types of writing and activities which help develop writing skills. More importantly, students are provided with a model text so they are exposed to a sample of what they have to produce. You can find a recording of all the model texts on the Class and Student's CDs. This allows teachers to have Ss listen to the texts while they are reading them.

The writing tasks are particularly suitable for homework, as they give Ss the opportunity to revise the language introduced in the lesson and expand on the topic. Instructions should be explained carefully in class, as it is important to ensure that students have fully understood what they are expected to do. Students' written work should always be corrected (not during class time) and returned to students in due course. Alternatively, students could work in pairs and correct each other's work before giving it to the teacher. Moreover, students should be familiarised with a correction code, like the one that follows, which will help them identify and correct their own mistakes.

(1111111111
WW: wrong word	A : article
S: spelling	WO: word order
P: punctuation	something missing
T : tense	

Another way to deal with writing is as a cooperative activity. Writing in pairs or groups can be highly motivating for students and incorporates research, discussion and peer evaluation.

Students are further helped to develop their writing skills with the inclusion of useful advice given throughout the book in the form of **tips**.

In the Workbook, in addition to the page corresponding to the fifth lesson of the Student's Book, there is an extra page which focuses on writing skills. This page includes a brainstorming activity in the form of a writing plan and can be found at the back of the Workbook.

Round-up

The Round-up pages consist of exercises revising the vocabulary, grammar and communication activities in the corresponding lessons as well as a speaking and a writing activity. Students are asked to work out their score and see how well they have done. There are also self-evaluation charts (Now I can) where students can check their progress. These charts give students the opportunity to take responsibility for their learning. They see what they can do with the language they have learnt and evaluate their own strengths and weaknesses. Lastly, every Round-up has got a Rhyming Corner. Here students can come into contact with different kinds of rhymes. They are also asked to do an activity, such as completing blanks or circling the correct words before listening to the rhyme. This allows students to develop cognitive skills and also motivates them to listen to the rhyme so as to see if they have guessed correctly.

Culture and Cross-curricular pages

At the end of every module there is a culture or a crosscurricular page. This page is related to the topic of the preceding module and further introduces students to different cultures or cross-curricular topics. More multicultural and cross-curricular information is included within the modules. Students are not expected to learn the unknown vocabulary they may encounter here.

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that students fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate through examples what the task requires them to do, by doing the first item. This is especially recommended in all speaking activities.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging students to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.
- Regarding the grammar section, students will feel more confident if unknown words are explained before they do the grammar activities.
- When correcting students' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to students orally or in written form on the board.
- When explaining new lexical items, a variety of techniques could be employed such as example sentences, mimicry, definitions, antonyms, synonyms and/or translation.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where students are asked to do guesswork, no answers should be revealed before students proceed to the actual task and check their predictions.
- It is advisable that teachers use the students' L1 when necessary (e.g. to initiate a discussion on a topic in order to activate students' background knowledge, to explain grammar rules).

ABBREVIATIONS USED IN TEACHER'S MANUAL

adj → adjective	etc. → et cetera
adv → adverb	sb \rightarrow somebody
prep → preposition	sth → something
n → noun	Ss → students
v → verb	SA → student A
p. → page	SB → student B
pp. → pages	TM → Teacher's Manual
e.g. → for example	L1 → Ss' first language

Hello

FUNCTIONS

Revising basic vocabulary, grammatical structures and functions

VOCABULARY

Family

aunt cousin daughter son uncle Other words

classmate dictionary e-mail floor go bowling go rollerblading goldfish karate magazine match (n) newspaper poem raise your hand shelf spell T-shirt umbrella understand use wall wardrobe watch (n)

1 Nice to meet you

A. Aim: to give Ss practice in introducing themselves

- Draw Ss' attention to the speech bubble and make sure they understand it.
- Choose a student and ask him/her the questions from the speech bubble.
- Encourage the student to answer.
- In groups of three, Ss take turns to ask and answer the questions in the speech bubble.
- Go around the class helping Ss when necessary.

B. Aim: to give Ss practice in introducing other people

- Draw Ss' attention to the speech bubble.
- Choose Ss and ask them to introduce themselves and the others in their group to the class.

2 Family DE 2

- A. Aims: () to present and revise vocabulary related to family
 - to give Ss practice in using the verb be, the verb have got, personal pronouns, possessive adjectives and possessive case.
- Draw Ss' attention to the family tree and explain how it works if necessary.
- Draw Ss' attention to the picture of the boy and ask Ss who he is. (Ameen)
- Have Ss read through the words in the box and explain any unknown words.
- Revise any grammatical structures if necessary.
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

KEY	1111
1. grandfather	5. cousin
2. grandmother	6. father
3. aunt	7. mother
4. uncle	8. sister

B. Aim: to give Ss practice in talking about their families

- Draw Ss' attention to the speech bubble and make sure they understand it.
- Choose a student, ask him/her the questions in the speech bubble and encourage him/her to answer.
- Have Ss do the activity.
- · Go around the class helping Ss when necessary.



3 What can you do?

Aim: to give Ss practice in asking and answering about what they *can* or *can't* do through pair work

- Draw Ss' attention to the speech bubble and make sure they understand it.
- Ask Ss to read through the list of prompts and make sure they haven't got any unknown words.
- Explain to Ss that they should use can (*ability*) and can't (*lack of ability*) to ask and answer about the prompts included in the box.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

4 Where is it? **D**3

- A. Aims: () to revise basic vocabulary
 - to give Ss practice in asking and answering questions about the location of objects in a room
 - to give Ss practice in using prepositions of place
- Ask Ss to look at the picture of the room and make sure they understand what the words correspond to.
- Draw Ss' attention to the speech bubble and make sure they understand it. Explain to Ss that they should use the prepositions of place *on, in, under, next to, behind, in front of* or *between* to identify the location of the objects mentioned in the box.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.

· Choose some pairs to act out the dialogue.

KEY

Where's the computer? It's on the desk, next to the goldfish.

Where are the books? They're on the shelf. Where's the skateboard? It's under the bed. Where are the watches? They're on the desk. Where's the umbrella? It's behind the wardrobe. Where are the pencils? They're on the chair. Where's the football? It's in the wardrobe. Where are the magazines? They're on the floor, between the bags.

Where's the goldfish? It's on the desk, next to the computer.

Where's the blue chair? It's in front of the wardrobe.

- **B. Aims:** (c) to give Ss practice in using *There is / There are*
 - to give Ss practice in using plural forms
- Ask students to look at the words in the box and make sure they haven't got any unknown words.
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.

Check the answers with the class.

KEY

There are two basketballs on the floor. There are ten books on the shelf. There are three magazines on the floor. There are three pencils on the orange chair. There are two bags on the floor. There are two shelves on the wall. There are three dictionaries on the shelf. There is a skateboard under the bed. There are two T-shirts on the floor and two T-shirts in the wardrobe. There are four watches on the desk. There is a computer on the desk. There are two goldfish (in a bowl) on the desk.

Hello

5 What's the time? >>> 4

Aim: to give Ss practice in telling the time

- Draw a clock on the board with the numbers 1-12. Draw the small hand of the clock on the board pointing to a number and the big hand pointing to twelve.
- Ask a student: What's the time?
- Elicit an answer.
- Give Ss practice in telling the time by changing the hands of the clock on the board and revise the following: *half past..., a quarter to/past..., five/ten/twenty, etc. to/past...*
- · Ask Ss to read through the sentences a-f.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.
- · Check the answers with the class.



6 In my free time

- A. Aims: \mathbf{b} to revise the days of the week
 - to give Ss practice in using the Present Simple and Question words
- Draw Ss' attention to the weekly schedule.
- Revise the days of the week if necessary.
- Have Ss read the activities on the weekly schedule and explain any unknown words.
- Have Ss do the activity and go round the class helping them when necessary.

Check the answers with the class.



1. He goes bowling on Fridays.

- 2. Brian has a karate class at 5pm on Wednesdays.
- 3. Brian visits his grandparents on Mondays.
- 4. No, he doesn't. He has a karate class.
- 5. Brian goes rollerblading with his cousins.
- 6. Brian eats pizza at Mario's restaurant.
- 7. Yes, he does.

.....

- **B. Aim:** to give Ss practice in presenting their own freetime activities
- Choose a few Ss and ask them what they do in their free time and when.
- Have Ss complete the weekly schedule with their own free-time activities.
- Draw Ss' attention to the speech bubble and make sure they understand it.
- Get Ss to do the speaking activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

C. Aim: to revise Adverbs of frequency and allow students to talk about their daily activities.

- Draw Ss' attention to the speech bubble and make sure they understand it.
- Choose a student and act out the dialogue.
- Get Ss to do the speaking activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

7 Classroom rules

- Aim: to give Ss practice in using the Imperative and to present a few classroom rules
- Draw Ss' attention to the speech bubbles and explain what they mean.
- Remind students the meaning of the Imperative by giving examples: Don't play football in the classroom. / Do your homework.
- Ask Ss to read the phrases in the box and explain any unknown words if necessary.
- Get Ss to do the speaking activity in pairs and go round the class helping them when necessary.
- Check the answers with the class.

Nice and tasty

Aims: () to introduce the topic of the module and activate Ss' background knowledge

- to present the learning objectives of the module
- Draw Ss' attention to the title of the module and the main picture on the page.
- Ask Ss what they can see and elicit an answer (a basket full of dates).
- Help Ss deduce the meaning of the phrase *nice and tasty* (= *having a pleasant flavour*) by using mimicry, e.g. pretend that you're eating something and say e.g. *These dates are nice and tasty!*
- Ask Ss:

Do you like dates or other fruit? What is your favourite food?

- Elicit answers.
- Ask Ss to guess what the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Ask Ss to look at the pictures A-E.
- Ask Ss to guess what each one of the pictures shows. Then ask Ss to go through the module and find where the pictures are.

KEY	
picture A: p. 10	
picture B: p. 16	
picture C: p. 8	
picture D: p. 15	
picture E: p. 13	

- Read out the objectives in the *In this module you will learn* section.
- Explain any unknown words.

Delicious!

FUNCTIONS

Expressing food preferences

STRUCTURES

Countable and uncountable nouns - a(n), some

VOCABULARY

Food

banana butter carrot cheese cherry chicken dairy product date fruit ice cream meat milk mushroom onion pepper potato salad steak strawberry tomato vegetable yoghurt

Other words

cut (v) delicious famous healthy horrible hungry minute need order(v) put quite ready tasty try

Phrases

Have some... I (don't) think so Let me Trust me What else...? Yuck! Yummy!

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Explain to Ss that the adjective *delicious* is synonymous with *tasty* and the exclamation *Delicious!* is used to show that you really like what you are eating.
- Ask Ss to think of any food they know in English, tell them to say it and have the rest of the class exclaim *Delicious!* if they like it.
- · Ask Ss to guess what the lesson is about.
- Elicit answers.

1 Vocabulary **D** 5

Aim: to introduce fruit, vegetables, meat and dairy products

- Ask Ss to look at the pictures and read through the words.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.
- Draw Ss' attention to the headings of the four categories (*Fruit Vegetables Meat Dairy products*).
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the words under each heading and help them deduce the meaning of the corresponding category.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.

KEY	11111		
Fruit	Vegetables	Meat	Dairy products
strawberries	peppers	chicken	cheese
cherries	onions	steak	yoghurt
bananas	mushrooms		milk
apple	carrots		butter
oranges	potatoes		
dates	tomatoes		

Background note

For some people a *tomato* can be a fruit or a vegetable but it is generally perceived as the latter. (See background note in lesson 1d, for more details.)

- Play the CD again and pause so that Ss can repeat what they hear.
- Ask Ss which of these they consider to be delicious.

2 Read **b** 6

- **A. Aim:** to present vocabulary, structures and functions in the context of a dialogue
- Ask Ss to look at the picture accompanying the dialogue and tell you what they can see (a plate with some fruit).
- Elicit answers.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Draw Ss' attention to the exclamations *yuck* and *yummy*, make sure that Ss understand how they are used and point out the intonation. Ask Ss if they have similar expressions in their L1.

Language Plus

Yuck is used to express disgust, whereas *Mmmm* and *yummy* are used to show that we like something and we think it's delicious.

Ask Ss some comprehension questions:

Who's hungry? Tina.

What does Mona think of pizzas? She thinks they are not healthy.

Does Tina like fruit salads? No, she doesn't. Have Mona and Tina got everything they need to make a fruit salad? Yes, they have.

Are apples Tina's favourite fruit? No, they aren't. What does Mona put on top of the fruit? Some yoghurt. What does Tina want to put in her fruit salad? Some fruit and a lot of ice cream.

- Explain any unknown words
- · Choose Ss to act out the dialogue.
- **B. Aim:** to give Ss practice in identifying specific information in the dialogue
- Have Ss do the activity.
- Check the answers with the class.

11111111111

- KEY 1. A pizza.
- Some bananas, some cherries, some strawberries, some oranges and some yoghurt.
- 3. She thinks it's horrible.
- 4. She thinks it's quite tasty.
- **5.** She wants to make her own fruit salad with ice cream/a fruit salad with ice cream.

11111111111111

3 Grammar

- **Aim:** to present and give Ss practice in using countable and uncountable nouns and *a*(*n*)/some
- Ask Ss to read through the table. Make sure that they understand that *tomato* is a countable noun (= has both a singular and a plural form) and cheese is an uncountable noun. Point out to them that as the names themselves suggest, countable nouns can be counted while uncountable nouns can't.
- Refer Ss to the dialogue and ask them to underline all the nouns and say which are countable and which are uncountable.

Language Plus

- The nouns *pizza, cheese, fruit, yoghurt, chicken* and *ice cream* can be both countable and uncountable, e.g. *Countable:* I can eat two pizzas. I like all kinds of cheeses. You can buy fruits and vegetables at the greengrocer's. I always have a yoghurt for lunch.
 Chickens are my favourite animals. I usually eat an ice cream every day in the summer. *Uncountable:* There's some pizza in the oven. I always have some cheese with my lunch. I have some fruit for breakfast.
 I have some yoghurt for breakfast. Would you like some chicken? I have some ice cream for dessert.
- The noun tomato forms its plural irregularly: tomatoes
- Ask Ss to read through the examples and draw their attention to the words in bold.
- Demonstrate the difference in use between a(n) (e.g. a banana/cherry, an apple) and some (e.g. some bananas/ cherries, some milk).
- Refer Ss to the Grammar Reference (p. 66).
- Ask Ss to come up with their own examples.
- Have Ss do the activity.
- Check the answers with the class.



n, some

4 Speak

- Aim: to give Ss practice in talking about their food preferences
- Ask Ss to read through the speech bubble. Make sure that they haven't got any unknown words.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

5 Write

- Aim: to give Ss practice in writing sentences about their food preferences
- Ask Ss to read through the prompts and elicit examples of what they have to write about.
- Allow Ss some time to write their sentences.
- Choose some Ss to read out their sentences.

Let's order!

FUNCTIONS

Ordering food Taking an order Making an offer

STRUCTURES

some - any

VOCABULARY

Food and drink

cake cheese sandwich chips chocolate dessert ketchup lemonade milkshake orange juice pasta soft drink tuna sandwich

Other words

fast food restaurant welcome

Phrases

Can I take your order? I'd like... I'm afraid... Is that all? Would you like...? Would you like something to drink?

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them where they can say or hear it (*at a restaurant*).
- Help Ss deduce the meaning of the phrase *Let's order* by telling them, e.g. You and your partner are at a restaurant and you are about to start looking at the menu. You say to your partner: *Let's order!* If necessary, translate it into Ss' L1.
- Ask Ss to tell you what the lesson will be about.
- Elicit answers.

1 Vocabulary **DN 7**

Aim: to introduce vocabulary related to food and drinks at a fast food restaurant

Background note

Fast food is food that is cooked and served fast at low prices and can be found at fast food restaurants. Examples of typical fast food are sandwiches, pizzas, etc.

- Ask Ss to look at the pictures and read through the words underneath each picture.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.
- Play the CD and pause so that Ss can repeat what they hear.
- Then ask Ss to tick the food and drinks they usually order at a fast food restaurant.
- Elicit answers.

2 Read >> 8

- A. Aims: (•) to give Ss practice in making predictions about the dialogue based on visual prompts
 - to present vocabulary, structures and functions in the context of a dialogue
- Ask Ss to look at the picture and identify the characters, where they are and what they are doing (*Ali, Bill and Tom are ordering food and drinks at a fast food restaurant*).
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.



- Play the CD and have Ss follow in their books and check their predictions. Tell Ss to underline any unknown words at the same time.
- Check the answer with the class.

	7
KEY	
Bill.	

• Ask Ss some comprehension questions:

What is the name of the fast food restaurant? Foody's. Does Tom like ketchup with his chips? No, he doesn't. Does Bill order tuna or cheese sandwiches? He orders tuna sandwiches.

Does Bill want a milkshake for dessert? No, he doesn't. What does he order for dessert? Some ice cream. Does he order strawberry ice cream? No, he doesn't. Why? Because they haven't got any. What flavour does he order? Banana.

- Explain any unknown words.
- Choose Ss to act out the dialogue.

Language Plus

Drinks (e.g. orange juice, lemonade) can be both countable and uncountable.

e.g. *I'd like an orange juice* – countable (the quantity is defined, i.e. a glass of orange juice)

- *I'd like some orange juice* uncountable (the quantity is not defined)
- **B. Aim:** to give Ss practice in identifying specific

information in the dialogue

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

KEY

- Ali: lemonade instead of orange juice Tom: no ketchup, orange juice instead of lemonade
- Bill: 2 tuna sandwiches instead of 1, banana ice cream instead of chocolate ice cream

3 Grammar

Aim: to present and give Ss practice in using *some/any*

- Ask Ss to read through the first part of the grammar box (*some*).
- Check Ss' understanding and provide them with any further clarifications if necessary.
- Refer Ss to the dialogue and ask them to find examples with some (Can I have...some chips...? / Would you like some ketchup with your chips? / I'd like ... some chips, too. / I'd like some banana ice cream for dessert, please.).
- Ask Ss to read through the second part of the grammar box (*any*).
- Check Ss' understanding and provide them with any further clarifications if necessary.
- Refer Ss to the dialogue and ask them to find examples with any (Oh, and have you got any strawberry ice cream? No, I'm afraid we haven't got any strawberry ice cream.).
- Refer Ss to the Grammar Reference (p. 66).

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

KEY
1. some
2.any
3. some
4.some
5. any
6.some

4 Speak

- Aim: to give Ss practice in ordering food and taking an order at a restaurant
- Write WAITER and CUSTOMER on the board.
- Refer Ss to the dialogues in activities 2 and 3 and ask them to put the phrases used when taking an order and when ordering respectively under the correct heading (WAITER: Hello. Welcome to...Can I take your order? / Hello. What would you like? / OK. Would you like...with...? / I'm afraid we haven't got any.../ but we've got.../ No, I'm afraid there isn't... Would you like...? / Is that all?
 CUSTOMER: I'd like...please. / Can I have...? / Have you got any...? / No, I'd like.../ Is there...? / No thanks. / Yes thank you.).
- Ask Ss to read through the speech bubble.
- Ask Ss to read through the menu and make sure they haven't got any unknown words.
- Alternatively, you can ask Ss to cross out some items in their menus so that Ss can use phrases like *I'm afraid we haven't got any...*, etc.
- Choose a student and act out the dialogue.
- Draw Ss' attention to the TIP and explain it.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Tell Ss to swap roles.

You are what you eat

FUNCTIONS

Asking and answering about quantity Talking about one's eating habits

STRUCTURES

How much? / How many?

VOCABULARY

Containers

a bottle of a can of a cup of a glass of a packet of

Food and drink

biscuit bread cereal chocolate bar coffee sweets tea water

Other words

a slice of careful change eating habits junk food meal only quiz right snack

Phrases

a day, a week, etc. all day It's good/bad for you Keep trying ... times a week

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Help Ss deduce the meaning of the phrase You are what you eat (= the kind of food you choose to consume can reveal a lot of things about your personality and lifestyle).
- Explain to Ss that someone who follows a healthy diet can be physically fit, active and alert while someone who eats lots of junk food can be unfit, inactive and under threat of serious health problems.
- Ask Ss if they agree with what the title suggests.
- Elicit answers.
- Ask Ss if they eat healthy food or junk food.
- Elicit answers.

1 Vocabulary **D**9

A. Aim: to introduce phrases used to define the quantity of uncountable nouns

- Ask Ss to look at the pictures and read through the corresponding phrases.
- Draw Ss' attention to the words a bottle/a glass/a cup/a can/a slice/a packet of.
- Explain to Ss that we usually put these words before uncountable nouns to define their quantity.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.
- Play the CD and pause so that Ss can repeat what they hear.

B. Aim: to give Ss practice in using these phrases

- Ask Ss to look at the pictures and make sure that they know the names of the items shown.
- Have Ss do the activity.
- · Check the answers with the class.

KEY

- 1. a packet of pasta
- 2. a glass of orange juice
- 3. a slice of cake
- 4. a can of mushrooms
- 5. a bottle of ketchup
-

2 Read ▶10

- Aim: to present vocabulary, structures and functions in the context of a quiz
- Ask Ss to look at the text and the accompanying pictures and decide what it is (*a quiz*) and where it might be found (*in a magazine*).
- Ask Ss if they do quizzes and if so, what they are usually about, if they believe in the results they get, etc.
- Elicit answers.
- Draw Ss' attention to the title of the quiz.
- Ask Ss what the quiz is about and elicit answers (*if you* are healthy according to what you eat).
- Tell Ss to read through each question carefully and then choose the answer which best represents their eating habits. Encourage Ss to guess the meaning of any unknown words they may have.
- Point out to Ss that there are no correct or incorrect answers. The point of the quiz is for Ss to form a clearer picture of their eating habits and see whether these habits affect their health.
- Play the CD and have students follow in their books.
- Have Ss do the quiz. Go round the class helping them when necessary.
- Alternatively, Ss can do the quiz in pairs and take turns to ask and answer the questions.
- Have Ss add up their scores.
- Ask Ss to read what their scores say about their eating habits.
- Ask Ss if they agree or disagree and initiate a short discussion.
- Explain any unknown words.

1c

3 Grammar

- Aim: to present and give Ss practice in using How much? / How many?
- Briefly revise countable and uncountable nouns by asking Ss to give you some examples.
- Ask Ss to read through the table and check their understanding.
- Draw Ss' attention to the fact that while nouns like *lemonade* are uncountable (*How much lemonade...?*), they can be counted when used with containers such as bottle/glass/cup of (e.g. *two bottles of lemonade*).
- Demonstrate this with further examples,
 e.g. How much milk (= uncountable) do you drink every day? I drink two glasses of milk (= countable) every day. How much bread/cake (=uncountable) have we got? We've got a slice of bread/cake (=countable).
- Ask Ss to find examples of How much? / How many? in the quiz (How many meals...? / How much milk...? / How many soft drinks...?).
- Choose a student and ask, e.g. *How many pencils have you got? How much bread do you eat every day?*
- Elicit answers.
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity.
- Check the answers with the class.



4 Listen 🕨 11

Aim: to give Ss practice in listening for specific information

- Make sure that Ss know what a survey is.
- Ask them if they have ever taken part in a survey. If so, ask them what kind of survey it was and what kind of questions they were asked.
- Ask Ss to read through the questions 1-4.
- Point out to Ss that the noun *chocolate* is uncountable but we can say *a chocolate bar* to make it countable.
- Play the CD twice.
- Check the answers with the class. If necessary, play the CD again to clarify any questions Ss may have.



Two glasses of water.

.....

4. Seven.

Sever

LISTENING TRANSCRIPT

- Man Hello, can I ask you some questions for a survey? Boy Sure.
- Man Thanks. What do you usually have for breakfast on weekdays?
- Boy Well, on weekdays I always have cereal.
- Man What about the weekend?
- Boy The same. I just love cereal.
- Man OK, do you eat a lot of fruit and vegetables?
- **Boy** Well, I eat an apple every day and I sometimes eat a banana, too.
- Man What about vegetables?
- **Boy** I don't like vegetables at all, but I sometimes have a salad with my lunch.
- Man I see. Let's move on to water. How much do you drink every day?
- Boy Erm... I'm not sure.
- Man OK. Let me help you. Do you drink a big bottle of water?
- **Boy** No. I only drink a small bottle, I think.
- Man That's about two glasses.
- Boy That sounds right. But I need to drink more, I think.
- Man You're right. Water is very good for you, you know.
- Boy Yes, I know.
- Man The next question is about chocolate.
- Boy Mmmmm.
- Man How much chocolate do you eat? A lot, right?
- Boy Yeah. I eat about one bar a day.
- Man Wow, that's seven bars a week. That's a lot.
- Boy I know.
- Man OK. Just one more question...

5 Speak

- **A. Aim:** to give Ss practice in asking and answering about their eating habits through a group survey
- Ask Ss to look at the table.
- Ask Ss to read through the speech bubble.
- Choose a student and act out the survey.
- Get Ss to do the activity in groups of five and go round the class helping them when necessary.
- Choose some groups to act out the survey.
- **B. Aim:** to give Ss practice in reporting the results of a group survey
- Draw Ss' attention to the speech bubble.
- Have Ss report their groups' answers to the class.

6 Write

Aim: to give Ss practice in writing sentences about the eating habits of one of their classmates

- Ask Ss to read through the prompts and elicit examples of what they have to write about.
- Point out to Ss that they should choose to write about the eating habits of one of their classmates using information from the table in activity 5.
- Allow Ss some time to write their sentences.
- Choose Ss to read out their sentences.

Food facts

FUNCTIONS

Discussing food facts Talking about unusual kinds of food

VOCABULARY

beef believe call (v) cook (n) dangerous different egg expensive find out kg (kilogram) like (prep.) It (litre) pay scientist smell (v+n) strange sweet (adj) taste (v+n) test (n) the same true year

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Point out to Ss that the phrase food facts refers to true information about food and eating habits.
- Ask Ss if they know of any food facts.
- Elicit answers.

1 Read 12

- A. Aim: to present functions and vocabulary in the context of a magazine column
- Draw Ss' attention to the layout of the text and ask them what it is (*a magazine column*).
- Ask Ss what they think the initials Q and A stand for (*Questions and Answers*).
- Draw Ss' attention to the questions 1-5 and ask Ss who they think has posed these questions (*the readers of the column*).
- Point out to Ss that the words *Bath, Oxford, Leeds, Plymouth* and *Manchester* are the names of the places the people who ask the questions live in.
- Explain to Ss that the paragraphs a-e are the answers to the questions 1-5. Ask Ss who they think has written the answers to the questions (*the person who runs/writes the column*).
- Ask Ss to read through the questions 1-5 and the answers a-e.
- Have Ss do the activity.
- Point out to Ss that it is important to look for key words/ phrases which will help them do the activity despite any unknown words they may have.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.
- Check the answers with the class.



Language Plus

kg is the abbreviation for *kilogram. It* is the abbreviation for *litre.*

Background note

There is some confusion about whether a *tomato* is a fruit or a vegetable and the answer depends on whether you are a scientist or a cook. Scientifically, the tomato is a fruit, or to be precise a berry, of the tomato plant which contains the seeds of the plant. In cooking, some fruits are called 'vegetables' because they are savoury rather than sweet, but 'vegetable' is not a scientific term. So, technically, the tomato is a fruit but it is used in cooking as a vegetable. Other examples are aubergines, peppers, cucumbers and pumpkins.

Ask Ss some comprehension questions:

What test can you try with a potato and an onion? You can pinch your nose and eat them with your eyes closed.

What do scientists say about the tomato? That it is a fruit. Is the tomato as sweet as fruit? No, it isn't. How much do some people in Japan pay for a

kilogram of Matsutake? \$2000.

What colour are the carrots we usually find at the supermarket? Orange.

How much food does the average person eat a year? About 682 kg.

How much beef does the average person eat a year? About 68 kg.

How much milk does the average person drink a year? About 132 It.

Does the average person eat about 31 kg of eggs a year? No, he/she doesn't. The average person eats about 16 kg of eggs a year.

Does the average person eat more bread than potatoes a year? No, he/she doesn't.

- **B. Aim:** to give Ss practice in identifying specific information in the text
- Draw Ss' attention to the TIP and explain it.
- Have Ss do the activity.
- Check the answers with the class.



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

2 Vocabulary

Aim: to give Ss practice in using some of the vocabulary

- presented in this lesson
- Have Ss do the activity.
- Check the answers with the class.

(1111111111	
KEY		
1. smell	3. find	5. cook
2. sweet	4. expensive	6.call

3 Pronunciation **>>** 13, 14

- A. Aim: to have Ss differentiate between /g/ and /dʒ/ sounds
 - Play the CD and tell Ss to listen for the difference in pronunciation between *yoghurt and orange*.
 - Elicit the answer: yoghurt has a /g/ sound while orange has a /d₃/ sound.
- **B. Aim:** to give Ss practice in differentiating between /g/and/dz/sounds
- Play the CD and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.
- If necessary, play the CD again.
- Check the answers with the class.

KEY

/g/: hungry, egg, go /dʒ/: change, vegetables, strange, dangerous

..........

4 Listen ▶15

- A. Aim: to give Ss practice in making predictions about the content of the listening text based on visual prompts and their background knowledge
- Ask Ss to look at the pictures 1-5 and tell you what they show (some unusual kinds of food).
- Ask Ss if they know anything about them, etc.
- Elicit answers.

Background note

- A *pitaya*, more commonly known as dragon fruit, is the fruit of several cactus species. It is cultivated in Mexico and other parts of the world. *Pitayas* bloom only at night.
- The *death cap* is a poisonous fungus which is widely distributed across Europe. It is responsible for most human deaths from mushroom poisoning.
- **Truffles** are a type of fungus that grows underground. Edible truffles are used in French and northern Italian cooking. They are very expensive and they have a strong taste.
- The *banana flower* is a large, dark purple-red blossom that grows from the end of a bunch of bananas. The banana flower is treated in Asian and tropical cuisines as a vegetable.
- The *durian* is the fruit of several tree species. It is distinctive for its large size, unique odour and formidable thorn-covered husk. The edible flesh emits a distinctive, penetrating smell. The odour has led to the fruit's banishment from certain hotels and public transport in southeast Asia.
- Ask Ss to read through the sentences a-e and check their understanding.
- Allow Ss some time to do the activity.
- Elicit answers but do not correct Ss at this point.

- B. Aim: to give Ss practice in listening for gist
- Play the CD and have Ss listen to the dialogue carefully and check their predictions.

Check the answers with the class.



C. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-5 and check their understanding.
- Play the CD.
- Check the answers with the class. If necessary, play the CD again to clarify any questions Ss may have.



LISTENING TRANSCRIPT

- Dad OK, children. Are you ready to begin the game? I've got some cards here with pictures on them. Let's see if you can name these different kinds of food. Here's the first one... Lee?
- Lee I think that's a Durian.
- **Dad** That's right. For an extra point, do you know anything about durians?
- Lee They smell very bad.
- **Dad** That's right. They taste nice but they smell horrible. On to the next picture.
- Lee It's a mushroom.
- **Dad** Er, yes, but what kind of mushroom?... No? It's called a death cap, and it can be very dangerous.
- Lee So, you can't eat it.
- Dad Oh no, definitely not. Next picture now... Pam?
- Pam Are they some kind of strawberry?
- **Dad** No. They are a fruit, though. They are called pitayas or dragon fruit, and you can find them in Central and South America. Next picture... Lee?
- Lee Are those... potatoes?
- **Dad** No, sorry. They look a bit like potatoes, but they don't taste like them. They are truffles.
- Lee Really? They are really expensive, right?
- **Dad** Yes, the record is £165,000. But no extra points for you. Last picture now... Pam?
- Pam Ermm.. I'm not sure. Is it a fruit?
- **Dad** No, sorry. It's a banana flower but you can eat it. In Southeast Asia, they eat them in salads.
- Pam That's interesting.
- Dad OK, Lee has got 14 points and Pam...

Optional activity

Ask Ss:

Would you ever try truffles/pitayas/banana flowers? Have you ever tried any other unusual kinds of food? What unusual kinds of food have you tried? Did you like them?

Do you like trying unusual/exotic food?

• Elicit answers and initiate a short discussion.

Three square meals

FUNCTIONS

Talking about the meals of the day Discussing eating habits

VOCABULARY

Food and drink

doughnut hot chocolate lamb kebab meatballs omelette pancakes rice sauce soup

Other words

city centre dish

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you if they know the names of any meals in English and write them on the board.
- Explain to Ss that a square meal is a substantial, satisfying amount of food.
- Ask Ss to tell you whether they have three square meals every day (breakfast, lunch, dinner).
- · Ask Ss to guess what the lesson will be about.

1 Vocabulary 16

Aim: to introduce different types of food people eat for breakfast, lunch or dinner

- Ask Ss to look at the pictures and read through the words accompanying them.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.
- Play the CD so that Ss can repeat what they hear.
- Ask Ss the question in the rubric and elicit answers.

2 Listen **>>**17

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the questions 1-3 and the options. Make sure that they haven't got any unknown words.
- Play the CD twice.
- Check the answers with the class. If necessary, play the CD again to clarify any questions Ss may have.

KEY 1.b 2.a 3.b

LISTENING TRANSCRIPT

1.

- WaiterGood evening. Can I take your order?ManYes, have you got chicken?
- Waiter Yes, we've got chicken with rice, and chicken with pasta.
- Man No, I don't think so. I'd like an omelette, please.
- Waiter There's a chicken omelette on the menu.
- Man Really? OK, that sounds great.
- Waiter Good. Now, what about something to drink?
- 2.
- Boy 1 What's that?
- Boy 2 It's my lunch. Do you want some?
- Boy 1 No, thanks. I've got chicken. You don't usually have soup for lunch.
- Boy 2 I know, but I'm bored of sandwiches.
- Boy 1 Yeah, eating sandwiches every day is boring. Have you got anything to go with that soup?Boy 2 Yes, a salad.
- Boy 1 That's good.
- 3.
- Girl What's that smell, Mum?
- Mum Oh, sorry, dear. It's pancakes for your brother.
- Girl But you know I hate them!
- Mum I know, dear. Here, I've got some nice doughnuts for you. Have your breakfast.

3 Speak & Write ▶ 18

- A. Aims: () to prepare Ss for the writing activity
 - to provide Ss with a sample and present the topics related to the writing task
 - to give Ss practice in identifying specific information in the text
- Draw Ss' attention to the picture in the background.
- Ask Ss to guess where the picture is taken from (*Burano, Italy*) and where the boy in the picture is from (*Italy*).

Background note

Burano is an island in the Venetian Lagoon. It lies at the northern end of the Lagoon, and is known for its lacework. Burano is situated 7 kilometres from Venice and its current population is about 4,000.

- Ask Ss if they know anything about the eating habits of Italian people.
- Elicit answers.
- Ask Ss to read through the text.
- Ask Ss some comprehension questions:

What's the boy's name? Alfredo. Where is he from? Burano, Italy. Why does he have biscuits for breakfast? Because he loves them.

Who makes lunch in Alfredo's family? His mum. Where does he often go on Thursdays? To the city centre.

Who does he go with? With his friends. What do they do there? They eat pizza. When does he sometimes have an omelette? At the weekend.

- Explain any unknown words.
- Ask Ss to look at the pictures included in the *Breakfast, Lunch* and *Dinner* trays respectively. Check Ss' understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY Breakfast: milk, hot chocolate, biscuits Lunch: pasta, salad, fish, pizza with cheese, tomato and mushrooms Dinner: meatballs, pasta with tomato sauce, omelette

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Ask Ss:

Do you like pizza? What toppings do you like? What about omelettes? What do you put in them?

• Elicit answers and initiate a short discussion.

- **B. Aims:** (b) to give Ss practice in completing a table about their eating habits
 - to give Ss practice in talking about their eating habits
- Have Ss complete the table about their eating habits.
- Explain that Ss just have to write the food they have for breakfast / lunch / dinner.
- Ask Ss to read through the speech bubble.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.
- C. Aims: () to present ways to avoid repetition when writing
 - to give Ss practice in avoiding repetition when writing
- Draw Ss' attention to the box.
- Check Ss' previous knowledge of the difference in use between *subject* and *object pronouns*.
- Explain to Ss how they are used in writing to avoid repeating the same words all the time and thus make their writing flow.
- Make sure that Ss understand the examples in the box. If necessary, provide them with further examples.
- Have Ss do the activity.
- Check the answers with the class.



- **D. Aim:** to give Ss practice in writing about their eating habits
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the prompts and elicit examples of what they have to write about.
- Ask Ss to go to the Workbook p. 126 and complete the writing plan before they start the writing task.
- Allow Ss some time to write their paragraphs.
- Choose Ss to read out their paragraphs.



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

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 1 through various activities

Vocabulary

A.

............

- KEY suggested answers
- 1. onion, pepper, carrot
- 2. strawberry, banana, cherry
- 3. yoghurt, cheese, butter
- 4. doughnut, cake, ice cream
-

R

D .	
KEY	
1. cup	
2. delicious	
3. thirsty	
4. bottle	
5. chicken	
6. packet	

6. pac	k	e	t												
	ſ	ſ	ſ	ſ	ſ	ſ	ſ	ſ	ſ	ſ	ſ	_	_	_	

Grammar



D.
KEY
1. any
2. some
3. any
4. any
5. some
-
E.
KEY
KEY 1. How much 2. How many 3. How many
KEY 1. How much 2. How many







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

Speak

- Ask Ss to look at the pictures carefully and read through the speech bubble.
- Choose a student and talk about one of the differences.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to say the differences.

KEY Picture A Picture B glass of milk bottle of milk bananas in the fridge carrot on the table cup of coffee cup of tea

Write

- · Allow Ss time to write the sentences.
- Choose some Ss to read out their sentences.

Now I can...

- Aims: () to give Ss the opportunity to check their progress
 - to encourage learner autonomy
- Draw Ss' attention to the points and get Ss to read through them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

Rhyming Corner 221

- Draw Ss' attention to the title of the rhyme.
- Ask Ss to guess what the rhyme will be about.
- Accept all answers.
- Ask Ss to read through the rhyme without worrying about the gaps.
- Ask Ss to read through the words in the box.
- Ask Ss to try and complete the rhyme with the words in the box before listening to it.
- Play the CD and have Ss listen to the rhyme carefully and check their answers.
- Check the answers with the class and explain any unknown words.

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- KEY 1. nice
- 2. milkshake
- **3.** juice
- **4.** mum
- 5. cheese
- 6. dish
- 7. delicious
- 8. chocolate
- Ask different Ss to recite the rhyme.
- Ask Ss if they like reading rhymes and initiate a short discussion.



Fabulous Falafel

Aim: to inform Ss about a famous Middle-Eastern dish

Background note

The record for the biggest falafel ball in the world is 10.9 kilograms! To fry a falafel ball that big you need 40 litres of oil!

- Ask Ss to look at the title of the text and the pictures and tell you what the text is about. (*falafel*)
- Ask Ss if they know what it is, if they have tried it, if they like it, etc.
- · Elicit answers.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

How do you cook falafel? You fry/cook it in oil. Where is falafel popular? All over the Middle East. What kind of food is falafel today? A kind of street food or fast food snack.

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



- Explain any unknown words and choose Ss to read the text aloud.
- Ask Ss if they have similar dishes in their country and generate a discussion. You could also talk about other snacks or fast food.

Events

Aims: ${\ensuremath{\textcircled{}}}$ to introduce the topic of the module and

- activate Ss' background knowledge
- (b) to present the learning objectives of the module
- Draw Ss' attention to the title of the module and the main picture on the page.
- Ask Ss what they can see and elicit an answer (a boy watching fireworks).
- Help Ss deduce the meaning of the word *event* (= *sth important or interesting that happens such as a sports competition, a fundraiser, a festival, etc.*) by telling them, e.g. *The Olympic Games are the biggest sporting event in the world*.
- Ask Ss:

Where is the boy? How old is he? Do you think he likes the fireworks?

- Elicit answers. Use Ss' L1 when necessary.
- Ask Ss to guess what the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Ask Ss to look at the pictures A-E.
- Ask Ss to guess what each one of the pictures shows. Then ask Ss to go through the module and find where the pictures are.

KEY	
picture A: p. 24	- 1
picture B: p. 30	- 1
picture C: p. 22	_ 1
picture D: p. 28	_1
picture E: p. 26	- 1

- Read out the objectives in the *In this module you will learn* section.
- Explain any unknown words.

Join the fun!

FUNCTIONS

Talking about dates Expressing likes and dislikes

STRUCTURES

like, love, enjoy, hate + -ing

VOCABULARY

Months

January February March April May June July September October November December August

Other words

a bit barbecue bring competition enjoy fête forget have fun home-made invitation join outside recipe sun take part take place tell tomorrow

Phrases

Any ideas? As you know... See you... What's the date?

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to quess what the lesson will be about.
- · Elicit answers.

1 Read >> 23

- A. Aims: () to present vocabulary, functions and structures in the context of an invitation and two replies to it in the form of e-mails ● to give Ss practice in reading for gist
- Draw Ss' attention to the pictures. Ask Ss to describe what they can see (a school and games in a school field).
- Draw Ss' attention to the first text and especially to the title. If necessary, explain the word fête.

Background note

A *fête* is an outdoor event usually organised to make money for a special purpose. People can play games to win prizes, buy home-made food and drinks, etc.

- Ask Ss to tell you what they think the text is (an invitation to a school fête).
- Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.
- Ask Ss the question in the rubric.
- Check the answer with the class.

_____ KEY

Ask Ss some comprehension questions:

Who is this fête for? For friends and families of students at Riverside School. When is the fête? On Saturday 25th April, at 10am.

Does Jim like Riverside School fêtes? Yes. he does. What does Jim ask George? If George's dad can take him to the fête.

What does Kareem think about the invitation? That it's a bit early for invitations.

What does Kareem want to know? What he can bring with him.

- **B. Aim:** to give Ss practice in identifying specific information
- Have Ss do the activity.
- Check the answers with the class.

KEY

- 1. On Saturday 25th April (at 10am).
- 2. On Hayworth Road.
- 3. Biscuits
- 4. A barbecue at Jim's house.
- 5. It's March.
- 6. Kareem.

7. Jim and Kareem.

• Explain any unknown words and choose Ss to read the texts aloud.

Post-reading

Aim: to give Ss the opportunity to have a further discussion on the topic of the texts

Ask Ss:

Do you like school fêtes? What do you usually bring to school fêtes? Do you usually have fun? Why/Why not?

Elicit answers and initiate a short discussion.

The event is taking place at Riverside School.

2 Vocabulary >>>24

- Aim: to present the months of the year
- Ask Ss to read through the list of the months.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.
- Check the answers with the class.

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KEY			
September 9	April 4	November 11	May 5
August 8	June 6	January 1	December 12
October 10	March 3	July 7	February 2

• Play the CD again and have Ss repeat what they hear.

Optional activity

- Say the name of a month and ask a student to tell you which month comes before and after it.
- Go round the class asking Ss.

3 Speak

- Aim: to present and give Ss practice in using dates
- Draw Ss' attention to the NOTE and explain it.
- Ask Ss to read through the speech bubble.
- Ask a student: *What's the date today*? and elicit the answer: *It's the (+ the date)*. Ask another student: *When's Eid ul-Fitr this year*? and elicit the answer: *It's in (+ the month)*. *It's on (+ the date)*.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.

4 Grammar

- Aim: to present and give Ss practice in using the structure like/love/enjoy/hate + -ing
- Ask Ss to look at the table and read through the example.
- Refer Ss to the three reading texts and ask them to underline the sentences which contain any of the verbs in the table (*Do you like having fun?*, *Do you enjoy playing sports and games in the sun? Do you like taking part in competitions? I don't really enjoy playing sports outside*).
- Ask Ss to tell you what they notice about these verbs (They are used to express likes or dislikes and are followed by the -ing form).
- Point out that these verbs can also be followed by a noun, e.g. *I like milkshakes*.
- Ask Ss to make their own sentences about their likes/ dislikes practising the -ing form.
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity and check answers.

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KEY

- 1. Jack loves listening to the radio.
- 2. The children enjoy making biscuits.
- 3. My brother hates doing (his) homework.
- 4. I don't like playing tennis.
- 5. Stacey enjoys going shopping.

5 Speak & Write

- A. Aims: (*) to prepare Ss for the writing activity (*) to give Ss practice in talking about school fêtes
- Draw Ss' attention to the questions.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs or small groups and go round the class helping them when necessary.

B. Aim: to give Ss practice in writing an invitation

- Draw Ss' attention to the box.
- Explain to Ss that they should include all this information in their invitations.
- Refer Ss to the invitation in activity 1.
- Allow Ss some time to write their invitations.
- Choose some Ss to read out their invitations.

Rain or shine

FUNCTIONS

Talking about the weather Talking about the four seasons Talking about actions happening at the moment of speaking

STRUCTURES

Present Progressive (affirmative - negative)

VOCABULARY

Weather-related expressions

It's cloudy It's cold It's hot It's raining It's snowing It's sunny It's windy

Seasons

spring summer autumn winter

Other words

annual celebrate celebration fast finish friendly go down happen have a race hill laugh million over (more than) scream sculpture slide (n) snow (n) snowman way wonderful work of art

Phrases

at the moment have a great time What's the weather like?

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them to guess what the lesson is about.
- Explain to Ss the words *rain* and *shine* by relating them to the respective weather conditions of rain and sun.
- Point out to Ss that usually the *rain* has negative attributes (*it is something bad and unpleasant*) while the *sun* has positive attributes (*it is something good and pleasant*). In this context, the expression *rain or shine* is used to mean whether there is rain or sun/whatever happens, e.g. *Every year we travel to Cuba, rain or shine*.
- Ask Ss to give you the equivalent expression in their L1.

1 Vocabulary >>> 25,26

A. Aim: to introduce vocabulary related to weather

- Ask Ss to look at the pictures and read through the phrases. Help them deduce the meaning of any unknown words from the content of the corresponding pictures.
- Play the CD and pause so that Ss can repeat what they hear.
- B. Aim: to present the seasons of the year
- Ask Ss to look at the pictures and tell you what they show (each picture shows a tree in a different season of the year).
- Ask Ss to read through the words in the box. Explain to them that these are the seasons of the year.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.

1	
	KEY
	winter 4
	summer 2
	spring 1
	autumn 3

• Play the CD again and pause so that Ss can repeat what they hear.

2 Speak

Aim: to give Ss practice in talking about the weather and the seasons of the year

- Ask Ss to read through the speech bubble and check their understanding.
- Draw Ss' attention to the NOTE and explain it.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue in class.

3 Read **>>**27

- A. Aims: () to help Ss make predictions about the content of the reading activity based on visual prompts
 - to give Ss practice in reading for gist
 - to present vocabulary, structures and functions in the context of a TV programme about an event
- Draw Ss' attention to the TIP and explain it.
- Draw Ss' attention to the frames of the three pictures and ask them to tell you what they are (*TV sets*).
- Ask Ss to look at the TV sets and tell you about the season of the year and the weather (*it's winter, it's cold, there is snow*).
- Ask Ss to look at the TV sets and tell you what they can see (a man reporting for a TV channel, an athlete taking part in a skiing race, a snowman).
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.
- Check the answers with the class.

• Ask Ss some comprehension questions:

Do the Winter Games take place every year? Yes, they do. How many people attend it? Over 1.5 million people. What kind of race is there at the Annual Winter Games? A ski race. What does this year's mascot look like? It looks like a friendly snowman.

What are the people doing? They're taking pictures of it.

B. Aim: to give Ss practice in identifying specific information in the texts

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

KEY

- 1. over 1.5 million
- 2. cold and windy
- 3. down, screaming, laughing
- 4. friendly snowman
-
- Explain unknown words and choose Ss to read the texts aloud.

Post-reading

Aim: to give Ss the opportunity to have a further discussion on the topic of the texts

Ask Ss:

Would you like to go to the Annual Winter Games? Why/Why not? Do you have any similar weather-related celebrations

in your country?

Which is your favourite season, and why?

• Elicit answers and initiate a short discussion.

4 Grammar

Aim: to present and give Ss practice in using the Present Progressive (affirmative - negative)

- Draw Ss' attention to the first table. Explain to them that this is the Present Progressive affirmative form of the verb *play*.
- Ask Ss what they notice about the formation of the Present Progressive affirmative form (we form it with the present tense of the auxiliary verb be (am, are, is) and the main verb with the ending -ing).
- Point out to Ss that *'m, 're* and *'s* are the short forms of *am, are* and *is* respectively.
- Draw Ss' attention to the second table. Explain to them that this is the Present Progressive negative form of the verb *play*.
- Ask Ss what they notice about its formation (we form it with the negative form of the present tense of the auxiliary verb be (am not, aren't, isn't) and the main verb with the ending -ing).
- Point out to Ss that while *aren't* and *isn't* are the short forms of *are not* and *is not* respectively, the short form of *am not* is *'m not*.
- Draw Ss' attention to the rule about how the Present Progressive is used. Make sure that they understand the terms used.

- Ask Ss to read through the examples that follow and draw their attention to the verbs in bold. Explain to them that the verbs are in the Present Progressive because they are describing actions that are happening at the moment of speaking. If necessary, demonstrate the use of the Present Progressive with further examples.
- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the texts in the reading activity and ask them to underline all the examples of the Present Progressive (Let's see what's happening., ...but it isn't snowing, ...some athletes are having a race..., They are going down a hill..., My favourite athlete is finishing firstl, The people are screaming and laughing, and they're having a great timel, The people are taking pictures...).
- Refer Ss to the Grammar Reference (pp. 66-67).
- Have Ss do the activity.
- Check the answers with the class.

KEY

- 1. 's/is snowing
- 2. is not/isn't listening, 's/is playing
- 3. 're/are having
- 4. 'm/am tidying
- 5. 're/are wearing

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Optional activity

- Ask some Ss to mime different actions.
- Have the rest of the class guess what they are doing, e.g. *He is eating. / She isn't reading, she is writing.*

5 Pronunciation >> 28, 29

- A. Aim: to have Ss differentiate between /n/ and /ŋ/ sounds
- Play the CD and tell Ss to listen for the difference in pronunciation between *rain* and *raining* (*rain has a /n/ sound while raining has a /ŋ/ sound*).
- If necessary, play the CD again.
- B. Aim: to give Ss practice in differentiating between /n/ and /ŋ/ sounds
- Play the CD and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.

If necessary, play the CD again.



6 Write

Aim: to give Ss practice in writing about the weather and their current actions

- Ask Ss to read through the prompt and elicit examples of what they have to write about.
- Allow Ss some time to write their sentences.
- Choose Ss to read out their sentences.

Save the animals

FUNCTIONS

Talking about endangered animals Talking about fundraisers Talking about actions happening at the moment of speaking

STRUCTURES

Present Progressive (questions - short answers)

VOCABULARY

bear dolphin elephant lion monkey sea turtle shark tiger whale

Other words

almost because cute endangered flyer fundraiser get ready Internet look for poster put up save send e-mails sports centre train (v) work (v)

Phrases

have a look It looks cool Nice work Nothing much peace and quiet Why...?

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and explain the word *save*.
- Ask Ss to guess what the lesson will be about.
- Ask Ss what animals need to be saved and why and how we can save them.
- Elicit answers and initiate a short discussion.

1 Vocabulary

Aim: to present (endangered) animals

- Ask Ss to look at the pictures and read through the words underneath each picture.
- Help Ss deduce the meaning of unknown words by relating them to the content of the corresponding pictures.
- Play the CD and pause so that Ss can repeat what they hear.
- Have Ss guess the meaning of the phrase *endangered animals* and ask them the question in the rubric.

Background note

Endangered animals are animals which may soon not exist because for various reasons there are very few now alive.

• Check the answer with the class.

2 Read >> 31

- A. Aims: () to help Ss make predictions about the
 - content of the dialogue based on visual prompts
 - to give Ss practice in reading for gist
 - to present vocabulary, structures and functions in the context of a dialogue about a fundraiser
- Ask Ss to look at the picture accompanying the dialogue.
- Ask Ss to identify the characters in the picture (*Tom, Bill and Ali*).
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.

- Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.
- Check the answers with the class.



The fundraiser is about endangered animals.

- Draw Ss' attention to the word *fundraiser* and explain it (= an event held in order to collect money for a particular purpose). Ask Ss to tell you the equivalent word in their L1.
- Ask Ss some comprehension questions:

What is Tom doing? He's putting up a poster. What is Ali doing? He is working on a flyer. / He's looking for animal pictures on the Internet. Why do they need a flyer? They need it for the school fundraiser. Is Bill looking for animal pictures on the Internet? No, he isn't. Ali is. What animal is he looking at? A cat. Why is he looking at a picture of a cat? Because it's cute. What animals can they have on the flyer? Endangered animals.

- Explain any unknown words.
- Point out how the question word *Why*? is used and that it is usually answered with a sentence starting with *Because*.
- Choose Ss to act out the dialogue in groups.

- **B. Aim:** to give Ss practice in identifying specific information
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. a poster, the school fundraiser
2. Lee, training for the match
3. e-mails
4. flyer, animal pictures on the Intern
5. endangered animals

......

Post-reading

Aim: to give Ss the opportunity to have a further discussion on the topic of the dialogue

net

Ask Ss:

Have you ever taken part in a fundraiser? Have you ever helped organise a fundraiser? Has your school ever organised a fundraiser? If so, for what purpose? What kind of fundraiser would you like to organise?

3 Grammar

Aim: to present and give Ss practice in using the Present Progressive (questions- short answers)

- Ask Ss to read through the tables.
- Explain to Ss that this is the question form of the Present Progressive, followed by short answers (*positive and negative*).
- Ask Ss what they notice about the formation of the question form (we put the present tense of the auxiliary verb be (am, are, is) before the subject followed by the main verb with the ending –ing).
- Point out to Ss that in short answers we use only subject + am/are/is or 'm not/aren't/isn't, without the main verb and the ending -ing.
- Refer Ss to the dialogue in the reading activity and ask them to underline examples of the question form of the Present Progressive (*Are you getting ready..., ...what are you doing there?, ...what are you doing, Bill? Who's working on the flyer?, ...why are you looking at a picture of a cat?*).
- Point out to Ss that some of these Present Progressive questions begin with the question words *What, Who* and *Why.*
- Explain to Ss that these questions ask for specific information while the questions beginning with *Am/Are/ Is...*? require only a short answer (*Yes/No*).
- Refer Ss to the Grammar Reference (pp. 66-67).
- Have Ss do the activity.
- · Check the answers with the class.

KEY

- 1. Are...getting
- 2. Is...doing, is talking
- 3. are...laughing, is wearing

......

4. Are...putting

Optional activity

- In pairs, have Ss take turns to ask and answer questions about what their classmates are doing.
- Go round the class helping Ss when necessary.
- Choose some pairs to ask and answer their questions in class.

4 Listen M32

Aim: to give Ss practice in listening for specific information

- Ask Ss to look at the poster and tell you what it is about (a fundraiser).
- Ask Ss to tell you who is organising the fundraiser (*Birchwood School*) and what the purpose of the fundraiser is (*to help save endangered animals*).
- Play the CD twice.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY Saturday 20th, picture of a dolphin, 8pm, €15

LISTENING TRANSCRIPT

Kevin	Ray, what are you doing here? Are you playing
Ray	computer games again? No, I'm not. I'm making the poster for the
	fundraiser.
Kevin	l see. Can I have a look?
Ray	Of course. Do you like it?
Kevin	Erm It's not bad, but there are some mistakes.
Ray	What do you mean? The fundraiser is on
	Saturday, right?
Kevin	Yeah, but Saturday is the twentieth.
Ray	Is it? OK, that's easy to change.
Kevin	Now, you've got a picture of a tiger and a whale
	but why have you got a picture of a rabbit there?
Rav	Because it's a nice picture.
Kevin	Yeah, but it isn't an endangered animal. Put a
	sea turtle or
Ray	I've got a picture of a dolphin, here.
Kevin	That's much better. Now, what time does the
	match begin?
Ray	At seven o'clock, I think.
Kevin	No, my brother is playing and it begins at eight, I'm sure.
Ray	Right. Anything else? I'm not sure about the
nay	ticket price.
Kevin	Yeah. it's not 10 euros. I think it's 15 euros. Put
	15. and I can ask Mr Herman to check.
Ray	Good idea.
5 Sne	alt

5 Speak

Aim: to give Ss practice in asking and answering questions about people's current actions

- Ask Ss to turn to the appropriate pages and read through the speech bubble.
- Choose a student and play the guessing game.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to play the guessing game in class.

Let's celebrate!

FUNCTIONS

Talking about the environment

Distinguishing between habitual actions and things that are happening now

STRUCTURES

Present Simple vs Present Progressive

VOCABULARY

collect rubbish activity area build clean up countryside during earth environment everyone get together have a picnic learn lots of nature neighbourhood plant (v) something special tree walk (n+v)

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce the meaning of the word *celebrate* by telling them, e.g. *Let's celebrate Earth Day*. If necessary, translate it into Ss' L1.
- · Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Read >> 33

- A. Aims: () to help Ss make predictions about the content of the text based on visual prompts
 - and their background knowledge to present vocabulary, structures and functions in the context of a text about
 - functions in the context of a text about Earth Day
- Ask Ss to look at the pictures and tell you what they can see.
- Elicit answers.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.
- Ask Ss some comprehension questions:

Which city does the photo show? Toronto. Where do people celebrate Earth Day? All over Canada. Do activities only take place on 22nd April? No, they don't. They also take place during the week that follows. How many trees do people plant? Over 1000. What do people do in the countryside? Walk, ride bikes and have picnics.

- **B. Aim:** to give Ss practice in identifying specific information in the text
- Have Ss do the activity.
- Check the answers with the class.

KEY

- 1. Canadians celebrate Earth Day every year on 22nd April.
- 2. Over 6 million Canadians take part in Earth Day.
- They get together and clean up an area in the city.
 Yes, they can.
- 5. They can build things to help nature.
- **6.** They can go walking, riding or have a picnic in the countryside. They can also go on a nature walk.

......

• Explain any unknown words and choose Ss to read the texts aloud.

Post-reading

Aim: to give Ss the opportunity to have a further

- discussion on the topic of the text
- Ask Ss:

Would you like to take part in Earth Day? What activities would you choose to do? Do you think Earth Day is a good idea? Do you have any similar celebrations in your country?

• Elicit answers and initiate a short discussion.



2 Grammar

- Aims: () to have Ss differentiate between the Present Simple and the Present Progressive
 - to give Ss practice in using the Present Simple and the Present Progressive in context
- Choose a student and ask him/her the following question about something you know he/she does, e.g. *John, do you play tennis in your free time? (Yes, I do.)*
- Then ask him/her, e.g. *Are you playing tennis now?* (No, *I'm not.*)
- Ask Ss a few more similar questions and report their answers to the class, e.g. *Ryan paints pictures in his free time, but he's not painting now.*
- Ask Ss when we use the Present Simple and the Present Progressive.
- Elicit answers and refer Ss to the table.
- Refer Ss to the Grammar Reference (p. 67).
- Have Ss do the activity.
- Check the answers with the class.



3 Vocabulary

Aim: to give Ss practice in using some of the vocabulary presented in the lesson

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



- 5. environment
- 6. walk

- 4 Listen 🕨 34
- Aim: to give Ss practice in listening for specific information
- Ask Ss to read the questions and look at the pictures carefully.
- Check their understanding.
- Play the CD twice and have Ss do the activity.
- Check the answers with the class.



LISTENING TRANSCRIPT

1.	
John	Hey, Ray. What's up? Where are you?
Ray	I'm in the park.
John	What are you doing there?
Ray	It's Earth Day today, you know.
John	That's right. Are you planting trees?
Ray	Not at the moment. We must clean up the area first. Come and help.
John	Sure.
2.	
Harry	Hey, Mark.
Mark	Harry? What are you doing here? What about
	the picnic with your family? You do that every Thursday.
Harry	Yes, but not today. My parents are busy at
,	home. They're planting flowers in the
	garden.
3.	
Mum	That's a nice picture of the Earth, dear. Is it for
	art class?
Dave	It's for the art competition, Mum.
Mum	The one about Earth Day? But that's in April.
	Isn't it a bit early?
Dave	No, Mum, the competition's a month before
	Earth Day, in March.
Mum	Oh, I see.

5 Write

Aim: to give Ss practice in writing about a special day in their country

- Draw Ss' attention to the questions and elicit examples of what they have to write about.
- Allow Ss some time to write their paragraphs.
- Choose Ss to read out their paragraphs.

Best wishes

FUNCTIONS

Wishing people well in different situations Talking about celebrations

VOCABULARY

Wishes

Congratulations! Get well soon! Good luck! Happy Eid al-Adha! Have a nice trip!

Set phrases for letters and e-mails

Best wishes Bye for now Dear... How's life? I hope you're fine See you soon That's all for now Write back soon Yours

Other words

invite prepare surprise

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Explain to Ss that we say *best wishes* or we write it at the end of a letter to show that we hope someone is happy and has good luck.
- Ask Ss to tell you similar phrases in their L1.

1 Vocabulary >>> 35

Aim: to introduce wishes

- Ask Ss to look at the pictures 1-5 and read through the phrases a-e.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.

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

- If necessary, play the CD again and pause so that Ss can repeat what they hear.
- Ask Ss to tell you the equivalent phrases in their L1.

2 Listen 🕨 36

- Aim: to give Ss practice in listening for specific information
- Ask Ss to read the questions and answers carefully.
- · Check their understanding.
- Play the CD twice and have Ss do the activity.
- Check the answers with the class.



LISTENING TRANSCRIPT

- 1. Ted Hi Joe, nice bike.
- Joe Thanks.
- **Ted** Is it new?
- ied is it new?
- **Joe** Yes, it's for the bike race on Tuesday.
- **Ted** Oh, yes. But you have a Maths test on Tuesday, right?
- **Joe** No, that's on Wednesday.
- **Ted** Is it? Great. Well, anyway, good luck then! I hope you're the winner.
- Joe Thanks.
- 2.

OK, thank you everybody for being here tonight. And of course a great *thank you* to all the young artists for their pictures. I'm just waiting for someone to give me the name of the winner. Ah, here comes Kevin, now. Thanks Kevin. So, let's open this... and... Congratulations John Richards from year 7! Come up here John and get your prize...

- 3.
- Man 1 Are you ready, Neal?
- Man 2 Almost.
- Man 1 Well, I must go to the shops. So, have a nice trip! OK?
- Man 2 I don't know about that.
- Man 1 What do you mean?
- Man 2 Well, I visit Paris every year for my work. It gets a bit boring.
- Man 1 It's still a nice city.
- Man 2 True, but it's not like New York.
- Man 1 You're right. I'd like to go there, too.
- Man 2 Maybe we can go together one day.
- Man 1 Nice idea.

3 Speak & Write 37

- A. Aims: () to help Ss prepare for the writing activity and
 - organise and plan their ideas in an e-mail to provide Ss with a sample for writing an e-mail
 - to give Ss practice in identifying specific information in an e-mail
- Ask Ss to look at the layout of the text and tell you what it is (*an e-mail*).
- Ask Ss to read through the e-mail.
- Ask Ss to read through the questions 1-3 and the corresponding options. Make sure that they haven't got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.



• Ask Ss some comprehension questions:

Who is Amina writing to? She's writing to Sita. When is Amina writing the e-mail? On Eid ul-Fitr. Where is Amina? In Najran.

What is the weather like in Najran? It's hot.

What are they doing? They are preparing for the Eid ul-Fitr meal.

Who is Amina with? She's with family and friends. What are her dad and brother doing? They're talking to her uncles and cousins.

Where is her sister? She's in the kitchen.

What is she doing? She's making Al-Margoog.

Who is Amina's mum with? She's with one of Amina's aunts.

What are they doing? They're making dessert.

Does Amina know what dessert they are making? No, she doesn't.

Why? Because it's a surprise.

Do they usually make delicious desserts? Yes, they do. What must Amina do when she finishes writing the e-mail? She must go and help.

• Explain any unknown words.

Background note

Najran is a city in southwestern Saudi Arabia near the border with Yemen. It is the capital of Najran Province. It is one of the fastest-growing cities in Saudi Arabia, rising from 90,983 in 1992 to 246,880 in 2004.

- **B. Aims:** (b) to give Ss practice in talking about a celebration
 - $igodoldsymbol{\mathbb{B}}$ to prepare Ss for the writing task
- Draw Ss' attention to the speech bubble.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.
- **C. Aims: ()** to present and give Ss practice in using set phrases for letters and e-mails
 - to familiarise Ss with purpose, content and stylistic conventions of a letter/an e-mail
- Draw Ss' attention to the box containing set phrases for letters and e-mails and explain what they should bear in mind when writing a letter or an e-mail to a friend.
- Ask Ss to read through the phrases 1-4 and the words in the boxes.
- Have Ss do the activity.
- Check the answers with the class.



- **D. Aim:** to give Ss practice in writing an e-mail to a friend/ cousin
- Draw Ss' attention to the prompts and elicit examples of what they have to write about.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to go to the Workbook p. 127 and complete the writing plan before they start the writing task.
- Allow Ss some time to write their e-mails.
- Choose Ss to read out their e-mails.

Round-up

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

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 2 through various activities

Vocabulary

A.

2



Communication



B.

Б.
KEY
1. June
2. bring
3. plant
4. recipe
5. Congratulations!
6. sending
7. have

Grammar

C.

- KEY
- 1. are you doing, am/m looking for
- 2. is/'s swimming
- 3. Are Susan and Laura preparing, are/'re watching, am/'m preparing, is/'s making

D.

KEY1. are you wearing, 'm getting, going, wearing
2. 's raining, never rains, 's raining
3. does Sally do, usually makes, 's snowing, playing



Speak

- Give an example of a mimed activity, e.g. swimming, eating, and have Ss guess what you're doing.
- Ask Ss to think of actions that can be easily recognised when mimed.
- Have Ss come to the front of the class and perform their actions while the other Ss try to guess what they are doing.

Write

- Allow Ss some time to think about what the members of their family are doing at the moment.
- Have Ss write five sentences.
- Choose some Ss to read out their sentences.

Now I can...

Aims: b to give Ss the opportunity to check their

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

Rhyming Corner >>>39

- Draw Ss' attention to the title of the rhyme.
- Ask Ss to guess what the rhyme will be about.
- Accept all answers.
- Ask Ss to read through the rhyme without worrying about the correct answers.
- Ask Ss to guess the correct words before listening to it.
- Play the CD and have Ss listen to the rhyme carefully and check their answers.
- Check the answers with the class and explain any unknown words.



• Ask different Ss to recite the rhyme.


Al-Janadriyah Festival >>|40

Aim: to teach students about the Al-Janadriyah Festival A.

- Ask Ss to look at the title of the text and the pictures and tell you what the text is about (*the Al-Janadriyah Festival*).
- Ask Ss the question in the rubric but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and ckeck their predictions. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Why is the Al-Janadriyah Festival important? Because it is one of the oldest and most traditional festivals in the Arab world. / It's a celebration of Saudi Arabian culture.

B.

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

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KEY

- 1. In Riyadh.
- **2.** From the 12th to the 26th of February.
- **3.** They can find traditional arts and crafts, poetry readings and other fun activities such as camel races.
- 4. The camel races.
- 5. The King.

111111111111

- Explain any unknown words and choose Ss to read the text aloud.
- Ask Ss if they would like to go to the festival or go and watch a camel race and generate a short discussion. You could also talk about similar festivals in their own city/town.

What an experience!

- Aims: () to introduce the topic of the module and activate Ss' background knowledge
 - to present the learning objectives of the module
- Draw Ss' attention to the title of the module and the main picture on the page.
- Ask Ss what they can see and elicit an answer (a man doing an exciting activity).
- Help Ss deduce the meaning of the noun *experience* (= a situation/event/feeling that we go through). Explain that the phrase *What an experience!* refers to an exciting experience.
- Ask Ss:

Have you had any exciting experiences? What would you like to experience in the future?

- Elicit answers. Use Ss' L1 when necessary.
- Ask Ss to guess what the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Ask Ss to look at the pictures A-E.
- Ask Ss to guess what each one of the pictures shows. Then ask Ss to go through the module and find where the pictures are.



- Read out the objectives in the *In this module you will learn* section.
- Explain any unknown words.

Were you scared?

FUNCTIONS

Describing feelings Talking about past events

STRUCTURES

Past Simple of the verb be There was / There were

VOCABULARY

Feelings

angry excited happy sad scared surprised **Other words**

alive dream (n) exciting full of funny interesting last week/year, etc. message scary sleep suddenly terrible wake up yesterday **Phrases**

What's wrong?

Warm-up

Aim: to introduce the topic of the lesson and one of the main functions presented

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce the meaning of the adjective *scared* by giving them examples of how and when it is used and using body language and facial expressions to make it clearer. If necessary, translate it into Ss' L1.
- Point out to Ss that *were* is the Past Simple of the verb *be*.
- Ask Ss to guess what the lesson will be about and elicit answers.
- Ask Ss to tell you what makes them feel scared and elicit answers.

1 Vocabulary >>> 41

- Aim: to present adjectives describing feelings
- Ask Ss to look at the pictures 1-7 and read through the phrases a-g.
- Point out to Ss that they should not worry about any adjectives that they may not know. In this case, they should relate the nouns in the phrases a-g to the content of the corresponding pictures.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.



- Play the CD again and pause so that Ss can repeat what they hear.
- Explain any unknown words.

2 Read >> 42

- A. Aims: () to help Ss make predictions about the dialogue based on visual prompts
 - to present vocabulary, structures and functions in the context of a dialogue
- Ask Ss to look at the pictures accompanying the dialogue, identify the characters (*Ali, Bill and Tom*) and tell you what is happening (*Ali is in Bill's bedroom, Bill has just woken up and they are talking, Tom is like a mummy*).
- Elicit answers.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.

- Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.
- Check the answer with the class.



Ask Ss some comprehension questions:

Where are Ali and Bill? At Bill's house. Was Bill's dream scary? Yes, it was. Where were they all in Bill's dream? In a museum. Were they in a small room? No, they weren't. They were in a big room. Was there a big or a small door? There was a small door. Was there a big or a small door? There was a small door. Was it open? Yes, it was. What else was there? Some steps. Was the mummy alive? Yes, it was. Who was the mummy? Tom. What did Tom send Bill? A message. What happened to Tom? He had a strange dream. Was he scared? Yes, he was.

• Explain any unknown words.

• Choose Ss to act out the dialogue.

- **B. Aim:** to give Ss practice in identifying specific information in the dialogue
- Have Ss do the activity.
- Check the answers with the class.

11111111111

- **KEY 1.** Bill. Tom and Ali.
- 2. They were at a museum.
- 3. Ancient Egyptian stuff, like mummies.
- 4. There was a room with a mummy in it.
- 5. Because the mummy was alive and it was Tom.
- 6. Bill and Tom.

Post-reading

Aim: to give Ss the opportunity to have a discussion on the topic of the dialogue

• Ask Ss:

Do you often have bad dreams? What are they usually about? What is the scariest dream you have ever had? Has anything similar to what happened to Tom and Bill ever happened to you?

• Elicit answers and initiate a short discussion.

3 Grammar

Aim: to present and give Ss practice in using the Past Simple of the verb *be* and *There was / There were*

Past Simple of the verb be

- Ask Ss to read through the tables.
- Ask Ss what they notice about the formation of the Past Simple of the verb be (We use **was** in the first and third person singular and **were** in all other persons).
- Read out and explain the rule about how the Past Simple is used.
- Ask Ss to find any examples of was / were in the dialogue (it was just a dream, Was it scary?, ...we were all in a museum., Who was there?, Was it like the boring..., No, it wasn't, It was full..., We were in a big room..., It was open..., Was it alive?, Tom wasn't there, He was the mummy!, It was terrible, I was so scared!, What was that?, ...you were in my dream, I was a mummy, It was terrible!).
- Refer Ss to the Grammar Reference (p. 67).

There was/ There were

- Draw Ss' attention to the table containing the affirmative, negative and question forms followed by short answers of there was / there were.
- Explain that this is the Past Simple of *there is / there are*.
- Point out that we use *there was* before singular nouns and *there were* before plural nouns.
- Ask Ss to find any examples of *there was / there were* in the dialogue (...*there was a small door, ...there were some steps, there was a room...).*

- Ask Ss to read through the table containing the time expressions used with the Past Simple. Explain to them that these time expressions are used with the Past Simple to indicate when exactly the past action and/or situation took place.
- Refer Ss to the Grammar Reference (p. 67).
- Have Ss do the activity.
- Check the answers with the class.

KEY 1. were, Were, wasn't, was, were, Was, was 2. were, Was, was 3. weren't, was

.....

4 Speak

Aim: to give Ss practice in asking and answering questions about past situations/events and people's feelings

- Ask Ss to go to the appropriate page.
- Draw their attention to the pictures and have them read through the prompts underneath each picture as well as the speech bubble.
- Choose a student and play the guessing game.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to play the guessing game.

5 Write

- Aim: to give Ss practice in writing about where they were last Friday
- Ask Ss to read through the words in the box and the questions. Make sure that they haven't got any unknown words.
- Draw Ss' attention to the prompt and elicit examples of what they have to write about.
- Allow Ss some time to write their sentences.
- Choose some Ss to read out their sentences.

Dear Diary

FUNCTIONS

Talking about past actions and situations

STRUCTURES

Past Simple (affirmative) (regular and irregular verbs)

VOCABULARY

ask blackout brilliant bruise dark diary each other electricity incredible information instead of kick project start without Yippee

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce the meaning of the noun *diary* (= a record of your thoughts and feelings and/or an account of what happens each day) by relating it to the images of the two diaries in activity 1.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Read >>> 43

- A. Aims: () to give Ss practice in reading for gist
 - to present vocabulary, structures and functions in the context of two diary entries
- Ask Ss to look at the layout of the two diaries and tell you what the difference between them is (*The first diary entry is from a conventional diary but the second one is an electronic diary*).
- Draw Ss' attention to the TIP and explain it.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Ask Ss the question in the rubric.
- Check the answer with the class.

KEY c. Both Danny and Luke

- If necessary, demonstrate the meaning of the word *blackout* by turning off the lights and saying, e.g. *There is a blackout!*
- Ask Ss some comprehension questions:

Did Danny's day start like any other day? Yes, it did. What did he do after he got home from school? He did his homework.

Who asked him to clean the garage? His dad. Was he happy to help his dad and brother? No, he wasn't.

Did he help them in the end? No, he didn't. Why? Because there was a blackout. / Because there was no electricity. What did he do instead? He played football in the street with his friends all evening. What did Luke stop doing because of the blackout? He stopped working on his project. What did he think of Danny and his friends? He thought that they were funny. Why? Because they played football in the dark and they sometimes kicked each other instead of the ball. What did they eat? Sandwiches and fruit. What does Luke think of life without electricity every now and then? That it isn't bad.

B. Aim: to give Ss practice in identifying specific information

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



• Explain any unknown words and choose Ss to read the texts aloud.

Post-reading

Aim: to give Ss the opportunity to have a discussion on the topic of the texts

Ask Ss:

Do you keep a diary? What do you usually write about? Have you ever experienced a blackout? If so, how long did it last and what did you do?

Do you like it when unexpected things happen to you? When did something unexpected last happen to you? Was it a good or a bad experience?

Do you think you can live without electricity? Why/Why not?

• Elicit answers and initiate a short discussion.

2 Grammar

Aim: to present and give Ss practice in using the affirmative form of the Past Simple of regular and irregular verbs

- Ask Ss to read through the table on the left.
- Ask Ss what they notice about the formation of the Past Simple of regular verbs (*It is formed by adding -ed to the base form and it is the same for all persons in the singular and in the plural*).
- Draw Ss' attention to the spelling irregularities.
- Refer Ss to the Grammar Reference (p. 67) for more details.
- Ask Ss to find any regular verbs in the Past Simple in the two diary entries (*started, asked, wanted, happened, played, stopped, played, kicked*).
- Ask Ss to read through the table on the right.
- Ask Ss what they notice about the formation of the Past Simple of irregular verbs (*Each irregular verb forms the affirmative form of the Past Simple in a different way and not by adding an -ed ending*).
- Draw Ss' attention to the box containing some more irregular verbs.
- Refer Ss to the list of irregular verbs (p. 69).
- Refer Ss to the Grammar Reference (p. 68).
- Have Ss do the activity.
- Check the answers with the class.

KEY

- 1. got up, prepared
- 2. stayed, listened
- 3. went, had

```
4. tidied, played, watched
```

3 Pronunciation >> 44, 45

- A. Aim: to have Ss differentiate between the /t/, /d/ and /ɪd/ sounds of the -*ed* ending of regular verbs in the Past Simple
- Play the CD and tell Ss to listen for the difference in pronunciation of the -ed endings between watched, played and wanted and repeat.
- Elicit that *watched* ends in a /t/ sound, *played* ends in a /d/ sound and *wanted* ends in an /rd/ sound.
- **B. Aim:** to give Ss practice in differentiating between the /t/, /d/ and /id/ sounds of the *-ed* ending of regular verbs in the Past Simple
- Play the CD and pause after each verb.
- Ask Ss to tick the sound they hear.
- Play the CD again so that Ss can repeat what they hear.
- Check the answers with the class.



4 Speak

Aim: to give Ss practice in talking about past activities through a pair work activity

- Ask Ss to read through the list of ideas in the box. Make sure that they haven't got any unknown words.
- Draw Ss' attention to the speech bubble and check their understanding.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

Optional activity

Playing the chain game

- Relying on the speaking activity, have Ss play the *chain game*.
- One student says what he/she did yesterday (e.g. Monday) or today (e.g. Tuesday) after school, a second student repeats the first student's words and says what he/she did the day before yesterday (e.g. Sunday or Monday), a third student repeats the second student's words and says what he/she did three days ago (e.g. Saturday or Sunday), etc.
- The student who can't repeat what the others have said loses and is out of the game.
- The winner is the student who can repeat everything the others have said.
- Point out to Ss that it is important to be alert and answer as quickly as possible.
- You can play this game without involving all the days of the week, by reporting what each student did the previous day instead.

5 Write

Aim: to give Ss practice in writing about past activities

- Ask Ss to read through the prompts and elicit examples of what they have to write about.
- Allow Ss some time to write their own sentences as instructed.
- Choose Ss to read out their sentences.

What happened?

FUNCTIONS

Talking about past events and situations

STRUCTURES

Past Simple (negative - questions)

VOCABULARY

Words

ago boat fall fisherman grab hero island jump lake luckily return underwater wet **Phrases**

be worried about in the middle of

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Read >> 46

- A. Aim: to present vocabulary, structures and functions in the context of a newspaper interview
- Ask Ss to look at the layout of the text and tell you what it is (*an interview*) and where it can be found (*in a newspaper*).
- Ask Ss if they read interviews and what kind of interviews they prefer reading.
- Elicit answers.
- Draw Ss' attention to the title and the picture.
- Ask Ss who they think the boy in the picture is (*Dave Stone*), where he is (*by a lake*). Help Ss deduce the meaning of the noun *hero* (= *sb who has done sth brave*). Point out to them that the female is *heroine*.
- Ask Ss to tell you what they think Dave Stone has done to become a hero.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Ask Ss to look at the pictures a-d and tell you what each one shows.
- Ask Ss to tick the pictures that show what happened.
- · Check the answers with the class.

1111111111

KEY The following pictures should be ticked: b, d

Language Plus

When we refer to a person's age, we can use the form **age + -year-old**, e.g. *fourteen-year-old* as an adjective.

• Ask Ss some comprehension questions:

How old is Dave Stone? He's 14 (years old). What is he? A local hero.

When did the incident happen? Three days ago. Who was Dave with? He was with his best friend Colin.

What did Colin have? A new underwater camera. What happened to the boat? It overturned. Who fell in the water? Both Dave and Colin. How did Dave feel about Colin? He felt worried. Where did they spend the night? On a small island in the middle of the lake.

Did they call their parents? No, they didn't. Why? Because their mobiles were wet. Did they have anything to eat? No, they didn't. When did they return home? The next morning. Who saved them? A fisherman.

- **B. Aim:** to give Ss practice in identifying specific information in the newspaper interview
- Have Ss do the activity.
- Check the answers with the class.

KEY

- 1. Because he saved his best friend's life.
- 2. They were (in a boat) on Milford Lake.
- **3.** He wanted to take pictures (of a big fish) with his new underwater camera.

- 4. Because Colin can't swim.
- 5. He grabbed him and swam to a small island in the middle of the lake.

...........

- 6. Only Colin slept.
- 7. A fisherman.
- **C. Aim:** to give Ss practice in identifying the Past Simple of irregular verbs in the newspaper interview
- Draw Ss' attention to the verbs in the boxes.
- Have Ss do the activity.
- Check the answers with the class.

KEY	1111		
fell	slept	took	found
put	swam	saw	

• Explain any unknown words and choose Ss to act out the interview (e.g. one student reads out the introduction, another student reads out the questions and a third one reads out Dave's answers).

Post-reading

Aim: to give Ss the opportunity to have a discussion on the topic of the interview

Ask Ss:

Have you ever done anything heroic? Have you ever experienced a life-threatening situation? What would you do if you were Dave?

• Elicit answers and initiate a short discussion.



2 Grammar

- **Aim:** to present and give Ss practice in using the negative form and the questions of the Past Simple of regular and irregular verbs
- Ask Ss to read through the first table. Explain to them that this is the negative form of regular and irregular verbs in the Past Simple.
- Ask Ss what they notice about the formation of the negative form of the Past Simple (we add *didn't/did not* before the base form of the main verb). Point out that we usually use the short form (*didn't*) when we talk.
- Ask Ss to read through the other two tables. Explain to them that this is the question form of the Past Simple, followed by short answers.
- Ask Ss what they notice about the formation of the questions in the Past Simple (*we add Did before the subject and the base form of the main verb*).
- Ask Ss what they notice about the short answers that follow the questions in the Past Simple (*they are formed* by Yes/No + subject + did/didn't, without the base form of the main verb).
- Refer Ss to the interview and draw their attention to the question *How did you return home?* as opposed to the questions beginning with *Did...?*
- Ask Ss what they notice about the answer to the question *How...?*
- Point out to Ss that questions beginning with a question word ask for specific information, while questions beginning with *Did...*? require only short *Yes/No* answers.
- Draw Ss' attention to the box containing *Time Expressions* and point out to them that *ago* is always used with time expressions to indicate when in the past the action took place.
- Ask Ss to look back at the interview and find examples of questions in the Past Simple (What happened...?, Did you jump in the water?, And what did you do?, Did you stay there during the night?, How did you return home?).
- Refer Ss to the Grammar Reference (p. 68).
- Have Ss do the activity.
- Check the answers with the class.

KEY

- 1. fall, fell
- 2. enjoy, did, took
- 3. went, have
 -

Optional activity

- For further practice, go round the class telling Ss, e.g. *I didn't watch TV yesterday after school. Did you watch TV yesterday after school?* and elicit answers.
- Alternatively, you can divide Ss into pairs and tell them to act out a short interview about what they did yesterday after school. Point out to them that they can use the ideas mentioned in the speaking activity in the previous lesson. At the end of the interview, the interviewer reports his/her interviewee's answers to the class.

3 Speak

- Aim: to give Ss practice in simulating an interview by asking and answering questions about a past event
- Ask Ss to read through the questions and check their understanding.

- Refer Ss to the interview in activity 1.
- Choose a student and act out the interview.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the interview.

4 Listen **>>** 47

A. Aim: to give Ss practice in listening for gist and transferring from verbal to visual information

- Ask Ss to look at the pictures a-d.
- Ask Ss to tell you what each picture shows.
- Elicit answers.
- Play the CD and have Ss listen to the dialogue.
- Check the answer with the class.

	111111111
KEY	
The o	correct picture is b .

- **B. Aim:** to give Ss practice in listening for specific information
- Ask Ss to read through the sentences 1-5 and check their understanding.
- Play the CD and have Ss listen to the dialogue again.
- Check the answers with the class. If necessary, play the CD once more in order to clarify any questions Ss may have.

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

LISTENING TRANSCRIPT

- Paul Hey, Jim. Did I tell you about what happened yesterday?
- Jim No.
- **Paul** It was horrible. First, I went for a walk in the park with my younger brother.
- **Jim** Your brother? Not again. What did he do this time?
- **Paul** Just listen. After a while, he wanted to play football, so we did. But we were near the lake and the ball went into the lake.
- **Jim** Did you jump in to get it?
- **Paul** No, it was quite near so I tried to get it, but I fell in.
- Jim Oh no!
- Paul I was already wet, so I swam to get the ball. Then I started having problems.
- **Jim** Why? You can swim, right?
- **Paul** Yeah, I'm a good swimmer, but the water was very cold.
- Jim Of course it was. It's winter.
- **Paul** Well, my brother saw me and he wanted to jump in and help me. But I screamed 'No!'. You see, he can't swim well.
- Jim Did he call for help at least?
- **Paul** Luckily, he didn't need to. A fisherman saw me and came near. He grabbed me and put me in his boat. Then, he took me to shore, to my brother.
- Jim Were you OK?
- PaulYeah, I was a bit shocked and cold, but I soon
warmed up and took my brother home.
- Jim And the ball?
- **Paul** Uh? Oh, yeah, it's still in the lake.
- Jim What a shame!

A great time

FUNCTIONS

Talking about funfairs

Distinguishing between the present and the past

STRUCTURES

Past Simple vs Present Simple

VOCABULARY

Funfair rides				
bumper cars	Ferris whe	el rolle	er coastei	r
water slide				
Other words				
amazing de	cide fan	half pr	ice kia	ds ma
next prize	the best	ticket	town	whole
Phrases				

Don't miss it It's good fun It's something else

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them to guess what the lesson will be about.
- · Elicit answers.
- Ask Ss to give you examples of places where they had 'a great time' and ask them what made it so special.

1 Vocabulary >>> 48,49

A. Aim: to present different kinds of rides at a funfair

- Ask Ss to name funfair rides in their L1. As they mention them, write the English equivalents on the board.
- Ask students to look at the pictures and the words underneath them.
- Ask students if they have been on any of these rides and if they liked them or not.
- Elicit answers.
- Play the CD and pause so that Ss can repeat the words they hear.
- Ask Ss the question in the rubric.
- Elicit answers.

B. Aim: to present and give Ss practice in how we say years

- Read out the years in the box.
- Explain to Ss that years up to 1999 are read as two-digit numbers while years from 2000 onwards are read as thousands. However, point out to them that years from 2010 onwards can be read both ways (The year 2010 can be read as *twenty ten* as well as *two thousand and ten*).
- Ask Ss to say the years a-e aloud.
- Play the CD and have Ss check their answers.
- If necessary, play the CD a second time and pause so that Ss can repeat what they hear.
- Draw Ss' attention to the NOTE and explain it.
- Ask Ss to make their own sentences.

KEY

- a. eighteen fifty-five
- b. twenty twenty or two thousand and twenty

- c. nineteen sixty-three
- d. two thousand and seven

e. nineteen ninety-nine

2 Read >>150

- A. Aim: to present vocabulary, structures and functions in the context of three texts describing the opinion of three people on the funfairs they have been to
- Draw Ss' attention to the title of the text and ask them what they think the text will be about.
- Elicit answers.

mate

- Point out to Ss that *High Wycombe, Weybridge* and *Woodham* are places in England.
- Draw Ss' attention to the TIP and explain it.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Ask Ss the question in the rubric.
- Check the answer with the class.

KEY Jamie, Elsie and Kyle liked the funfairs.

• Ask Ss some comprehension questions:

What are Jamie and his friends fans of? All sports. Where was the funfair that Jamie went to? In the town centre.

Did the funfair that Jamie went to have a water slide? Yes, it did.

Does Elsie usually go to funfairs? No, she doesn't. Were there lots of people at the funfair Elsie went to? Yes, it was full of people.

What is Kyle's favourite funfair ride? The roller coaster. Why wasn't the funfair that Kyle went to any good in 1998? Because it didn't have a roller coaster.



- **B. Aim:** to give Ss practice in identifying specific information in the texts
- Draw Ss' attention to the TIP and explain it.
- Have Ss do the activity.
- Check the answers with the class.



- C. Aim: to give Ss practice in identifying the Past Simple of irregular verbs in the text
- Draw Ss' attention to the verbs in the boxes.
- Have Ss do the activity.
- Check the answers with the class.



• Explain any unknown words and choose Ss to read the texts aloud.

Post-reading

Aim: to give Ss the opportunity to have a further

discussion on the topic of the texts

· Ask Ss:

Would you like to go to one of the funfairs described? Why/Why not? What rides would you like to go on? Do you have any funfairs in your town/city?

• Elicit answers and initiate a short discussion.

3 Grammar

Aim: to give Ss practice in differentiating between the Past Simple and the Present Simple

- Ask Ss to read through the example in the grammar box.
- Draw Ss' attention to the first verb in bold preceded by an adverb of frequency (*Jack usually goes*) and ask them to identify the tense (*Present Simple*).
- Draw Ss' attention to the second verb in bold type preceded by a time expression (*last week he went*) and ask them to identify the tense (*Past Simple*).
- Ask Ss to tell you when each tense is used (We use the Present Simple for habits or actions that happen regularly in the present. We use the Past Simple to talk about things that happened in the past.).
- If necessary, demonstrate the difference with further examples or ask Ss to come up with their own sentences.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- 1. goes
- 2. bought, took, wasn't
- 3. Did, didn't, watch
- visited, had

4 Listen **51**

- A. Aim: to give Ss practice in listening for gist
- Ask Ss to read through the names and the funfair rides given.
- Play the CD and have Ss do the activity.
- Check the answers with the class.



- **B. Aim:** to give Ss practice in listening for specific information
- Ask Ss to read through the questions 1-6 and check their understanding.
- Play the CD again and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

- 1. Mark's sister.
- 2. Yes, he did.
- 3. No, he didn't.
- 4. He sat and watched him.
- 5. The roller coaster.
- 6. He got very wet.

LISTENING TRANSCRIPT

Mark

Yesterday I went to the funfair with my sister, Roberta. All the rides were good and we had a great time, but we both liked the last one the best. We were the only people there, so I chose a red car and my sister got in a blue one. We went around for about an hour bumping into each other. In the end, my whole body hurt and I had bruises, but we laughed a lot. It was something else! Adam

I'm not really a big fan of funfairs, but last week my cousin wanted to go to the funfair in the city centre, so I went with him. There was one ride that my cousin liked a lot. I don't remember the name of the ride, it was something like *Space Train* or something, but he enjoyed it very much. It went very fast, up and down and everyone on it screamed the whole time. My cousin went on it again, but I decided not to. No thanks. I was scared. I just sat and watched him.

Fahad

My brother and I went on a great ride at the funfair yesterday. Our favourite is usually the roller coaster but we didn't go on it. There were too many people waiting. The ride was called *Splash!* It started slowly but it got faster near the end. Luckily, I didn't get very wet, but my brother did. He didn't mind, though. It was a hot day.

5 Speak

- **Aim:** to give Ss the opportunity to practise the vocabulary, structures and functions presented in this lesson through pair work
- Ask Ss to read through the speech bubble and check their understanding.
- Choose a student and act out the dialogue.
- Get Ss to do the activity individually or in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

A day to remember

FUNCTIONS

Talking about places of entertainment Narrating an interesting day in one's life

VOCABULARY

Places of entertainment

aquarium	bowling	g alley	Interne	et café	
lecture ha	all skatin	g rink	stadiur	n	
Other wo	rds				
around	show (v)	skateb	oarder	spend (time)	then
Phrases					
after that	for a wh	ile			

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- · Elicit answers.
- Point out to Ss that the phrase a day to remember is not only used to describe a day when something really important happened, but it can also be used to describe a day when somebody had a great time and enjoyed themselves a lot.
- Ask Ss to tell you what their idea of a day to remember is.
- Elicit answers.

1 Vocabulary 152

Aim: to present places of entertainment

- Ask Ss to look at the pictures and read through the words that accompany them.
- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the questions in the rubric.
- Elicit answers and generate a short discussion.

2 Listen 153

- A. Aim: to give Ss practice in listening for gist
- Play the CD and have Ss do the activity.
- · Check the answer with the class.



B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-5 and check
- their understanding.
- Play the CD and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.



LISTENING TRANSCRIPT

Mike	So, Phil, what's the new bowling alley near your house like?
Phil	l don't know.
Mike	Didn't you go there with your brother yesterday?
Phil	Well, we wanted to go bowling, but in the end
	we didn't. Mark was tired.
Mike	So, what did you do?
Phil	We played computer games and then we
Mike	Oh, so you went to the Internet café near the park.
Phil	No, we played computer games at home.
Mike	But you haven't got a computer.
Phil	I have now. My dad bought me a computer last
	week.
Mike	Really? You didn't tell me. So you stayed at home.
Phil	Not all day. My cousin called and invited us to a
	football match. You see, he had three free tickets.
Mike	Football? You hate football.
Phil	Yeah. But Mark loves it, so we went to the match.
	And guess what?
Mike	What?
Phil	l actually enjoyed it very much.
Mike	Oh, that's nice.

3 Speak & Write 🕨 54

- A. Aims: () to help Ss prepare for the writing activity
 - $igodoldsymbol{\mathbb{D}}$ to provide Ss with a sample paragraph
 - to give Ss practice in understanding the sequence of a description of an event and transferring from written to visual information
- Ask Ss to read through the description.
- Alternatively, you can have Ss read out the description in parts.
- Ask Ss to look at the pictures a-e.
- Have Ss do the activity.
- Check the answers with the class.



• Ask Ss some comprehension questions:

When did Ibrahim and the writer spend the day together? Last Saturday.

What did they do first? They went skateboarding. Is Ibrahim a bad skateboarder? No, he isn't. He's a great

skateboarder. Where did they meet some of the writer's friends? At a fast food restaurant.

What did they see at the stadium? A football match. Do they both like United? Yes, they do.

Where did they go after the stadium? They went to the funfair.

Who did they see while they were on a ride? Wayne Kemp.

How did the writer feel? He was excited.

- Explain any unknown words.
- Ask Ss if they have ever bumped into a famous person, how they felt and what they did or what they will do if they ever bump into a famous person, etc.
- Elicit answers.
- **B. Aim:** to give Ss practice in talking about an interesting day through pair work
- Ask Ss to read through the questions in the speech bubble and check their understanding.
- Allow Ss some time to make notes in the space provided.
- · Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- · Choose some pairs to act out the dialogue.

- **C. Aim:** to present and give Ss practice in using some linking words/phrases used to show time sequence
- Read out and explain the use of the linking words/ phrases in descriptions of events.
- Refer Ss to the description in activity 3A and ask them to underline any examples of the linking words/phrases presented here (*First, we went skateboarding, After that, we walked around the city for a while, Then we met some of my friends..., Later, we all went to the stadium..., After the match, we decided to go to the funfair...).*
- Ask Ss to come up with similar sentences about themselves.
- Ask Ss to read through the paragraph and make sure that they haven't got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

1111111111	7
KEY	
1. First	
2. After that / Then / Later	
3. After that / Then / Later	

- **D. Aim:** to give Ss practice in writing about an interesting day
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read the prompt and elicit answers of what they have to write about.
- Ask Ss to go to the Workbook p. 128 and complete the writing plan before they start the writing task.
- Allow Ss some time to write their descriptions.
- Choose Ss to read out their descriptions.

Round-up

3

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

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 3 through various activities

add: bowling alley, etc.

add: happy, etc.

Vocabulary

А.

- KEY 1. *cross out*: skateboarder
- 2. cross out: underwater
- 3. cross out: lecture hall
 - ure hall *add*: bumper cars, etc.

B.



Grammar

С.
KEY
1. was
2. were
3. weren't
4. wasn't
5. were, wasn't

D.

KEY
1. put
2. tried
3. found
4. told
5. took
6. happened
7. fell
8. finished
9. slept
10. visited
11. stopped
12. sat

KEY 1. didn't want, spent 2. Did...watch, came, played

3. went, swam, bought4. didn't sleep, got up

F.

Ε.

	7
KEY	-1
1. doesn't, orders	-1
2.saw, enjoyed	_
3. has, went	1

Communication >>>55

G.				
		1111		
KEY				
1.e	2 . d	3. C	4 . a	5. b

Speak

- Ask Ss to think of a dream they have had.
- Have Ss look at the questions in the box.
- Go round the class and have Ss describe their dreams.

Write

- Allow Ss sometime to write about a dream they have had.
- Choose some Ss to read out their descriptions.

Now I can...

- Aims: () to give Ss the opportunity to check their progress () to encourage learner autonomy
- Draw Ss' attention to the points and get Ss to read through them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

Rhyming Corner **156**

- Draw Ss' attention to the title of the rhyme.
- Ask Ss to guess what the rhyme will be about.
- Accept all answers.
- Ask Ss to read through the rhyme without worrying about the gaps.
- Ask Ss to read through the words in the box.
- Ask Ss to try and complete the rhyme with the words in the box before listening to it.
- Play the CD and have Ss listen to the rhyme carefully and check their answers.
- Check the answers with the class and explain any unknown words.



• Ask different Ss to recite the rhyme.



Famous Stadiums **>>**157

Aim: to inform Ss about two well-known stadiums A.

- Ask Ss to look at the title of the text and the pictures and tell you what the text is about (*famous stadiums*).
- Ask Ss the question in the rubric and if they know where the stadiums are, what sports are played there, etc.
- Elicit answers.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

When did Prince Abdullah Al-Faisal Stadium open? In 1970.

Why is Prince Abdullah Al-Faisal Stadium famous? Because many important games take place there.

What is FC Barcelona? A Spanish football team.

What happened at Camp Nou in 1982? Spain used the stadium for the opening ceremony of the World Cup and some important games were played there.

How many people can fit into Camp Nou? 98,722.

When is Camp Nou usually full? For El Clásico matches with Real Madrid.

B.

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



- Explain any unknown words and choose Ss to read the text aloud.
- Ask Ss if they would like to visit and watch a sporting event at one of these stadiums. If they had to choose, which one would they prefer to go to?
- · Elicit answers.

See the world

Aims: (•) to introduce the topic of the module and activate Ss' background knowledge

- to present the learning objectives of the module
- Draw Ss' attention to the title of the module and the main picture on the page.
- Ask Ss what they can see and elicit an answer (a globe).
- Ask Ss:

Have you travelled around the world? Where would you like to travel in the future?

- Elicit answers. Use Ss' L1 when necessary.
- Ask Ss to guess what the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Ask Ss to look at the pictures A-E.
- Ask Ss to guess what each one of the pictures shows. Then ask Ss to go through the module and find where the pictures are.



- Read out the objectives in the *In this module you will learn* section.
- Explain any unknown words.

On the move

FUNCTIONS

Talking about travelling Making plans

STRUCTURES

Future going to

Present Progressive with future meaning

VOCABULARY

Means of transport

by car by coach by plane by ship by train **Other words**

definitely euro (€) everything half important money spend (money) travel win world

Phrases

get back go on holiday How long...? on foot That sounds great

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson is about.
- Elicit answers.
- Ask Ss to tell you what to be on the move means.
- Use body language, e.g. pretend that you are carrying a backpack and walk around the classroom. Help them deduce that it means to be travelling from one place to another. If necessary, give Ss some examples of how the phrase is used in context (e.g. I'm always on the move because of my job, so I need to have a good mobile phone.).

1 Vocabulary 158

Aim: to present phrases related to means of transport and travelling

- Ask Ss to look at the pictures 1-6 and tell you if they know the English names of any of the means of transport shown in them.
- Ask Ss to read through the phrases.
- Ask Ss to tell you what they notice about these phrases (We use by + the means of transport but we say on foot, which means walking.).
- Have Ss do the activity.
- Play the CD and have Ss check their answers.
- Ask Ss to tell you how they like/don't like travelling or moving around.



• Play the CD again and pause so that Ss can repeat what they hear.

- 2 Read >>>>59
- A. Aims: () to help Ss make hypotheses about the content of the interview based on visual information

(b) to present vocabulary, structures and functions in the context of an interview

- Ask Ss to look at the layout of the text and tell you what it is (an interview) and where it can be found (in a magazine).
- Ask Ss to look at the picture of the boy and tell you what they think he is holding (*a big cheque*).
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.

KEY	111111111	
The boy wor	n fifteen and a half thousand	
euros.		

Ask Ss some comprehension questions:

What is Neal going to do with the money? He is going to go on a long holiday and he's going to give some to environmental organisations.

Is he going to take his family with him? Yes, he is. Where is he going to travel first? Australia. Where does he really want to go? To the Pyramids. Is he going to the Amazon? Yes, he is. Is he going to spend all the money on travelling? No, he isn't. He is also going to give money to environmental organisations.

- **B. Aim:** to give Ss practice in identifying specific information in the interview
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. With his family and his two best friends.

- 2. They're going to go to Australia, China, Spain, Egypt and South America.
- 3. By coach.
- 4. About a month.
- 5. He is going to give money to environmental organisations.
- Explain any unknown words and choose Ss to act out the interview.

Post-reading

Aim: to give Ss the opportunity to have a further

- discussion on the topic of the interview
- Ask Ss:

If you won a lot of money, what would you do with it? Would you like to travel around the world? Which places would you like to visit?

• Elicit answers and initiate a short discussion.

3 Grammar

- Aims: () to present and give Ss practice in using the Future *going to*
 - to introduce the Present Progressive with future meaning
- Ask Ss to read through the tables with the formation of the Future *going to*.
- Ask Ss what they notice about the formation of the Future going to affirmative, negative and questions (We form the affirmative and negative by using the present tense of the verb be (+not) + going to + the base form of the verb, whereas we form the questions by putting the present tense of the verb be before the subject + going to + the base form of the verb).
- Point out to Ss that in short answers we use only subject + am/are/is or 'm not/aren't/isn't, without going to and the base form of the verb.
- Draw Ss' attention to the question *What are you going* to do with all that money? in the interview.
- Point out to Ss that we use the Future *going to* in this question and it begins with the question word *What...*?
- Explain to Ss that questions beginning with question words ask for specific information, while questions beginning with *Am/Are/Is...*? are followed by short answers (*Yes/No*).
- Ask Ss to guess when we use the Future going to.
- · Elicit answers.
- Read out and explain the rule. If necessary, provide Ss with further explanations and/or examples.
- Draw Ss' attention to the box containing the time expressions used with the Future *going to*. Make sure that they haven't got any unknown words.
- Ask Ss to come up with their own sentences using the Future *going to* and the time expressions in the box.
- Draw Ss' attention to the NOTE and explain it.

- Draw Ss' attention to the subtle difference between the Future *going to* and the Present Progressive: the former is used to describe actions we intend to do in the future, while the latter is used to describe actions we have arranged to do in the near future. Point out to them, however, that in a number of cases they can be used interchangeably depending on the speaker's intentions (e.g. *I'm going to have a barbecue next week and I'm having a barbecue next week* communicate, more or less, the same message).
- Refer Ss to the Grammar Reference (p. 68).
- Have Ss do the activity.
- Check the answers with the class.

KEY

- 1. Are...going to travel, am/'m going to get
- 2. Is...going (to go), is/'s going to visit
- 3. is not/isn't going to come, is/'s going to stay, are going to visit

4 Speak

- Aim: to give Ss practice in talking about their plans for the summer
- Ask Ss to read through the speech bubble.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

5 Write

- Aim: to give Ss practice in writing about their plans for the summer
- Draw Ss' attention to the prompt and elicit examples of what they have to write about.
- Allow Ss some time to write their sentences about their summer plans using the Future *going to* and the ideas they discussed in the previous activity.
- Choose some Ss to read out their sentences.

Going camping

FUNCTIONS

Talking about camping equipment Expressing prohibition

STRUCTURES

The verb must

VOCABULARY

Words related to camping

backpack camp leader first-aid kit go camping make a fire map sleeping bag (put up) tent torch

Other words

bottled water check choose close (adj) difficult easy forest guys leaflet lose matches put out river safety rule **Phrases**

Don't worry give someone a hand

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce the meaning of the word *camping* by drawing their attention to the pictures in the first activity.
- Briefly explain to Ss that we use the verb *go* + *-ing* forms to indicate physical activities, e.g. *go camping/fishing/ swimming/shopping*, etc.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Vocabulary **bb**60

Aim: to present vocabulary related to camping

- Ask Ss if they know any camping equipment in English.
- Ask Ss to look at the pictures and read through the words underneath them.
- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Play the CD and pause so that Ss can repeat what they hear.
- If necessary, play the CD again.

2 Read >> 61

- A. Aims: (•) to help Ss make hypotheses about the content of the dialogue based on visual information
 - to present vocabulary, structures and functions in the context of a dialogue about a camping holiday
- Ask Ss to look at the picture accompanying the dialogue and identify the characters.
- Ask Ss the questions in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.
- Check the answers with the class.

,,,,,,,,,,,,,,

The boys are in the forest and they are trying to make a fire and put up a tent. Ask Ss some comprehension questions:

Where is it dangerous to make a fire? Close to trees. What must you do before you leave? You must always put out the fire.

Who is Tom asking for help? Bill.

What does Ali think about putting up a tent? That it's easy.

Has Tom got his leaflet with him? No, he hasn't. Why? Because he thinks he lost it.

What must Tom ask the camp leader? To give him another leaflet.

Does Bill think that he knows how to make a fire? Yes, he does.

What does Bill think about making a fire? That it is not difficult.

B. Aim: to give Ss practice in identifying specific information in the dialogue

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

KEY		1111		
	3. T	4 . F	5. T	
6		10000		

• Explain any unknown words and choose Ss to act out the dialogue.

Post-reading

Aim: to give Ss the opportunity to have a discussion on the topic of the dialogue

Ask Ss:

Have you ever been camping? Did you like it? Why/ Why not?

If not, would you like to?

Are there many places where you can go camping in your country?

Do you prefer camping in the mountains/forest or by the sea?

What are the advantages and the dangers of camping in the mountains/forest and by the sea?

• Elicit answers and initiate a short discussion.

KEY

3 Grammar

- Aim: to present and give Ss practice in using the verb *must*
- Revise the use of *must* (*obligation*) and *mustn't* (*prohibition*).
- Ask Ss to read through the first table.
- Ask Ss what they notice about the formation of *must (It is followed by the base form of a verb).*
- Point out to Ss that *must* does not take an -s in the third person singular.
- Ask Ss to read through the rest of the tables (*negative*, *questions and short answers*).
- Ask Ss how *must* forms the negative and the questions (it does not form the negative and the questions with do/ does and it is always followed by the base form of a verb).
- Refer Ss to the Grammar Reference (pp. 68-69).
- Have Ss do the activity.
- Check the answers with the class.



4 Vocabulary

Aim: to give Ss practice in using some of the vocabulary presented in the lesson

- Ask Ss to read through the words in the box.
- Have Ss do the activity.
- · Check the answers with the class.



Explain any unknown words.

5 Listen **b** 62

- Aim: to give Ss practice in listening for specific information and transferring from verbal to visual information
- Ask Ss to look at the pictures and tell you what they show.
- Elicit answers.
- Ask Ss which of the things shown in the pictures they would take with them on a camping trip.
- Elicit answers.
- Draw Ss' attention to the TIP and explain it.
- Play the CD twice.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

The following items should be ticked: a sleeping bag, a backpack, a torch, two bottles of water

...........

.....

 Dennis Hello? Lenny Hi, Dennis, it's Lenny. Listen, you go camping every summer, right? Dennis Yeah. Lenny Well, I'm going on a camping trip with my cousins next week. We're going to Gordon island and I'm trying to pack my backpack. Can you help me decide what to take with m Dennis Sure. Firstly, what's your tent like? Lenny I haven't got one. Dennis What? Lenny I mean, my cousins are taking one for all of u 	
every summer, right? Dennis Lenny Well, I'm going on a camping trip with my cousins next week. We're going to Gordon Island and I'm trying to pack my backpack. Can you help me decide what to take with m Sure. Firstly, what's your tent like? Lenny I haven't got one. Dennis What?	
DennisYeah.LennyWell, I'm going on a camping trip with my cousins next week. We're going to Gordon Island and I'm trying to pack my backpack. Can you help me decide what to take with mDennisSure. Firstly, what's your tent like? I haven't got one.DennisWhat?	
 Lenny Well, I'm going on a camping trip with my cousins next week. We're going to Gordon Island and I'm trying to pack my backpack. Can you help me decide what to take with m Sure. Firstly, what's your tent like? Lenny I haven't got one. Dennis What? 	
cousins next week. We're going to Gordon Island and I'm trying to pack my backpack. Can you help me decide what to take with m Sure. Firstly, what's your tent like? I haven't got one. Dennis What?	
Island and I'm trying to pack my backpack. Can you help me decide what to take with m Sure. Firstly, what's your tent like? I haven't got one. Dennis What?	
Can you help me decide what to take with m Dennis Sure. Firstly, what's your tent like? Lenny I haven't got one. Dennis What?	
DennisSure. Firstly, what's your tent like?LennyI haven't got one.DennisWhat?	
Lenny I haven't got one. Dennis What?	e?
Dennis What?	
FEATINE THEAT THE CONSIDE ARE LAKING ONE FOR SHOTE	-
Dennis That's OK, then. What about a sleeping bag?	5.
Lenny I haven't got a sleeping bag. I'm going to buy	,
one tomorrow.	
Dennis No, don't. I can give you my sleeping bag.	
You've got a big backpack, right?	
Lenny Yeah, thanks, Dennis.	
Dennis No problem. Now, have you got a torch?	
Lenny Yes, I have. I've also got a map.	
Dennis You don't need a map. Gordon Island is a sm	all
place. You can't get lost.	
Lenny OK, forget the map then.	
Dennis But you must take a first-aid kit with you.	
Lenny I've got one, but I'm not taking it because my	,
cousin's got a first-aid kit, too. We don't need	
two, right? Dennis Right.	
Lenny How many bottles of water am I going to	
need? I've got seven.	
Dennis What? No, Lenny just take two bottles. There	s
a shop at the campsite and you can buy	
bottled water. Seven bottles are a lot to carry	1
Lenny Oh, OK. Thanks Dennis, that's why I called yo	

Optional activity

- Tell Ss that they are going on a camping trip.
- In small groups, have Ss discuss and decide what each member of the group must do to prepare for the camping trip and then report their decisions to the class. For example:

I must go to the supermarket and buy some bottled water. I must bring a first-aid kit.

- · Go round the class helping Ss when necessary.
- Choose some groups to act out the dialogue and some Ss to report their groups' decisions to the class.

A new experience

FUNCTIONS

Talking about holiday activities Making comparisons

STRUCTURES

Comparative forms

VOCABULARY

Adventure sports

rock climbing sailing scuba-diving skiing surfing water skiing windsurfing

Other words and phrases

arrive beach cheap deep dive (n) equipment experience (n) explore finally instructor metre ocean organise scuba diver ugly warm **Phrases**

It's worth it!

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Ask Ss if they like to experience new things, what these things are, etc.
- · Elicit answers.

1 Vocabulary M63

Aim: to present some holiday activities

- Ask Ss to look at the pictures 1-7.
- Ask Ss if they know the English names of any of the activities shown in the pictures.
- Elicit answers.
- Ask Ss to read through the list of activities.
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.



• Play the CD and pause so that Ss can repeat what they hear.

Optional activity

• Ask Ss:

Do you prefer holidays in the mountains or by the sea? What kind of activities do you like doing while on holiday? Have you tried any of these activities? Which of these activities would you like to try?

• Elicit answers and initiate a short discussion.

2 Read **>>**64

- A. Aim: to present vocabulary, structures and functions in the context of a diary about a scuba-diving holiday
- Ask Ss to look at the layout of the text and tell you what kind of text it is (*a diary*) and what it is about (*a scuba-diving holiday*).

- Ask Ss to look at the accompanying pictures and tell you what they can see.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Ask Ss the question in the rubric.
- Check the answer with the class.



Background note

Fiji or the *Republic of the Fiji Islands*, is an island nation in the South Pacific Ocean, which comprises about 322 islands. The two major islands, Viti Levu and Vanua Levu, account for 87% of the population. *Kadavu* is the fourth largest island in Fiji.

The Great Astrolabe Reef is a well-known reef in Fiji. It's one of the largest barrier reefs in the world. The reef is famous for its variety of coral species.

Ask Ss some comprehension questions:

Which place is every scuba diver's dream? Fiji. What is Fiji called? The Soft Coral Capital of the World. Did the writer enjoy his first dive in the ocean? Yes, he did.

What does the writer think about ocean fish? That they are more colourful and more beautiful than fish in lakes. What did they do on Day 2? They explored the Great Astrolabe Reef.

How long did they stay there? For hours. What did the writer see there? Fish and corals. Did he like the experience? Yes, he did.

What was the water like in Seafan Alley? It was a beautiful indigo colour and quite deep.

How many metres did they go down on day 3? 20.

What did they see? A school of barracuda.

Are barracudas more dangerous than sharks? No, they aren't.

Who organised a barbecue? Their instructor. Did they have a great time? Yes, they did. How does the writer feel about leaving the place? Sad.

- **B. Aim:** to give Ss practice in identifying specific information in the text
- Have Ss do the activity.
- Check the answers with the class.



• Explain any unknown words and choose Ss to read the diary aloud.

Post-reading

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

Ask Ss:

Would you like to go on a scuba-diving holiday? Have you heard of any other diving resort?

• Elicit answers and initiate a short discussion.

3 Grammar

Aim: to present and give Ss practice in using the comparative form of adjectives

- Ask Ss to read through the table.
- Point out to Ss that the column on the right contains the comparative forms of the adjectives in the column on the left.
- Draw Ss' attention to the example and ask them to tell you why the comparative form is used (to compare the depth of the two oceans).
- Point out to Ss that adjectives in the comparative form are usually followed by the word *than*.
- Refer Ss to the diary and ask them to find comparative forms of adjectives (more colourful, more beautiful, colder, more, uglier).
- Ask Ss what they notice about the formation of onesyllable and two-syllable adjectives as opposed to threesyllable adjectives (-er ending vs more + positive form of adjective).
- Point out to Ss the irregular comparative forms (*better, worse, more*).
- Point out to Ss that one-syllable adjectives ending in one vowel + one consonant (e.g. *big*), double the consonant before the *-er* (e.g. *bigger*) and adjectives ending in a consonant + *-y* (e.g. *funny*), drop the *-y* and take *-ier* (e.g. *funnier*).
- Refer Ss to the Grammar Reference (p. 69).
- Have Ss do the activity.
- Check the answers with the class.



4 Listen M65

- A. Aim: to give Ss practice in listening for gist
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the phrases on the right and check their understanding.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

KEY

The boy wants to learn water sports. The man is the school secretary.

......

- **B. Aim:** to give Ss practice in listening for specific information
- Ask Ss to read through the sentences 1-6 and check their understanding.
- Play the CD and have Ss circle the correct answers in each sentence.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY 1. windsurfing

- **2.** doesn't know
- 3. get the equipment for free

- 4. windsurfina
- 5. an instructor

6. wants

LISTENING TRANSCRIPT

- **Boy** Hello! I would like to ask some questions about your water sports school.
- Man Sure! What would you like to know?
- **Boy** First of all, what kind of water sports do you have here? Sailing, surfing, windsurfing?
- Man Well, we have really good sailing and surfing instructors, and water skiing instructors, too. But at the moment, we don't offer windsurfing lessons because we haven't got an instructor for windsurfing. I'm sorry. What sport would you like to try?
- **Boy** Oh I'm not sure. You see, I don't know anything about water sports. This is my first time and...
- Man That's not a problem. Our instructors are here to help you learn all about water sports.
- **Boy** What about the equipment? Do I buy it or are you going to give me everything I need?
- Man Don't worry, we'll give you the equipment. So, what sport would you like to try? Water skiing is very popular at the moment.
- **Boy** No, actually I think that windsurfing is more interesting than water skiing. Ah, but you haven't got windsurfing, so...
- Man Listen, I've got an idea. Why don't you come with me? You can talk to Sam. He's one of the instructors and he can give you more information so you can choose.
- Boy Really? That's great! Let's go.

5 Speak

Aim: to give Ss practice in comparing activities

- Draw Ss' attention to the question in the rubric.
- Ask Ss to read through the list of activities and the list of adjectives. Make sure that they haven't got any unknown words.
- Ask Ss to read through the speech bubble.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in groups and go round the class helping them when necessary.
- Choose some groups to act out the dialogue.

Country profile

FUNCTIONS

Understanding information about a country Making comparisons

STRUCTURES

Superlative forms

VOCABULARY

area Asia capital city continent culture especially European high large mountain official language peninsula population skyscraper tourist traditional

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Explain to Ss that the phrase *country profile* refers to some general/the most typical information about a country.
- Ask Ss what they would include in their country's profile.
- Elicit answers.

1 Read >>>66

A. Aims: () to introduce the topic of a feature article by activating Ss' background knowledge

to present vocabulary, structures and

functions in the context of a feature article

Ask Ss to look at the map of Saudi Arabia and the

- pictures accompanying the short texts.
- Ask Ss to look at the layout of the texts and tell you where they can be found (*in a guidebook or in a magazine article about Saudi Arabia*).
- Ask Ss the question in the rubric.
- Elicit answers.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.

Background note

The *AFC Asian Cup* is an international football competition organised by the *Asian Football Confederation* (AFC). It is the second oldest continental football championship in the world and the championship is awarded every four years.

The *Gulf Cup of Nations* is a football competition held every two years among the national teams of Saudi Arabia, United Arab Emirates, Qatar, Oman, Kuwait, Bahrain, Yemen and Iraq.

The *Arab Cup of Nations* is a football competition held between Arab countries.

Ask Ss some comprehension questions:

Is Saudi Arabia the largest country in West Asia? Yes, it is. Which is the largest city in Saudi Arabia? Riyadh. What is special about Jeddah's style? It's both Arabic and European.

Are there any tourist attractions? Yes, there are. Which is the highest mountain range in the Arabian Peninsula? The Sarawat Mountains.

Is football only a sport in Saudi Arabia? No, it isn't. It's part of the culture.

Is the Saudi Arabian National team successful? Yes, it is. How many Asian Cups has it won? Three.

What is known about lamb in Saudi Arabia? That they've got some of the best in the world.

ls kabsa a popular dish? Yes, it is.

4d

- **B. Aim:** to give Ss practice in reading for specific information
- Ask Ss to read through the fact file and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.



C. Aim: to give Ss practice in identifying specific information in the text

- Have Ss do the activity.
- Check the answers with the class.
- KEY1. the world2. Jeddah3. about 3,000 metres
- Explain any unknown words and choose Ss to read the text aloud.

Post-reading

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

Ask Ss:

Would you like to visit Riyadh or Jeddah? What would you like to see and do? Have you ever visited the Sarawat Mountains?

• Elicit answers and initiate a short discussion.

2 Pronunciation **>>** 67, 68

- **A. Aim:** to have Ss differentiate between $|\theta|$ and $|\delta|$ sounds
- Play the CD and tell Ss to listen for the difference in pronunciation between *south* and *weather* and repeat what they hear.
- Elicit the answer that south has a /θ/ sound while weather has a /δ/ sound. If necessary, play the CD again.
- **B. Aim:** to give Ss practice in differentiating between θ and δ sounds
- Play the CD and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.
- If necessary, play the CD again.
- Check the answers with the class.

KEY

/ θ /: thousand, thirsty, toothbrush, worth / δ /: together, father, another

..........

3 Grammar

- Aims: () to present the superlative form of adjectives
 - to give Ss practice in using the comparative and superlative forms of adjectives
- Draw Ss' attention to the table and briefly check their comprehension of the comparative form of the adjectives.
- Explain to Ss that the third column shows the superlative form of the adjectives.

- Ask Ss to read through the example and tell you why the superlative form is used (to compare Russia with all the other countries in the world). Help Ss elicit the rule: we use the superlative form of adjectives when we compare one person, animal or thing with several of the same kind.
- Draw Ss' attention to the words in bold and point out to them that the definite article *the* comes before the adjectives in the superlative form which are usually followed by the prepositions *in* (e.g. *in the world*) or *of* (e.g. *of all*).
- Ask Ss what they notice about the formation of onesyllable and two-syllable adjectives as opposed to threesyllable adjectives (-est ending vs the most + positive form of adjective).
- Point out to Ss the irregular superlative forms (*the best, the worst, the most*).
- Point out to Ss that one-syllable adjectives ending in -e (e.g. *large*), take -st (e.g. *largest*), one-syllable adjectives ending in one vowel + one consonant (e.g. *hot*), double the consonant before the -est (e.g. *hottest*) and adjectives ending in a consonant + -y (e.g. *lazy*), drop the -y and take -iest (e.g. *laziest*).
- Refer Ss to the Grammar Reference (p. 69).
- Have Ss do the activity.

• Check the answers with the class.

KEY4. most popular1. largest5. easier3. younger, older6. most modern

4 Speak

Aim: to give Ss practice in using the structures, functions and vocabulary presented in this lesson through an information gap activity

Background note

Ice-hockey is a game played by two teams on an icecovered rink. Players have to knock a flat circular object called a *puck* through a goal, using a specially curved stick.

Baseball is a team sport, often called the national game of the United States. It is played with a horsehide-covered ball, a wooden bat and padded gloves. Two teams of nine players each take part. The object of the game is to score more runs than the opposing team.

- Refer Ss to the appropriate pages.
- Explain to Ss that all Student As will try to make true sentences about the USA and all Student Bs will try to make true sentences about Canada using the prompts given.
- Explain to Ss that they should use the information provided in the respective fact files to correct their partners if necessary.
- Ask Ss to read through the respective speech bubbles. Draw their attention to the responses (*That's right!.../ Wrong!...*).
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogues.

5 Write

- Aim: to give Ss practice in writing a paragraph about their country
- Draw Ss' attention to the prompts and elicit examples of what they have to write about.
- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

On holiday

FUNCTIONS

Talking about one's holiday Differentiating between past and future tenses

VOCABULARY

Holiday activities

buy souvenirs do water sports go hiking go on a trip go sightseeing stay at a hotel **Other words** drive lovely news perfect relax tiring until village

Phrases

I can't wait! Greetings from...

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Point out to Ss that we say be/go on holiday.

1 Vocabulary M69

- Aim: to introduce some holiday activities
- Ask Ss to look at the pictures and read through the phrases.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.
- Ask Ss which of these activities they have tried or do when they are on holiday.
- Elicit answers.
- Play the CD and pause so that Ss can do the activity.
- Check the answers with the class.



• Play the CD again and pause so that Ss can repeat what they hear.

2 Listen **>>** 70

- A. Aim: to give Ss practice in listening for gist
- Ask Ss to tell you what they know about Sicily, if they have ever visited it, etc.
- Elicit answers.

Background note

Sicily is an autonomous region of Italy. It is the largest island in the Mediterranean Sea.

Palermo is a historic city in southern Italy. It is the capital of Sicily and the province of Palermo. The city is noted for its rich history, culture, architecture and gastronomy.

- Ask Ss to read through the list of words.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

11111111111

KEY The following should be ticked: the food, water sports, the hotel, souvenirs

- **B. Aim:** to give Ss practice in listening for specific information
- Ask Ss to read through the sentences 1-5 and their answers.
- Play the CD and have Ss listen to the dialogue again and do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

WEW	111	11111	111	
KEY 1. b	2 . b	3. a	4. b	5. a
			111	

LISTENING TRANSCRIPT

LISTENI	NG TRANSCRIPT
Andrew	Hello, Philip!
	Andrew? Is that you?
	Yep. Guess where I am.
	You're on holiday, right?
	Yeah, I'm in Sicily at the moment.
	Wow! What's it like?
Andrew	It's great. We arrived here two days ago. On
	the first day, we stayed at the hotel all day. It's
	fantastic and it's got a big swimming pool. I
	had lots of fun there.
Philip	What's the sea like?
Andrew	Lovely and warm. Yesterday, we went to a
	fantastic beach. I spent all day swimming. Oh, I
	went sailing, too.
Philip	Nice one.
Andrew	Today, we're going to go sightseeing in
	Palermo. Then we're going out for dinner.
Philip	What's the food like? Is it all pasta and pizza?
Andrew	Not really. I love the fish here, and the salads
Philip	are something else. Do you go fishing?
	No, that's a bit boring for me. I like spending
Andrew	my time shopping. Tomorrow, we're going to
	go souvenir shopping all day.
Philip	I hope you're going to get me something.
Andrew	
	funny.
Philip	What is it? A cap?
Andrew	No, I bought you a cap last year. This year I'm
	getting you a T-shirt. You can see it when I get
	back. Listen, I must go now.
Philip	OK, have a nice time!
Andrew	Thanks, Philip. Bye!

3 Speak & Write ▶ 71

- A. Aims: () to familiarise Ss with an e-mail describing a holiday
 - to provide Ss with a sample for writing an e-mail about a holiday
 - to give Ss practice in differentiating between past and future activities
- Ask Ss to look at the pictures and tell you if they can identify the places shown.
- Elicit answers (*The picture on top of the e-mail is Knossos, the small picture below the e-mail is a beach on Crete and the background picture shows the Samaria Gorge*).
- Ask Ss what they know about Crete, if they have ever visited the island, if they would like to, etc.
- Elicit answers.

Background note

Crete is the largest of the Greek islands and the fifth largest island in the Mediterranean Sea. Crete was the centre of the Minoan civilisation, the oldest Greek civilisation.

Knossos, also known as *Knossos Palace* is the largest Bronze Age archaeological site on Crete and probably the ceremonial and political centre of the Minoan civilisation and culture.

The *Samaria Gorge* is a national park in southwest Crete and a major tourist attraction of the island. The gorge is 16km long, starting at an altitude of 1,250m at the northern entrance, and ending at the shores of the Libyan Sea in Agia Roumeli, a small village in southwest Crete.

A taverna is a traditional Greek restaurant.

Moussaka is a dish of the Balkans and the Middle East. The Greek version of moussaka includes layers of minced meat and aubergine which are topped with a white sauce and then baked in the oven.

- Ask Ss to read through the table and check their understanding.
- Have Ss read the e-mail and decide if lan did the activities mentioned in the box yesterday, or if he is going to do them today or tomorrow.
- Have Ss do the activity.
- Check the answers with the class.

11111111111

KEY go hiking: tomorrow spend the day on the beach: yesterday do water sports: yesterday buy souvenirs: today go sightseeing: today taste Greek food: yesterday

• Ask Ss some comprehension questions:

Who is lan wrting to? Colin. Where is lan? He's in Crete, Greece. What is he doing? He's on holiday. / He's having a holiday. Is he having a good time? Yes, he is. When did they arrive in Crete? Yesterday morning. What did he have at the taverna? He had moussaka. Did he like it? Yes, he did. Where was the taverna? In a small village.

How did they get there? They drove there. / By car. Does he want to visit Knossos? Yes, he does.

Who is lan going to buy souvenirs for? For his family and for Colin.

What are they going to do after that? They are going to relax on a beach.

- Explain any unknown words.
- **B. Aims: (b)** to give Ss practice in asking and answering questions about their holiday
- To prepare Ss for the writing task
 Ask Ss to read through the questions in the speech bubble and check their understanding.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

C. Aims: (b) to have Ss differentiate between the Past Simple and the Future *going to*

- to give Ss practice in differentiating between past and future time expressions
- to give Ss practice in expanding notes into sentences
- Draw Ss' attention to the rules in the box and check understanding.
- Ask Ss to read through the words/phrases in the white box and make sure they haven't got any unknown words.
- Have Ss decide which of them refer to the past and which to the future.
- Have Ss do the activity and check answers.

KEY

Past: in 2008, two days ago, yesterday, last Friday Future: soon, in two days, next week, tomorrow

11111111111

- Have Ss read through the sentences 1-5.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- 1. Omar went hiking two weeks ago.
- **2.** My cousins and I are going to do water sports tomorrow.
- 3. Last summer we stayed at a hotel on an island.

- **4.** Greg and Andy bought (some) souvenirs yesterday.
- 5. Bander is going to visit Dubai soon.
 - 111111111111
- **D. Aim:** to give Ss practice in writing an e-mail describing their holiday
- Draw Ss' attention to the TIP and explain it.
- Draw Ss' attention to the prompts and elicit examples of what they have to write about.
- Ask Ss to go to the Workbook p. 129 and complete the writing plan before they start the writing task.
- Allow Ss some time to write their e-mails.
- Choose some Ss to read out their e-mails.

Round-up

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

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 4 through various activities

Vocabulary

4



B.

KEY	add lake etc
1. cross out: penguin	add: lake, etc.
2. cross out: tiring	add: scuba-diving, etc.
3. cross out: village	add: first-aid kit, etc.
4. cross out: trip	add: car, etc.

Grammar

C. KEY 1. is going to spend 2. are going to travel 3. am not going to visit 4. Isgoing to walk 5. are going to leave 6. Aregoing to watch
D. KEY 1. cheapest 2. hottest 3. longer 4. most interesting 5. warmer 6. more beautiful 7. better, best
E. KEY 1. must buy 2. 'm going 3. than 4. isn't going to 5. the cheapest 6. 're going to 7. had

Communication **>>**72



62 TM

Speak

- Have Ss look at the pictures of the three bikes and find differences between them.
- · Elicit answers.
- Choose a student to be Student B and do the activity as if you were Student A.
- Ask Ss to get into pairs and explain what Student A and Student B has to do.
- Have Ss do the activity.

Write

- Have Ss write sentences describing the three bikes in the previous activity.
- Point out to Ss that they must use the comparative and superlative forms and the adjectives in the box.
- Choose some Ss to read out their sentences.

Now I can...

Aims:
● to give Ss the opportunity to check their progress
● to encourage learner autonomy

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

Rhyming Corner **173**

- Draw Ss' attention to the title of the poem.
- Ask Ss to guess what the poem will be about.
- Accept all answers.
- Ask Ss to read through the poem without worrying about the gaps.
- Ask Ss to read through the words in the box.
- Ask Ss to try and complete the poem with the words in the box before listening to it.
- Play the CD and have Ss listen to the poem carefully and check their answers.
- Check the answers with the class and explain any unknown words.



Ask different Ss to recite the poem.



Things to do in London **>> 74**

Aim: to introduce Ss to various aspects of the British culture

A.

- Ask Ss to look through the page and tell you what it is about (London/ things to do in London).
- Ask Ss if they have ever been to London, if they would like to, etc.
- · Elicit answers.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

What is a hackney cab? It is one of the 18,000 famous black taxis in London.

What is the tube? The London underground. Which river runs through London? The Thames. Which are two famous bridges in London? London Bridge and Tower Bridge. What are the biggest London football teams? Chelsea, Tottenham and Arsenal.

B.

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

11111111111

KEY

- 1. Another name for the red buses in London.
- 2. To take a boat ride down the Thames.
- 3. In the National Gallery (in Trafalgar Square).
- 4. You can see wax models of famous people.

.....

- Explain any unknown words and choose Ss to read the text aloud.
- Ask Ss to tell you what kind of information they would include in a similar brochure about their city/town and initiate a short discussion.

WORKBOOK KEY

Hello A. 1. sister 2. parents 3. father 4. mother 5. brother 6. uncle 7. aunt 8. son	1a A. $\overline{\begin{array}{c} \hline r & r & e & s & r & 0 & c \\ \hline \hline r & 0 & M & A & T & 0 & B & H & L \\ \hline \hline \hline R & A & l & V & B & G & W & E & G \\ \hline N & N & K & 0 & W & V & l & S & R \\ \hline A & l & c & e & B & U & L & E & D \\ \hline N & P & S & T & E & A & K & G & E \\ \hline A & l & c & E & B & U & L & E & D \\ \hline N & U & S & H & R & 0 & 0 & M & L \\ \hline \hline C & H & E & R & R & Y & A & U & E \\ \hline F & R & C & H & l & C & K & E & N \\ \end{array}}$	 E. 1. Saif would like a salad, some pasta and some cherries. 2. Matt would like some chicken with rice and an/some lemonade. 3. Hussein would like a steak with some bread and an/some
9. daughter	Fruit: banana, cherry	orange juice.
10. cousins11. grandparents	Dairy products: cheese, milk	1c
12. grandfather	Vegetables:	A.
13. grandmother	mushroom, tomato	1. cup
	Meat: steak, chicken	2. slice
B.1. It's twenty past one.	В.	3. packet 4. can
2. It's half past six.	Countable: banana,	5. bottle
3. It's a quarter past	cherry, mushroom,	6. glass
nine.	tomato, steak	_
 It's a quarter to twelve. 	Uncountable: cheese, milk, chicken	B. 1. cereal
lweive.		2. junk
С.	C.	3. meals
1. shelves	1. some / a	4. bad
2. computers	2. a	5. careful
3. watches	3. an	6. habits
4. fish	4. some	7. change
5. magazines	5. an	С.
6. dictionaries7. children	6. some	2. How much butter
8. people	D.	3. How many snacks
	1.d 2.c 3.e	4. How many carrots
D.	4. b 5. a	5. How much milk
1. Soud reads the	-	-
newspaper in the evenings.	E. 1.e 2.c 3.a	D. 1. How many
2. My father often	4.d 5.b	There are three
goes bowling at the		apples.
weekend.	1b	2. How much
3. We don't play tennis	Α.	There's one/a bottle
on Friday.	1. milkshake	of water.
 Do you always get up at 8am? 	2. chips 3. cake	3. How much There's one/a slice of
up at oann	4. salad	cake.
Ε.	5. pasta	4. How many
1. Their	6. lemonade	There are two
2. next	_	chocolate bars.
3. When	B.	5. How many
4. Do 5. between	1.a 2.b 3.b 4.a 5.a	There are five soft drinks.
6. Can	4.a J.a	6. How much
7. watch	С.	There's one/a bottle
8. on	1. some, some, any	of ketchup.
_	2. some, any	_
F.	3. any, any, any, some	E.
1.d 2.e 3.j 4.f 5.b 6.g 7.i 8.h	D.	Open exercise.
9.c 10.a	1.a 2.b 3.b	F.
	4.a 5.b	1. c 2. a 3. f
		4.e 5.b 6.d

uld like a ome pasta ne cherries. ould like some n with rice and le lemonade. n would like with some and an/some juice.	 4. strange 5. expensive 6. cook 7. Taste B. 1. F 2. T 3. T 	
	4.F 5.F	
	 1e A. 1. rice 2. soup 3. lamb kebabs 4. pancakes 5. sauce 6. omelette 	
	 B. BBQ Chicken (pizza) Kareem meat Head (a serie) 	
	5. the Veggie 6. Fadi	I
uch butter	7. Cheese chips8. Ali, Kareem and Fadi9. chocolate milkshakes	
any snacks any carrots uch milk	C. Open exercise.	
	1 Round-up	
any re three	A.1. odd word: chips suggested word:	!
uch one/a bottle r.	apples 2. odd word: fish suggested word:	
uch one/a slice of	milkshake 3. odd word: pasta	[

- 3. odd word: pasta suggested word: carrots
- 4. odd word: egg suggested word: doughnut
- 5. odd word: butter suggested word: meatball

В. 1. cereal 2. milk 3. biscuits 4. fruit 5. doughnuts 6. sandwich 7. vegetables

- С. 1. bottle 2. sauce 3. omelette 4. delicious 5. order 6. yoghurt 7. taste 8. slice D. 1. a, a/some 2. some 3. some 4. some, an 5. any 6. a, some/an
- 7. any
- 8. any, some

Ε.

- 1. How many,
- How much
- 2. How many, how much
- 3. How many. how much

F.

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

G.

- 1. Saturdays
- 2. pepper
- 3. Tomatotino/tomatoes
- 4. Cheesy / Joud's
- favourite omelette
- 5. strawberries
- 6. Fruit Blast

2a Α.



- 1. January
- 2. February
- 3. March
- 4. April
- 5. May
- 6. June
- 7. July
- 8. August
- 9. September
- 10. October
- 11. November 12. December

2. invitation	
3. part	2c
4. tell	Α.
5. outside	1. SHARK
6. recipe	2. BEAR
7. have	3. WHALE
7. Have	4. DOLPHIN
С.	5. TIGER
1. drinking	6. MONKEY
	7. ELEPHANT
2. making	8. LION
3. going	8. LION
4. skateboarding	В.
5. listening	
6. playing	1. ready
7. cooking, doing	2. put up
D	3. endangered
D.	4. fundraisers
Open exercise	5. quiet
-	6. flyers
E.	
Open exercise	С.
_	1. Are you reading,
F.	'm doing, are you
1. D 2. H 3. D 4. B	studying
	is Naif going,
2b	's going, is he taking,
Α.	's raining
1. It's cold.	
2. It's hot.	D.
3. It's sunny.	Is Clive taking
It's cloudy.	pictures? Yes, he is.
5. It's windy.	Are Mark and Peter
6. It's raining.	playing football? Yes,
	playing football? Yes, they are.
6. It's raining.	playing football? Yes, they are. 4. Is Fatima sending
6. It's raining.7. It's snowing.B.	playing football? Yes, they are. 4. Is Fatima sending e-mails? No, she isn't.
 6. It's raining. 7. It's snowing. B. 2. It's autumn. He's 	playing football? Yes, they are. 4. Is Fatima sending e-mails? No, she isn't. She's talking on her
 6. It's raining. 7. It's snowing. B. 2. It's autumn. He's going to school. 	playing football? Yes, they are.4. Is Fatima sending e-mails? No, she isn't. She's talking on her mobile.
 6. It's raining. 7. It's snowing. 8. 2. It's autumn. He's going to school. 3. It's spring. They're 	 playing football? Yes, they are. 4. Is Fatima sending e-mails? No, she isn't. She's talking on her mobile. 5. Are Leo and Yassir
 6. It's raining. 7. It's snowing. B. 2. It's autumn. He's going to school. 3. It's spring. They're riding their bikes. 	 playing football? Yes, they are. 4. Is Fatima sending e-mails? No, she isn't. She's talking on her mobile. 5. Are Leo and Yassir getting ready for
 6. It's raining. 7. It's snowing. 8. 2. It's autumn. He's going to school. 3. It's spring. They're riding their bikes. 4. It's winter. They're 	 playing football? Yes, they are. 4. Is Fatima sending e-mails? No, she isn't. She's talking on her mobile. 5. Are Leo and Yassir getting ready for a/the barbecue? No,
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 6. It's raining. 7. It's snowing. 8. 2. It's autumn. He's going to school. 3. It's spring. They're riding their bikes. 4. It's winter. They're making a snowman. C. 1. Mr Selley is painting a picture. 2. Gordon is doing his 	 playing football? Yes, they are. 4. Is Fatima sending e-mails? No, she isn't. She's talking on her mobile. 5. Are Leo and Yassir getting ready for a/the barbecue? No, they aren't. They're riding their bikes. E.
 6. It's raining. 7. It's snowing. 8. 2. It's autumn. He's going to school. 3. It's spring. They're riding their bikes. 4. It's winter. They're making a snowman. C. 1. Mr Selley is painting a picture. 2. Gordon is doing his homework. 	 playing football? Yes, they are. 4. Is Fatima sending e-mails? No, she isn't. She's talking on her mobile. 5. Are Leo and Yassir getting ready for a/the barbecue? No, they aren't. They're riding their bikes. E. 1. e 2. f 3. a 4. b
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 6. It's raining. 7. It's snowing. 8. 2. It's autumn. He's going to school. 3. It's spring. They're riding their bikes. 4. It's winter. They're making a snowman. C. 1. Mr Selley is painting a picture. 2. Gordon is doing his homework. 3. Grandpa and grandma are 	 playing football? Yes, they are. 4. Is Fatima sending e-mails? No, she isn't. She's talking on her mobile. 5. Are Leo and Yassir getting ready for a/the barbecue? No, they aren't. They're riding their bikes. E. e f a g c d
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 6. It's raining. 7. It's snowing. 8. 2. It's autumn. He's going to school. 3. It's spring. They're riding their bikes. 4. It's winter. They're making a snowman. C. 1. Mr Selley is painting a picture. 2. Gordon is doing his homework. 3. Grandpa and grandma are watching TV. 4. Albert is surfing the 	 playing football? Yes, they are. 4. Is Fatima sending e-mails? No, she isn't. She's talking on her mobile. 5. Are Leo and Yassir getting ready for a/the barbecue? No, they aren't. They're riding their bikes. E. e f a a b g c d 2d neighbourhood have
 6. It's raining. 7. It's snowing. 8. 2. It's autumn. He's going to school. 3. It's spring. They're riding their bikes. 4. It's winter. They're making a snowman. C. 1. Mr Selley is painting a picture. 2. Gordon is doing his homework. 3. Grandpa and grandma are watching TV. 4. Albert is surfing the 	 playing football? Yes, they are. 4. Is Fatima sending e-mails? No, she isn't. She's talking on her mobile. 5. Are Leo and Yassir getting ready for a/the barbecue? No, they aren't. They're riding their bikes. E. e f a a b g c d 2d neighbourhood have clean
 6. It's raining. 7. It's snowing. 8. 2. It's autumn. He's going to school. 3. It's spring. They're riding their bikes. 4. It's winter. They're making a snowman. C. 1. Mr Selley is painting a picture. 2. Gordon is doing his homework. 3. Grandpa and grandma are watching TV. 4. Albert is surfing the Net. 	 playing football? Yes, they are. 4. Is Fatima sending e-mails? No, she isn't. She's talking on her mobile. 5. Are Leo and Yassir getting ready for a/the barbecue? No, they aren't. They're riding their bikes. E. e f g c d 2d have clean walk
 6. It's raining. 7. It's snowing. B. 2. It's autumn. He's going to school. 3. It's spring. They're riding their bikes. 4. It's winter. They're making a snowman. C. 1. Mr Selley is painting a picture. 2. Gordon is doing his homework. 3. Grandpa and grandma are watching TV. 4. Albert is surfing the Net. D. 	 playing football? Yes, they are. 4. Is Fatima sending e-mails? No, she isn't. She's talking on her mobile. 5. Are Leo and Yassir getting ready for a/the barbecue? No, they aren't. They're riding their bikes. E. 1. e 2. f 3. a 4. b 5. g 6. c 7. d 2d A. 1. neighbourhood 2. have 3. clean 4. walk 5. plant
 6. It's raining. 7. It's snowing. B. 2. It's autumn. He's going to school. 3. It's spring. They're riding their bikes. 4. It's winter. They're making a snowman. C. 1. Mr Selley is painting a picture. 2. Gordon is doing his homework. 3. Grandpa and grandma are watching TV. 4. Albert is surfing the Net. D. 2. aren't making, are 	 playing football? Yes, they are. 4. Is Fatima sending e-mails? No, she isn't. She's talking on her mobile. 5. Are Leo and Yassir getting ready for a/the barbecue? No, they aren't. They're riding their bikes. E. e g c d 2d neighbourhood have clean walk plant countryside
 6. It's raining. 7. It's snowing. B. 2. It's autumn. He's going to school. 3. It's spring. They're riding their bikes. 4. It's winter. They're making a snowman. C. 1. Mr Selley is painting a picture. 2. Gordon is doing his homework. 3. Grandpa and grandma are watching TV. 4. Albert is surfing the Net. D. 2. aren't making, are playing 	 playing football? Yes, they are. 4. Is Fatima sending e-mails? No, she isn't. She's talking on her mobile. 5. Are Leo and Yassir getting ready for a/the barbecue? No, they aren't. They're riding their bikes. E. e g c d 2d neighbourhood have clean walk plant countryside
 6. It's raining. 7. It's snowing. B. 2. It's autumn. He's going to school. 3. It's spring. They're riding their bikes. 4. It's winter. They're making a snowman. C. 1. Mr Selley is painting a picture. 2. Gordon is doing his homework. 3. Grandpa and grandma are watching TV. 4. Albert is surfing the Net. D. 2. aren't making, are playing 3. isn't riding, is 	 playing football? Yes, they are. 4. Is Fatima sending e-mails? No, she isn't. She's talking on her mobile. 5. Are Leo and Yassir getting ready for a/the barbecue? No, they aren't. They're riding their bikes. E. 1. e 2. f 3. a 4. b 5. g 6. c 7. d 2d A. 1. neighbourhood 2. have 3. clean 4. walk 5. plant 6. countryside 7. together
 6. It's raining. 7. It's snowing. 8. 2. It's autumn. He's going to school. 3. It's spring. They're riding their bikes. 4. It's winter. They're making a snowman. C. 1. Mr Selley is painting a picture. 2. Gordon is doing his homework. 3. Grandpa and grandma are watching TV. 4. Albert is surfing the Net. D. 2. aren't making, are playing 3. isn't riding, is skateboarding 	 playing football? Yes, they are. 4. Is Fatima sending e-mails? No, she isn't. She's talking on her mobile. 5. Are Leo and Yassir getting ready for a/the barbecue? No, they aren't. They're riding their bikes. E. e f g c d 2d have clean walk plant countryside together
 6. It's raining. 7. It's snowing. B. 2. It's autumn. He's going to school. 3. It's spring. They're riding their bikes. 4. It's winter. They're making a snowman. C. 1. Mr Selley is painting a picture. 2. Gordon is doing his homework. 3. Grandpa and grandma are watching TV. 4. Albert is surfing the Net. D. 2. aren't making, are playing 3. isn't riding, is skateboarding 4. aren't drinking, are 	 playing football? Yes, they are. 4. Is Fatima sending e-mails? No, she isn't. She's talking on her mobile. 5. Are Leo and Yassir getting ready for a/the barbecue? No, they aren't. They're riding their bikes. E. e f g c d 2d have clean walk plant countryside together B. b a a

Ε.

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

С. 1. works **2.** go 3. stays 4. are getting 5. is cooking 6. is making 7. usually play 8. am surfing 9. is watching 2e Α. 1.b 2.c 3.a 4.e 5.d В. 1.c 2.e 3.f 4.b 5.a 6.g 7.d С. Open exercise 2 Round-up Α. **Suggested Answers** 1. January, February, March 2. winter, summer, spring 3. dolphin, elephant, bear Β. 1. tomorrow 2. forget 3. send n't. **4.** picnic 5. celebration 6. cold 7. prepare 8. together С. 1. on 2. in **4.** in 3. on 6. in 5. in D. 1. are you doing, Are you cleaning, 'm not doing, 'm watching 2. are you and Iris making, 're making 3. Is George playing, 's sitting, 's reading Ε. 1. usually paints, 's reading 2. are you going, 'm taking, Do you take

5. surfs

3. are getting

4. don't play,

sometimes go

Β.

5. SULIS	В.
6. aren't swimming	1. went
5	2. painted
-	
F.	3. had
1.d 2.b 3.g 4.a	prepared
5.f 6.e 7.c	5. studied
3.1 0 .2 7. 2	
	6. got
G.	7. sat
1. Every year, on the	8. kicked
first Thursday in	9. stopped
March.	10. did
2. He usually makes	
•	~
a book about his	С.
favourite football	1. was
team.	2. went
He wants to make	skateboarded
a book about the	4. went
environment and	5. cooked
endangered animals.	loved
4. His brother.	7. played
5. They show their	8. had
books to everyone at	invited
school.	10. had
	i er nau
6. He wants to become	
a writer.	D.
	1. stayed
2-	
3a	2. did
Α.	cleaned
1.a 2.b 3.b 4.a	4. ordered
5.b 6.a 7.b 8.a	watched
	climbed
В.	
	2.
1. was 2. were	3с
3. Were 4. was	Α.
5. was 6. weren't	1. lake
7. were 8. Were	2. wet
9. weren't 10. was	middle
11. Was 12. wasn't	4. boat
13. was 14. were	5. worried
15. was 16. Was	6. jump
17. was	7. ago
17. 1145	•
	8. return
С.	grabbed
2. weren't at the park.	-
	-
They were at school.	В.
3. wasn't at the zoo. He	1. didn't swim, sw
was at the skatepark.	2. didn't fall, fell
-	
weren't at a	didn't find, fou
restaurant. They	4. didn't play, pla
were at a museum.	5. didn't take pla
	•
D.	took place
1.c 2.b 3.d	6. didn't put, put
	er aldrie pad, pad
4 .e 5 .a	-
	С.
Ε.	2. Did Pete read
Open exercise.	yesterday afte
	Yes, he did.
3b	3. Did Pete watch
Α.	documentary
1. blackout	night? No, he d
2. other	He played con
3. diary	games.
4. incredible	4. Did Pete go ou
5. asked	his friends two
6 brilliont	ago2 Voc ha d

6. brilliant

- im, swam I, fell
- d, found
- ay, played
- ke place, ce
- it, put
- read comics y afternoon? lid.
- watch a ntary last o, he didn't. ed computer
- go out with ds two days ago? Yes, he did.

- es, 0,
- riding their b 4. It's winter. Th

С. 1. Mr Selley is p a picture.

- 2. Gordon is do homework.
- 3. Grandpa and grandma are watching TV.

4. Albert is surf Net.

D.

- 2. aren't making playing
- 3. isn't riding, is skateboardin
- 4. aren't drinkir drinking

1. forget

Β.

- 5. outside
- 6. recipe 7. have

С.

7. cooking, doir

D.

Ε.

F.

2b

Α. 1. It's cold.

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

Ε.

1. At 11am. 2. It was nice and sunnv. 3. At a café. 4. It fell into a lake. 5. A young man.

3d

Α. 1. Ferris wheel 2. water slide 3. roller coaster 4. bumper cars 5. prizes

Β.

1782 - seventeen eighty-two 1981 - nineteen eightyone 2011 - two thousand and eleven / twenty eleven 1675 - sixteen seventyfive 1899 - eighteen ninety-nine 2001 - two thousand and one

С.

1. did. finished 2. visits, went 3. watched 4. Do, don't 5. plays, played 6. bought

7. decided, had

D.

Tom usually goes to school, but yesterday he went to the funfair. Tom usually has lunch at home, but yesterday he had lunch at a fast food restaurant. Tom usually does his homework after lunch, but yesterday he sent e-mails to friends. Tom usually hangs out with friends in the evening, but yesterday he visited his grandmother.

Ε.

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

3e Α. 1. aquarium 2. bowling alley 3. stadium Internet café 5. lecture hall 6. skating rink

- Β.
- 1. First 2. then 3. After
- 4. Later

С.

Last Friday Frank was bored. His friends didn't G. call him so he decided to stay at home. First, he read all his comics. After that, he ordered pizza and watched TV. In the evening, he wanted to go to the / an Internet café but suddenly the door opened. His brother and all his friends were there. They sat and talked for a while. Then, 4. Because the snake they decided to go to the aquarium in their town. They had a great time.

3 Round-up Α. Suggested Answers

1. scared, happy, sad 2. bumper cars, roller coaster, water slide 3. stadium, Internet café, skating rink

- Β. 1.a 2.a 3.b 4.a 5.b 6.b 7.a 8.a
- С.
- 1. ago 2. yesterday
- 3. last
- 4. yesterday
- 5. ago
- 6. yesterday

D.

- 1. Were, wasn't, was
- 2. was
- 3. weren't
- 4. Were, were weren't, were
- 6. wasn't

Ε. 1. stopped, saw 2. didn't live, lived 3. Did you go, went 4. slept, was 5. Did Andy visit, visited 6. didn't go, stayed F. 1. orders, cooked 2. have. had 3. tidies. didn't do 4. did you do, watched, hang out 5. Does Kevin play, doesn't play **1**. c **2**. f 3.b 4.g **5**. a 6.d 7.e

Н.

- 1. They went last Thursday. 2. They went to a fast food restaurant. 3. Because he saw a snake. / Because there was a big snake
- under his table. looked dangerous. 5. No, they didn't. (They
- were very angry)

4a

- Α. 1. by car 2. by coach 3. by plane 4. by train 5. by ship
- 6. on foot

Β.

- **1.** 'm going to hang out 2.'s going to buy 3. 'm going to look for **4.** 'm not going to buy 5. 're going to have 6. aren't going (to go) 7. 're going to stay 8. 're going to have

 - С. 2. Is Tony going to win the race? Yes, he is.
 - 3. Is he going to travel by bus? No, he isn't. He's going to travel by plane.
 - 4. Is he going to eat pizza? No, he isn't. He's going to eat pasta.

D.

Fahad is visiting his grandparents at seven o'clock on Wednesday. Fahad is playing tennis with Saud at five o'clock **D**. on Thursday. Fahad is meeting Naif at eight o'clock on Thursday. Fahad is having lunch with Nasir at twelve o'clock on Friday. Fahad is going to the Internet café at five o'clock on Friday.

Ε.

1.c 2.b 3.a 4.d 4b Α. 1. sleeping bag 2. backpack 3. map 4. torch 5. matches 6. first-aid kit 7. fire 8. tent

Β.

1. mustn't, must, must 2. must, must, mustn't, mustn't

С.

- 2. You must stop.
- 3. You mustn't swim in the river.
- 4. You mustn't eat or drink

4c Α.

1. scuba-diving 2. skiing 3. sailing 4. windsurfing 5. rock climbing 6. water skiing 7. surfing

Β.

- 1. cheap
- 2. ugly 3. cold
- 4. difficult
- 5. boring

С.

- 1. worse
- 2. more
- 3. bigger
- 4. more interesting

5. more expensive

- 6. better
- 7. chubbier
- 8. deeper

- 2. Oranges are healthier than pizza.
- **3.** John is younger than Mr Wilson.
- 4. Lions are more dangerous than cats.
- 5. New Zealand is smaller than Australia.
- 6. Clownfish are more colourful than aoldfish.

Ε.

Open exercise

4d

- Α.
- 1. capital
- 2. traditional 3. population
- 4. tourists
- 5. continent
- 6. mountains

Β.

tasty-tastier-the tastiest large-larger-the largest high-higher-the highest famous-more famousthe most famous bad-worse-the worst good-better-the best amazing-more amazing-the most amazing

С.

- 2. The red T-shirt is the most expensive T-shirt in the shop.
- **3.** House A is the oldest house in town.
- 4. The green parrot is the noisiest parrot in the shop.

D.

1. most popular 2. more difficult

3. most modern

4. most beautiful

TM 67

5. faster

6. funniest

Ε. 5. sightseeing 1. It's 140 million. 6. backpack 2. It's Moscow. 7. leaflet 3. No, it hasn't. 8. up 4. Lake Baikal. 9. Surfing 5. Football, basketball 10. souvenirs and tennis. С. 4e 1. Are you going to Α. drive, 'm going to 1. do leave 2. ao 2. aren't going to cook, 3. stay are going to have 4. go 3.'s going to visit 5. buy **4.** 'm not going to meet 5. Is Thomas going to **a.**5 **b.**3 **c**.2 invite, isn't going to **d**.1 **e**. 4 invite 6. 're going to stay Β. 1. next D. 2. ado 1. lazier **3.** in worst 4. soon 3. more expensive, 5. yesterday larger 6. last 4. most difficult 5. biggest С. 6. more interesting 2. Paul is going to visit the Masmak Fort Ε. tomorrow. / Paul is 1. a 2.a 3.b visiting the Masmak 4.b 5.b 6.a Fort tomorrow. 3. Theo and Andy are F. going to leave soon. **1**. c 2.a 3.d / Theo and Andy are 4.b 5.e leaving soon. G. 4. George went on 15 April holiday last week. 5. We are going to have boat ride down the a picnic in the park Nile 16 April tomorrow. / We are having a picnic in the • dinner at Egyptian park tomorrow. <u>restaurant</u> 6. Ahmed is going to 17 April visit the Pyramids buy a car in three days. / Ahmed is ride on camels buying a car in three **Consolidation**: days. **Modules 1-4** 7. Kevin drove to the beach last Saturday. Α. MONTHS: June, 4 Round-up December, May, Α. February **Suggested Answers** SEASONS: summer, 1. car, train, bus spring, winter, autumn 2. map, tent, torch PLACES OF 3. rock climbing, scuba-ENTERTAINMENT: diving, water skiing bowling alley, stadium, aquarium, Internet café Β. SWEETS: biscuits, 1. on doughnut, cake, ice 2. leader cream 3. population ANIMALS: whale, shark, 5. drive 4. spends dolphin, monkey 68 TM

GEOGRAPHICAL FEATURES: lake. mountain, forest, river **ADVENTURE SPORTS:** sailing, skiing, rock climbing, windsurfing DAIRY PRODUCTS: milk, yoghurt, butter, cheese Β. 1. bottle 2. of 3. cherries 4. bars 5. juice nature 7. interestina 8. dangerous 9. equipment 10. ago С. 1. hand 2. recipe 3. instructor 4. place 5. tickets 6. capital 7. island D. 1. a 2. any 3. some 4. any 5. an 6. some/a 7. any Ε. 1. How much 2. How many 3. How much 4. How many 5. How many 6. How much F. 1. are enjoying 2. is putting up 3. are making 4. is preparing 5. isn't helping 6. is reading 7. are fishing G. 1. is reading 2. never do 3. plays 4. are you making, 're having

 H. 1. Mary doesn't like eating tuna. 2. They love buying souvenirs. 3. The children hate travelling by coach. 4. We enjoy getting together with family and friends. 	3. a 4. b 5. c 6. a 7. a 8. c 0. 1. f 2. d 3. b
I. 1. were 2. weren't 3. were 4. were 5. wasn't 6. wasn't 7. was, was	 3. D 4. e 5. c 6. a P. Open
J. 1. lived, loved 2. did spend 3. didn't go, stayed 4. travelled 5. did, went, had 6. didn't buy, bought	
 K. John's going to travel around Europe. He isn't going to visit Africa. He's going (to go) sightseeing and he's going to buy souvenirs. 2. Nasir and Saif are going to stay at a big hotel in Dubai. They're going to swim every day. They aren't going to do water sports 	

exercise

to do water sports. They're going to taste traditional food.

L.

1. must 2. must 3. mustn't 4. mustn't 5. mustn't, must

Μ.

1. warmest 2. tallest 3. windier 4. larger more interesting 6. easier 7. most modern

N.

1. b

2. a

GRAMMAR BOOK KEY

Module 1 (1a,1b) Presentation

Tick the following: peppers, milk

Activities

Α.

Countable nouns

cake cherry carrot

onion Uncountable nouns

meat butter pasta water

B.

1. some 2. some 3. some 4. a 5. some 6. an

С.

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

D.

some
 any
 some
 some
 some
 any
 some
 any
 any
 any
 any
 any

10. some

Ε.

- 2. There are some bananas on the table but there aren't any oranges.
- **3.** There is some milk in the fridge but there isn't any yoghurt.
- There is some ice cream in the fridge but there isn't any chocolate.
- 5. There are some potatoes in the bag but there aren't any carrots.

Module 1 (1c)
Presentation
1. They want to make a chocolate cake.
2. Yes, they do.
3. Yes, they have.
4. No, they haven't.

Activities

A.
1. glass
2. cup
3. slice
4. glass
5. can
6. piece

В.

How many
 How much
 How much
 How many
 How much

С.

L.
1. How much homework
have you got
2. How many students
are there in your class
3. How much tea / How
many cups of tea do
you drink a day
4. How many brothers
have you got
5. How much milk is
there in the fridge
6. How many letters are
there in the English
alphabet

Revision: Module 1

A. 1.b 2.b 3.a 4.a 5.a 6.b 7.b 8.a 9.b 10.a

В.

- n 1. any 2. any 3. much 4. some 5. an
 - 6. some
 - 7. any 8. a
 - . u
 - С.
 - 1. some
 - any
 How many
 - 4. some

How much
 any
 How much
 some
 any
 How many
 some
 How many
 some
 How many
 How many
 How much

Module 2 (2b, 2c)

Presentation
1. No, he isn't.
2. Yes, he is.
3. Yes, he is.
4. No, he isn't.
5. No, they aren't.
6. Yes, they are.

Activities

- A.
 1. making
 2. getting
 3. taking
 4. stopping
 5. sending
 6. putting
 7. writing
 8. laughing
 9. cutting
 10. trying
 B.
- 1. are buying
- 2. is reading
- 3. are feeding
- 4. are talking
- 5. are running6. is skateboarding

C.

- 2. Is the woman making pancakes? No, she isn't. She's making a (fruit) salad.
- 3. Is the man having dinner? No, he isn't. He's having lunch.
- 4. Is Kevin doing his homework? Yes, he is.
- 5. Are the boys hanging out at the shopping centre? No, they aren't. They're hanging out at the park.

D.

- 1. are... doing
- 2. 'm watching

3. 'm reading
 4. are surfing
 5. 're sitting

Module 2 (2d)

Presentation1. He's painting.2. He paints.3. No. he isn't.

Activities

A. 1.a 2.b 3.b 4.a 5.a 6.a 7.a 8.a 9.b 10.a

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

C.

- Do you like your neighbourhood?
 Are they cleaning up the park now?
- **3.** Is Sarah making lunch at the moment?
- 4. Does she often visit her grandparents?
- 5. Do they always have lunch at home?
- 6. What are you doing now?

D.

- 1. What does he usually wear? He usually wears a T-shirt and jeans.
- 2. What are they doing at the moment? They're building a treehouse.
- 3. What does James do in the evenings? He watches TV.
- 4. What is she wearing now? She's wearing a headscarf and an abaya.
- 5. What do they often have for breakfast? They often have orange juice.

Ε.

- plays, is playing
 eats. is eating
- **2.** eats, is eating **3.** ride, are riding
- **4.** studies, is studying

F.

- **1.** visit, go
- 2. is going, goes
- are... doing, am making, Do... like, love, don't like

Revision: Module 2

A.
1. is... running
2. are... doing, 'm making
3. are... going, are having
4. 'm planting

B.

a 2. a 3. b
 a 5. a 6. a
 c.
 likes, is having
 helps, is studying
 has, is eating
 play, are riding
 goes, doesn't want, is looking for

Module 3 (3a)

- Presentation 1. b 2. b 3. a 4. b 5. a. 6. b
- +.D 5.d. 6.[

Activities

- 1. were, wasn't
- 2. was
- 3. wasn't
- **4.** was
- 5. Were
- 6. wasn't, wasn't

1. Was Tina at the art

2. Were you in Egypt

vesterday? No. it

Yes, she was.

were

3. Was it sunny

gallery last Saturday?

last summer? Yes, we

wasn't. It was cloudy.

the shopping centre

yesterday? No, they

the supermarket.

1.d 2.b 3.e

4.a 5.c

weren't. They were at

TM 69

4. Were your parents at

7. was, were

B.

С.

D.

Module 3 (3b)

Presentation 1. F **2.** T **3.** T **4.** F

Activities

A.
1. opened
2. celebrated
3. did
4. tried
5. finished
6. wore
7. sat
8. believed
9. wanted
10. ran

В.

walked
 studied
 bought
 went
 had
 stayed

С.

had
 cooked
 watched
 went
 helped
 played
 woke

D.

- 1. I sent e-mails to my cousins last Sunday.
- 2. My cousin visited London last year.
- 3. Jack did his homework yesterday.
- Meg cleaned the house two days ago.
- 5. We planted flowers a week ago.
- Lyn got up late yesterday.

70 TM

Module 3 (3c, 3d) Presentation 1. Matt 2. Matt's brother 3. Bruce's team 4. Bruce Activities Α. 1. enjoy 2. like 3. went 4. didn't want 5. qo 6. eat 7. helped 8. buy Β.

didn't go, went
 didn't visit, visited
 didn't swim, swam
 didn't ride, walked
 got
 opened
 walked
 heard
 was
 left
 didn't want
 remembered
 left

D. 1.

- A: did you do, Did you go
 B: stayed, had, go, have
 A: Did you get
 2.
 A: Did you see
 B: go
 A: did you do
 B: went, tried
 A: Did you like
- **B:** enjoyed

Ε.

- 2. Did the children see sharks at the zoo two weeks ago? No, they didn't. They saw dolphins.
- 3. Do they have lunch at home every Friday? No, they don't. They go to a Chinese restaurant.
- Did Dave play board games yesterday? No,

he didn't. He played computer games.

- 5. Does Brian have pizza in the evenings? No, he doesn't. He has a salad.
- 6. Did Alan and Colin finish their project at 10 pm yesterday? No, they didn't. They finished their project at midnight.

F.

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

G. Open exercise

Revision: Module 3 A.

were, weren't, was
 Were, wasn't, was
 was, was, was, was, was

B.

- went, did... buy, bought, didn't need, got
 went, had, ate, didn't enjoy, liked
- 3. did... do, stayed, surfed, played

С.

- visited, was, had, want
 went, did... eat, had, have, like
- 3. are... doing, am getting, love, went

Module 4 (4a) Presentation

- 1. John is going to buy the soft drinks.
- 2. Paul is going to make the sandwiches.
- **3.** Ken is going to organise the games.

Activities

- Α.
- 1. is going to visit
- are going to have
 are going (to go)
- 4. Are... going to make5. aren't going to travel

В.

2. Are they going to visit Prague next summer?

Yes, they are.

- **3.** Is Frank going to help his parents in the garden at the weekend? No, he isn't.
- **4.** Are the children going to ride their bikes to school tomorrow? No, they aren't.
- **5.** Are your parents going to take the car to Glasgow? Yes, they are.

C.

- **2.** are going to Lincoln Lecture Hall tonight.
- are having dinner at Uncle Mark's tonight.
 is visiting the Louvre
- on Wednesday.
- **5**. is travelling to Abha this summer.

D.

- 1. What are you doing
- on Thursday night? 2. Justin is going to Dubai tomorrow.
- **3.** Are you helping Tanya clean the house?
- 4. We are going to be late.
- 5. Matt is going to play tennis tonight.
- 6. Is Mike travelling to China next month?

Module 4 (4b) Presentation

- 1. Yes, they are. 2. No. he isn't.
- **3.** No, he isn't.

Activities

- Α.
- 1. I must take a jacket with me.
- 2. I mustn't buy it.
- **3.** I must order a salad.**4.** I must go to bed early.
- 5. I must call him on his
- mobile phone.
- 6. I must stay at home.
- 7. I must study hard.
- 8. I must drink some water.

В.

- 1. Must ... wash 2. must do
- 3. must study

4. mustn't forget

- С.
- 1. must
- 2. must
- mustn't, must
 mustn't
- 5. must
- **6.** must

Module 4 (4c, 4d) Presentation

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

Activities A.

big-bigger-biggest bad-worse-worst difficult-more difficultmost difficult fast-faster-fastest cheap-cheapercheapest easy-easier-easiest good-better-best hot-hotter-hottest expensive-more expensive-most expensive

В.

С.

- 1. George is happier than Steve.
- The village is quieter than the city.
- 3. The car is faster than the horse.
- The red car is newer than the yellow car.
- 5. The roller coaster is more exciting than the ferris wheel.
- **6.** The black mobile is more modern than the pink mobile.

1. the most expensive

4. the most popular

7. the most difficult

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

2. the fastest

3. the largest

5. the smallest

8. the best

D.

6. the cheapest

Ε.

- 1. most popular
- 2. more interesting
- 3. better
- 4. tallest
- 5. faster
- 6. hotter
- 7. oldest
- 8. more

F.

- 1. My brother is taller than me.
- 2. In this restaurant you can find **the** best lamb kebab in town.
- 3. The bowling alley is more popular than the skating rink.
- 4. I think rock climbing is the **most** tiring sport.
- 5. The ferris wheel is **the** most boring ride at the funfair.

Revision: Module 4

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

В.

1.a 2.b 3.b 4.b 5.b 6.b 7.a 8.b

С.

largest
 more popular
 faster
 highest
 most dangerous
 better
 oldest
 more expensive
 more dangerous
 bigger
	Class CD trac	cklist			
Track	Module/Lesson	Listening Activity			
1	Titles		Track	Module/Lesson	Listening Activity
2	Hello	2. Family / A	41	3a	1. Vocabulary
3	Hello	4. Where is it? / B	42	3a	2. Read / A
4	Hello	5. What's the time?	43	Зb	1. Read / A
5	1a	1. Vocabulary	44	Зb	3. Pronunciation / A
6	1a	2. Read / A	45	Зb	3. Pronunciation / B
7	1b	1. Vocabulary	46	Зc	1. Read / A
8	1b	2. Read / A	47	Зc	4. Listen
9	1c	1. Vocabulary / A	48	3d	1. Vocabulary / A
10	1c	2. Read	49	3d	1. Vocabulary / B
11	1c	4. Listen	50	3d	2. Read / A
12	1d	1. Read / A	51	3d	4. Listen
13	1d	3. Pronunciation / A	52	Зе	1. Vocabulary
14	1d	3. Pronunciation / B	53	Зе	2. Listen
15	1d	4. Listen	54	Зе	3. Speak & Write
16	1e	1. Vocabulary	55	3 Round-up	Communication / G
17	1e	2. Listen	56	Rhyming Corner	Dear diary
18	1e	3. Speak & Write	57	3 Culture page	Famous Stadiums
19	1 Round-up	Communication / F	58	4a	1. Vocabulary
20	1 Round-up	Communication / G	59	4a	2. Read / A
21	Rhyming Corner	Mmmm! Yummy!	60	4b	1. Vocabulary
22	1 Cross-curricular page	Fabulous Falafel	61	4b	2. Read / A
23	2a	1. Read / A	62	4b	5. Listen
24	2a	2. Vocabulary	63	4c	1. Vocabulary
25	2b	1. Vocabulary / A	64	4c	2. Read / A
26	2b	1. Vocabulary / B	65	4c	4. Listen
27	2b	3. Read / A	66	4d	1. Read / A
28 29	2b 2b	5. Pronunciation / A	67 68	4d 4d	2. Pronunciation / A
29 30	20 2c	5. Pronunciation / B	69	40 4e	2. Pronunciation / B 1. Vocabulary
30 31	20 20	1. Vocabulary 2. Read / A	70	4e 4e	2. Listen
31	20 20	2. Read / A 4. Listen	70 71	4e 4e	3. Speak & Write
32 33	20 2d	1. Read / A	71	4e 4 Round-up	Communication / F
33 34	20 2d	4. Listen	73	Rhyming Corner	Wonderful world
34 35	20 2e	1. Vocabularv	74	4 Culture page	
35 36	2e 2e	2. Listen	74	4 Culture page	Things to do in London
36 37	2e 2e	3. Speak & Write			
<u>37</u> 38	2 Round-up	Communication / F			
38 39	Rhyming Corner	My year			
39 40	2 Culture page	Al-Janadriyah Festival			
40	2 Culture page	Arsanaunyan resuval			

Suggested Pacing Chart for Full Blast 2

The weekly pacing chart on pages 73-79 has been created for a sixteen-week semester, in which the students have four sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be sixty-two.

So, 16 weeks x 4 sessions per week = 64 sessions **minus** 2 sessions for holidays = 62 sessions altogether.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have two sessions rather than four.

Fourteen sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 2 sessions (cover page and lesson a)
- 2 sessions (lesson b)
- 2 sessions (lesson c)
- 2 sessions (lesson d)
- 1 session (lesson e)
- 3 sessions (round-up SB, WB, GB, project)
- 1 session (cross-curricular/culture page)
- 1 session (test)

Furthermore, the following sessions have also been determined:

- At the beginning of the semester:
- \mathscr{G} 3 sessions for the Hello section
- At the end of the semester:
- ${\mathscr J}\,2$ sessions for the Consolidation: Modules 1-4
- 3/1 session for the Self-assessment section and remedial work before the Final Exam.

Abbreviations used in pacing charts Ss = Students p. = page pp. = pages

NOTES:

Be sure to familiarise students with their book at the beginning of the first session.

Recommended homework for every session: It is suggested that the Ss are asked to study the active vocabulary of each session.

Also, they should be given a few sentences from each session to copy and study for dictation.

In class:

Always check homework at the beginning of each session.

Make sure that students understand what activities they have to do for homework, as well as how they should be done.

When doing projects, have a few Ss present their work to the rest of the class. (Be sure to have a different student presenting each time so that all students are given the chance to present a project.)

OPTIONAL

Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>Hello</i> pp. 4 and 5 Do activities 1, 2 and 3 in class.	• <i>Hello</i> p. 74 Do activity A in class.	
Session 2	• <i>Hello</i> pp. 5 and 6 Do activities 4 and 5 in class.	• <i>Hello</i> pp. 74 and 75 Do activities B and C in class.	
Session 3	• <i>Hello</i> p. 6 Do activities 6 and 7 in class.	• <i>Hello</i> p. 75 Do activities D, E and F in class.	
Session 4	 1 Nice and tasty p. 7 Discuss cover page of module 1. 1a Deliciousl pp. 8 and 9 Do activities 1 and 2 in class. 	• <i>1a Delicious!</i> p. 76 Assign activity A for homework.	

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>1a Deliciousl</i> p. 9 Do activities 3, 4 and 5 in class.	• <i>1a Delicious!</i> pp. 76 and 77 Assign activities B, C, and D for homework. Do activity E in class.	
Session 2	• <i>1b Let's order!</i> pp. 10 and 11 Do activities 1, 2 and 3 in class.	• <i>1b Let's order!</i> p. 78 and 79 Assign activities A, B and C for homework.	
Session 3	• <i>1b Let's order!</i> p. 11 Do activity 4 in class.	• <i>1b Let's order!</i> p. 79 Assign activities D and E for homework.	 Module 1 (1a, 1b) pp. 132-134 Do presentation and explain grammar boxes in class. Do activities A, B, C and D in class. Assign activity E for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 4	• <i>1c You are what you eat</i> pp. 12 and 13 Do activities 1, 2 and 3 in class.	• <i>1c You are what you eat</i> pp. 80 and 81 Assign activities A, B, C and D for homework.	

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wee	K 3	OPTIONAL	
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>1c You are what you eat</i> p. 13 Do activities 4, 5 and 6 in class.	• <i>1c You are what you eat</i> p. 81 Assign activities E and F for homework.	 Module 1 (1c) pp. 135-137. Do presentation and explain grammar boxes in class. Do activities A and B in class. Assign activity C for homework. Do the speaking & writing activity in class.
Session 2	• <i>1d Food facts</i> pp. 14 and 15 Do activities 1 and 2 in class.	• <i>1d Food facts</i> p. 82 Assign activity A for homework.	
Session 3	• <i>1d Food facts</i> p. 15 Do activities 3 and 4 in class.	• <i>1d Food facts</i> p. 82 Assign activity B for homework.	
Session 4	 <i>1e Three square meals</i> pp. 16 and 17 Do activities 1, 2 and 3 in class. Assign activity D for homework. 	• <i>1e Three square meals</i> p. 83 Assign activities A, B and C for homework.	

OPTIONAL

Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>1 Round-up</i> p. 18 Do activities A, B, C, D, E, F and G in class.	• <i>1 Round-up</i> p. 84 Assign activities A, B, C and D for homework.	
Session 2	• <i>1 Round-up</i> p. 19 Do speaking, writing and rhyming activities in class.	• <i>1 Round-up</i> p. 85 Assign activities E, F and G for homework.	• <i>Revision: Module 1</i> p. 138 Do activities A, B and C in class.
Session 3		•1 Project p. 86	
Session 4	•1 Cross-curricular page p. 20		

Week 5

wee	K J	OPTIONAL	
Sessions	Student's Book	Workbook	Grammar Book
Session 1		Test Module 1 (in Test CD/CD-ROM)	
Session 2	 2 Events p. 21 Discuss cover page of module 2. 2a Join the fun! pp. 22 and 23 Do activities 1, 2 and 3 in class. 	• <i>2a Join the fun!</i> p. 87 Assign activities A and B for homework.	
Session 3	• <i>2a Join the funl</i> p. 23 Do activities 4 and 5 in class.	• <i>2a Join the funl</i> pp. 87 and 88 Assign activities C, D, E and F for homework.	
Session 4	• <i>2b Rain or shine</i> pp. 24 and 25 Do activities 1, 2 and 3 in class.	• <i>2b Rain or shine</i> p. 89 Assign activity A for homework.	

wee	ΚŬ	OPTIONAL	
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>2b Rain or shine</i> p. 25 Do activities 4, 5 and 6 in class.	 2b Rain or shine pp. 89 and 90 Assign activities B, C, D and E for homework. 	
Session 2	• <i>2c Save the animals</i> pp. 26 and 27 Do activities 1, 2 and 3 in class.	 2c Save the animals p. 91 Assign activities A, B and C for homework. 	
Session 3	• <i>2c Save the animals</i> p. 27 Do activities 4 and 5 in class.	• <i>2c Save the animals</i> p. 92 Assign activities D and E for homework.	 Module 2 (2b, 2c) pp. 139-141 Do presentation and explain grammar boxes in class. Do activities A and B in class. Assign activities C and D for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 4	• <i>2d Let's celebrate!</i> pp. 28 and 29 Do activities 1, 2 and 3 in class.	 2d Let's celebratel p. 93 Assign activities A, B and C for homework. 	

week 7			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>2d Let's celebrate!</i> p. 29 Do activities 4 and 5 in class.		 Module 2 (2d) pp. 142-145 Do presentation and explain grammar boxes in class. Do activities A, B and C in class. Assign activities D, E and F for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 2	• <i>2e Best wishes</i> pp. 30 and 31 Do activities 1, 2 and 3 in class. Assign activity D for homework.	• <i>2e Best wishes</i> p. 94 Assign activities A, B and C for homework.	
Session 3	• <i>2 Round-up</i> p. 32 Do activities A, B, C, D, E and F in class.	• <i>2 Round-up</i> p. 95 Assign activities A, B, C and D for homework.	
Session 4	• <i>2 Round-up</i> p. 33 Do speaking, writing and rhyming activities in class.	• <i>2 Round-up</i> p. 96 Assign activities E, F and G for homework.	• <i>Revision: Module 2</i> p. 146 Do activities A, B and C in class.

week o			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	—	• 2 Project p. 97	
Session 2	• 2 Culture page p. 34		
Session 3		<i>Test Module 2</i> (in Test CD/CD-ROM)	
Session 4	 <i>3 What an experience!</i> p. 35 Discuss cover page of module 3. <i>3a Were you scared?</i> pp. 36 and 37 Do activities 1, 2 and 3 in class. 	• <i>3a Were you scared?</i> pp. 98 and 99 Assign activities A, B and C for homework.	

wee	K 9		OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>3a Were you scared?</i> p. 37 Do activities 4 and 5 in class.	• <i>3a Were you scared?</i> p. 99 Assign activities D and E for homework.	• <i>Module 3 (3a)</i> pp. 147-149 Do presentation and explain grammar boxes in class. Do activities A, B and C in class. Assign activity D for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 2	• <i>3b Dear Diary</i> pp. 38 and 39 Do activities 1 and 2 in class.	• <i>3b Dear Diary</i> p. 100 Assign activities A, B and C for homework.	
Session 3	• <i>3b Dear Diary</i> p. 39 Do activities 3, 4 and 5 in class.	• <i>3b Dear Diary</i> p. 100 Assign activity D for homework.	 Module 3 (3b) pp. 150-152 Do presentation and explain grammar boxes in class. Do activities A and B in class. Assign activities C and D for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 4	• <i>3c What happened?</i> pp. 40 and 41 Do activities 1, 2 and 3 in class.	• <i>3c What happened</i> ? p. 101 Assign activities A, B and C for homework.	

Wee	k 10	OPTIONAL	
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>3c What happened</i> ? p. 41 Do activity 4 in class.	 3c What happened? p. 102 Assign activities D and E for homework. 	
Session 2	• <i>3d A great time</i> pp. 42 and 43 Do activities 1, 2 and 3 in class.	 3d A great time p. 103 Assign activities A, B and C for homework. 	
Session 3	• <i>3d A great time</i> p. 43 Do activities 4 and 5 in class.	• <i>3d A great time</i> p. 104 Assign activities D and E for homework.	 Module 3 (3c, 3d) pp. 153-157 Do presentation and explain grammar boxes in class. Do activities A, B, C and D in class. Assign activities E, F and G for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 4	• <i>3e A day to remember</i> pp. 44 and 45 Do activities 1, 2 and 3 in class. Assign activity D for homework.	• <i>3e A day to remember</i> p. 105 Assign activities A, B and C for homework.	

		OPTIONAL	
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>3 Round-up</i> p. 46 Do activities A, B, C, D, E, F and G in class.	• <i>3 Round-up</i> p. 106 Assign activities A, B, C, D and E for homework.	
Session 2	• <i>3 Round-up</i> p. 47 Do speaking, writing and rhyming activities in class.	• <i>3 Round-up</i> p. 107 Assign activities F, G and H for homework.	• <i>Revision: Module 3</i> p. 158 Do activities A, B and C in class.
Session 3		• <i>3 Project</i> p. 108	
Session 4	• 3 Culture page p. 48		

Week 12

Week IZ			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1		<i>Test Module 3</i> (in Test CD/CD-ROM)	
Session 2	 4 See the world p. 49 Discuss cover page of module 4. 4a On the move pp. 50 and 51 Do activities 1, 2 and 3 in class. 	• <i>4a On the move</i> p. 109 Assign activities A and B for homework.	
Session 3	• <i>4a On the move</i> p. 51 Do activities 4 and 5 in class.	• <i>4a On the move</i> p. 110 Assign activities C, D and E for homework.	 Module 4 (4a) pp. 159-162 Do presentation and explain grammar boxes in class. Do activities A, B and C in class. Assign activity D for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 4	• <i>4b Going camping</i> pp. 52 and 53 Do activities 1, 2 and 3 in class.	• <i>4b Going camping</i> p. 111 Assign activities B and C for homework.	

Week 15			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>4b Going camping</i> p. 53 Do activities 4 and 5 in class.	• <i>4b Going camping</i> p. 111 Assign activity A for homework.	• <i>Module 4 (4b)</i> pp. 163-165 Do presentation and explain grammar boxes in class. Do activities A and B in class. Assign activity C for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 2	• <i>4c A new experience</i> pp. 54 and 55 Do activities 1, 2 and 3 in class.	• <i>4c A new experience</i> p. 112 Assign activities A, B and C for homework.	
Session 3	• <i>4c A new experience</i> p. 55 Do activities 4 and 5 in class.	• <i>4c A new experience</i> p. 113 Assign activities D and E for homework.	
Session 4	• <i>4d Country profile</i> pp. 56 and 57 Do activities 1, 2 and 3 in class.	• <i>4d Country profile</i> pp. 114 and 115 Assign activities A, B, C and D for homework.	

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>4d Country profile</i> p. 57 Do activity 4 in class. Assign activity 5 for homework.	• <i>4d Country profile</i> p. 115 Assign activity E for homework.	 Module 4 (4c, 4d) pp. 166-169 Do presentation and explain grammar boxes in class. Do activities A, B, C and D in class. Assign activities E and F for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 2	• <i>4e On holiday</i> pp. 58 and 59 Do activities 1, 2 and 3 in class. Assign activity D for homework.	 4e On holiday p. 116 Assign activities A, B and C for homework. 	
Session 3	• <i>4 Round-up</i> p. 60 Do activities A, B, C, D, E and F in class.	• <i>4 Round-up</i> p. 117 Assign activities A, B, C and D for homework.	
Session 4	• <i>4 Round-up</i> p. 61 Do speaking, writing and rhyming activities in class.	• <i>4 Round-up</i> p. 118 Assign activities E, F and G for homework.	• <i>Revision: Module 4</i> p. 170 Do activities A, B and C in class.

TIONAL

ΟΡΤΙΟΝΑΙ

Week 15

Week 15			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1		• <i>4 Project</i> p. 119	
Session 2	• 4 <i>Culture page</i> p. 62		
Session 3	Test Module 4 (in Test CD/CD-ROM)		
Session 4	• Consolidation: Modules 1-4 pp. 120 and 121 Do activities A-I in class.		

Week 16

		OPTIONAL	
Sessions	Student's Book	Workbook	Grammar Book
Session 1	_	• <i>Consolidation: Modules 1-4</i> pp. 122 and 123 Do activities J- P in class.	
Session 2	_	Self-assessment pp. 124 and 125 Do Self-assessment section and remedial work.	

There are two sessions missing from the week above which correspond to the sessions not done due to holidays.

Suggested Pacing Chart for Full Blast 2 (for Holy Qur'an Memorization Schools)

The weekly pacing chart on pages 81-86 has been created for a sixteen-week semester, in which the students have three sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be forty-six.

So, 16 weeks x 3 sessions per week = 48 sessions **minus** 2 sessions for holidays = 46 sessions altogether.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have one session rather than three.

Eleven sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 2 sessions (cover page and lesson a)
- 2 sessions (lesson b)
- 2 sessions (lesson c)
- 2 sessions (lesson d)
- 1 session (lesson e)
- 1 session (round-up SB, WB)
- 1 session (test)

Furthermore, the following sessions have also been determined:

- At the beginning of the semester:
- ${\mathscr J}$ 2 sessions for the Hello section

Abbreviations used in pacing charts Ss = Students p. = page pp. = pages

NOTES:

Be sure to familiarise students with their book at the beginning of the first session.

Recommended homework for every session: It is suggested that the Ss are asked to study the active vocabulary of each session. Also, they should be given a few sentences from each session to copy and study for dictation.

In class:

Always check homework at the beginning of each session.

Make sure that students understand what activities they have to do for homework, as well as how they should be done.

When doing projects, have a few Ss present their work to the rest of the class. (Be sure to have a different student presenting each time so that all students are given the chance to present a project.)

Culture / Cross-curricular pages:

These are optional and can be given to Ss as extra reading practice at home or they can be done in class if time permits.

Sessions	Student's Book	Workbook
Session 1	• <i>Hello</i> pp. 4 and 5 Do activities 1, 2, 3 and 4 in class.	• <i>Hello</i> p. 74 Assign activity A for homework.
Session 2	• <i>Hello</i> pp. 5 and 6 Do activities 5, 6 and 7 in class.	• <i>Hello</i> pp. 74 and 75 Assign activities B, C, D, E and F for homework.
Session 3	 1 Nice and tasty p. 7 Discuss cover page of module 1. 1a Deliciousl pp. 8 and 9 Do activities 1 and 2 in class. 	• <i>1a Delicious!</i> p. 76 Assign activity A for homework.



Sessions	Student's Book	Workbook
Session 1	• <i>1a Deliciousl</i> p. 9 Do activities 3, 4 and 5 in class.	 <i>1a Delicious!</i> pp. 76 and 77 Assign activities B, C, and D for homework. Do activity E in class.
Session 2	• <i>1b Let's order!</i> pp. 10 and 11 Do activities 1, 2 and 3 in class.	• <i>1b Let's order!</i> p. 78 and 79 Assign activities A, B and C for homework.
Session 3	• <i>1b Let's order!</i> p. 11 Do activity 4 in class.	• <i>1b Let's order!</i> p. 79 Assign activities D and E for homework.

Sessions	Student's Book	Workbook
Session 1	• <i>1c You are what you eat</i> pp. 12 and 13 Do activities 1, 2 and 3 in class.	• <i>1c You are what you eat</i> pp. 80 and 81 Assign activities A, B, C and D for homework.
Session 2	• <i>1c You are what you eat</i> p. 13 Do activities 4, 5 and 6 in class.	• <i>1c You are what you eat</i> p. 81 Assign activities E and F for homework.
Session 3	• <i>1d Food facts</i> pp. 14 and 15 Do activities 1 and 2 in class.	• <i>1d Food facts</i> p. 82 Assign activity A for homework.

Sessions	Student's Book	Workbook
Session 1	• <i>1d Food facts</i> p. 15 Do activities 3 and 4 in class.	• <i>1d Food facts</i> p. 82 Assign activity B for homework.
Session 2	• <i>1e Three square meals</i> pp. 16 and 17 Do activities 1, 2 and 3 in class. Assign activity D for homework.	• <i>1e Three square meals</i> p. 83 Assign activities A, B and C for homework.
Session 3	• <i>1 Round-up</i> p. 18 Do activities A, B, C, D, E, F and G in class.	• <i>1 Round-up</i> p. 84 Assign activities A, B, C and D for homework.

Sessions	Student's Book	Workbook
Session 1	Te	est Module 1 (in Test CD/CD-ROM)
Session 2	 2 Events p. 21 Discuss cover page of module 2. 2a Join the fun! pp. 22 and 23 Do activities 1, 2 and 3 in class. 	• <i>2a Join the fun!</i> p. 87 Assign activities A and B for homework.
Session 3	• <i>2a Join the funl</i> p. 23 Do activities 4 and 5 in class.	• <i>2a Join the funl</i> pp. 87 and 88 Assign activities C, D, E and F for homework.

Week 6

Sessions	Student's Book	Workbook
Session 1	• <i>2b Rain or shine</i> pp. 24 and 25 Do activities 1, 2 and 3 in class.	• <i>2b Rain or shine</i> p. 89 Assign activity A for homework.
Session 2	• <i>2b Rain or shine</i> p. 25 Do activities 4, 5 and 6 in class.	• <i>2b Rain or shine</i> pp. 89 and 90 Assign activities B, C, D and E for homework.
Session 3	• <i>2c Save the animals</i> pp. 26 and 27 Do activities 1, 2 and 3 in class.	• <i>2c Save the animals</i> p. 91 Assign activities A, B and C for homework.

Sessions	Student's Book	Workbook
Session 1	• <i>2c Save the animals</i> p. 27 Do activities 4 and 5 in class.	• <i>2c Save the animals</i> p. 92 Assign activities D and E for homework.
Session 2	• <i>2d Let's celebratel</i> pp. 28 and 29 Do activities 1, 2 and 3 in class.	• <i>2d Let's celebrate!</i> p. 93 Assign activities A, B and C for homework.
Session 3	• <i>2d Let's celebratel</i> p. 29 Do activities 4 and 5 in class.	

Sessions	Student's Book	Workbook
Session 1	• <i>2e Best wishes</i> pp. 30 and 31 Do activities 1, 2 and 3 in class. Assign activity D for homework.	• <i>2e Best wishe</i> s p. 94 Assign activities A, B and C for homework.
Session 2	• <i>2 Round-up</i> p. 32 Do activities A, B, C, D, E and F in class.	• <i>2 Round-up</i> p. 95 Assign activities A, B, C and D for homework.
Session 3	Test Module 2 (in Test CD/CD-ROM)	

Week 9

Sessions	Student's Book	Workbook
Session 1	 <i>3 What an experience!</i> p. 35 Discuss cover page of module 3. <i>3a Were you scared?</i> pp. 36 and 37 Do activities 1, 2 and 3 in class. 	• <i>3a Were you scared?</i> pp. 98 and 99 Assign activities A, B and C for homework.
Session 2	• <i>3a Were you scared?</i> p. 37 Do activities 4 and 5 in class.	• <i>3a Were you scared?</i> p. 99 Assign activities D and E for homework.
Session 3	• <i>3b Dear Diary</i> pp. 38 and 39 Do activities 1 and 2 in class.	• <i>3b Dear Diary</i> p. 100 Assign activities A, B and C for homework.

Sessions	Student's Book	Workbook
Session 1	• <i>3b Dear Diary</i> p. 39 Do activities 3, 4 and 5 in class.	• <i>3b Dear Diary</i> p. 100 Assign activity D for homework.
Session 2	• <i>3c What happened?</i> pp. 40 and 41 Do activities 1, 2 and 3 in class.	• <i>3c What happened?</i> p. 101 Assign activities A, B and C for homework.
Session 3	• <i>3c What happened?</i> p. 41 Do activity 4 in class.	• <i>3c What happened?</i> p. 102 Assign activities D and E for homework.

Sessions	Student's Book	Workbook
Session 1	• <i>3d A great time</i> pp. 42 and 43 Do activities 1, 2 and 3 in class.	• <i>3d A great time</i> p. 103 Assign activities A, B and C for homework.
Session 2	• <i>3d A great time</i> p. 43 Do activities 4 and 5 in class.	• <i>3d A great time</i> p. 104 Assign activities D and E for homework.
Session 3	• <i>3e A day to remember</i> pp. 44 and 45 Do activities 1, 2 and 3 in class. Assign activity D for homework.	• <i>3e A day to remember</i> p. 105 Assign activities A, B and C for homework.

Week 12

Sessions	Student's Book	Workbook
Session 1	• <i>3 Round-up</i> p. 46 Do activities A, B, C, D, E, F and G in class.	• <i>3 Round-up</i> p. 106 Assign activities A, B, C, D and E for homework.
Session 2	Test Module 3 (in Test CD/CD-ROM)	
Session 3	 4 See the world p. 49 Discuss cover page of module 4. 4a On the move pp. 50 and 51 Do activities 1, 2 and 3 in class. 	• <i>4a On the move</i> p. 109 Assign activities A and B for homework.

Sessions	Student's Book	Workbook
Session 1	• <i>4a On the move</i> p. 51 Do activities 4 and 5 in class.	• <i>4a On the move</i> p. 110 Assign activities C, D and E for homework.
Session 2	• <i>4b Going camping</i> pp. 52 and 53 Do activities 1, 2 and 3 in class.	• <i>4b Going camping</i> p. 111 Assign activities B and C for homework.
Session 3	• <i>4b Going camping</i> p. 53 Do activities 4 and 5 in class.	• <i>4b Going camping</i> p. 111 Assign activity A for homework.

Sessions	Student's Book	Workbook
Session 1	 4c A new experience pp. 54 and 55 Do activities 1, 2 and 3 in class. 	• <i>4c A new experience</i> p. 112 Assign activities A, B and C for homework.
Session 2	• <i>4c A new experience</i> p. 55 Do activities 4 and 5 in class.	• <i>4c A new experience</i> p. 113 Assign activities D and E for homework.
Session 3	• <i>4d Country profile</i> pp. 56 and 57 Do activities 1, 2 and 3 in class.	• <i>4d Country profile</i> pp. 114 and 115 Assign activities A, B, C and D for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	• <i>4d Country profile</i> p. 57 Do activity 4 in class. Assign activity 5 for homework.	• <i>4d Country profile</i> p. 115 Assign activity E for homework.
Session 2	• <i>4e On holiday</i> pp. 58 and 59 Do activities 1, 2 and 3 in class. Assign activity D for homework.	• <i>4e On holiday</i> p. 116 Assign activities A, B and C for homework.
Session 3	• <i>4 Round-up</i> p. 60 Do activities A, B, C, D, E and F in class.	• <i>4 Round-up</i> p. 117 Assign activities A, B, C and D for homework.

Week 16

Sessions Session 1 Student's Book

Test Module 4 (in Test CD/CD-ROM)

Workbook

There are two sessions missing from the week above which correspond to the sessions not done due to holidays.

Full Blast 2 First Intermediate Grade Second Semester Teacher's Manual

H. Q. Mitchell - Marileni Malkogianni

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