



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

TEACHER'S BOOK **9**

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Introduction

COURSE COMPONENTS

English for Palestine Grade 9 consists of the following components:

- 2 Pupil's Books (9A and 9B), each containing both language presentation and practice material
- 1 Teacher's Book
- 4 Audio CDs

Objectives

The objectives of Grade 9 are:

- the introduction of high-frequency English words
- to introduce simple and increasingly more complex key grammatical structures
- to contrast these new grammatical structures with structures they already know
- to provide opportunities for pupils to engage in meaningful and authentic activities in English
- to practise and extend pupils' abilities in the key skills of listening, speaking, reading and writing

For details of how the course covers language unit by unit, see the Overview on pp. 8–9.

The Pupil's Book

There are two Pupil's Books for Grade 9, covering 14 units in the course of a year. Pupil's Book 9A contains Units 1–7; once the class has completed this, it moves on to Pupil's Book 9B, which contains Units 8–14.

The Pupil's Book is a combination of a traditional Pupil's Book and Workbook.

Each unit is based on a theme, allowing the new language to be taught in context, e.g. Be fit, but be safe; A day in Istanbul; Palestinian success stories. The themes have been taken from the Palestine curriculum to meet the needs and interests of pupils of this age.

Although the skills are integrated throughout the course, there is an emphasis on a particular skills area in each period.

The Pupil's Book uses many of the teaching techniques of previous levels, but develops and expands them in line with the pupils' age and abilities. The use of standard rubrics makes it easy for the teacher to recognize the purpose of each activity and to teach it effectively.

There are two revision units, Unit 7 and Unit 14, and each consists of six periods. This gives the teacher the chance to review the language and vocabulary of the previous units.

Where possible, the teacher should identify language items or skills that are still causing difficulties and help the pupils with them. These units help the teacher to evaluate the pupils' learning, but they are also an important part of learner training: encourage the pupils to be aware during review periods of any language points that they need to practise more, as well as the points they can use effectively. The revision in Units 7 and 14 prepare the pupils for the practice tests.

The format of the units

Period 1

At the start of this period a new set of vocabulary is presented. Most of this is new vocabulary for the pupils, but in some cases previously seen vocabulary is included.

The pupils then read and listen to an episode of the story. This episode includes

- all the words in the new vocabulary set
- examples of the new grammar of the unit
- some Everyday English phrases: these are expressions which are common features of conversation. There are between 1 and 4 expressions in each Period 1: they all appear in the story episode and in a separate list. Students will find these expressions a motivating example of 'real' English.

Period 2

The pupils revise the new set of vocabulary, using a gap-fill activity.

Then they read the story episode again, this time for reading comprehension. They answer a set of questions, then they choose characters and read the story episode aloud.

Period 3

This period introduces the grammar point.

The pupils read example sentences that highlight the grammar point. Then they look at the structure and meaning of the grammar point.

This page uses a Discovery English approach: the pupils choose the correct options in sentences that analyse the grammar point. In this way, they learn about how to construct the grammar (the structure) and what to use it for (the meaning). After this, there are practice activities using the grammar point. These can be anything from very controlled gap-fills, through writing complete sentences with their opinions, to asking questions and replying to them in pairs, using the grammar point.

Period 4

This period starts with the second new set of vocabulary. The pupils practise the vocabulary with gap-fill dialogues. Then, they use the new vocabulary in the variety of listening and speaking activities. The activities help to prepare the pupils for the reading text in the next period, which contains the words of the second vocabulary set.

Period 5

This period focuses on reading skills. First the pupils talk about the picture that accompanies the reading text. The pupils read the text and answer questions about it. They also look for the new set of words in the text.

Period 6

This period continues the focus on reading skills. The pupils read a text and do comprehension activities. The text leads on to a speaking activity. There may be more reading comprehension and speaking activities in the period.

Period 7

This period concentrates on vocabulary and vocabulary building. First, there is one of a range of vocabulary activities – finding words in the text from the previous lesson, using word building or word collecting techniques etc. Then the pupils practise this vocabulary with a gap-fill activity. This sequence may be repeated two or even three times in the period.

Period 8

In this period, the second grammar point is introduced. As in Period 3, the pupils first see example sentences highlighting the new grammar point. The pupils then do Discovery English type activities to understand the meaning and structure, and to contrast the new grammar point with grammar they already know. They do a range of grammar activities to practise the grammar point, and there is often a speaking activity at the end of the period, using the new grammar.

Period 9

The pupils practise the first and second grammar point with a variety of grammar activities.

Period 10

Listening is the focus of this period. The pupils listen and answer questions. There is also usually a pronunciation activity after that. The period ends with a speaking activity. Note that in Units 2, 9, 10 and 12, the listening in Period 10 focuses on a poem.

Period 11

The first activity in this period is a dictation. In all units, the pupils write down two complete, lengthy sentences. The sentences increase in complexity as the pupils progress through the course. After that, the activities concentrate on guided writing. First, there is a focus on some aspect of writing, such as expanding notes, writing topic sentences, or the use of paragraphs. After that, the pupils are guided through doing the writing task.

Period 12

The whole of this period is taken up with the Unit task. This is a sequence of activities that have a written outcome, such as a notice, a story, an email, or a three-paragraph report, in almost all units. The exception is Unit 13, where the outcome is spoken. The pupils are guided through a series of activities, which help them to plan what they are going to write / say. There are group activities that help them to identify all the vocabulary they need. At the end of the class, the pupils either write a text or do a specific speaking activity.

The Teacher's Book

Comprehensive notes are supplied for each period, to help the teaching be as effective as possible and to ensure that teaching time is used efficiently. The notes for each unit contain a summary box at the start, clearly detailing the learning aims and the key language covered, as well as listing the materials required so that you can prepare lessons in advance. Timings for each activity are supplied as a guide.

Also included are full instructions for carrying out the activities in the class, answer keys and audio scripts for the listening activities.

The Audio CDs

The Audio CDs contain native-speaker recordings of all the listening texts and dialogues in the Pupil's Book, to give a clear model for all language structures, key vocabulary and letter sounds. The recordings are designed to encourage the pupils' input, giving them plenty of opportunity to develop their listening and speaking skills.

METHODOLOGY

English for Palestine Grade 9 takes a step-by-step approach.

1 Classroom language

As the pupils' understanding of English increases, the level of your classroom language can go up too. Pupils can acquire many useful expressions through listening to their teachers.

You can begin to make more use of polite forms, such as *Could you close your books, please?* rather than simply *Close your books.*

You can also make more conversational use of the language, such as *Now, if possible, I want you to do this without looking at your books.* In this way the pupils learn how to use the language in an appropriate way in social interaction. Similarly, the pupils should be using high-level language when they speak.

2 Pair and group work

The most effective way to practise speaking skills is to use pair or group work. In large classes, it is the only way to ensure that the pupils have adequate speaking practice.

Good classroom management is the key to pair and group work. The pupils must be familiar with the routines: for example, for pair work they should turn to the pupil on their right (or left); for group work, pairs in alternate rows should turn round and work with the pair behind them. Establish these routines at the beginning of the course.

While the pupils are speaking, always go round the class to ensure that they are doing the activity correctly, and that they are speaking in English. This is a good way of monitoring pupils' progress, but remember that speaking is largely a fluency activity. Inevitably the pupils will make some mistakes, but avoid interrupting the group if they are talking fluently. Let them practise more; the corrections can be done after the activity.

After pair and group work, always arrange a feedback session where one pupil of each pair or group, the spokesperson, tells the class about what they said.

3 Teaching new language

At this level the pupils will know a lot of vocabulary, and they will recognize and understand many more words than they can actually use when speaking. The vocabulary sets in each unit contain some recycled words as well as new ones, so the teacher should encourage the pupils to look for words they already know. To explain and teach words that are new, the teacher can:

- use pictures, drawings or photographs;
- use the object itself;
- use a gesture;
- use the context to explain the meaning of the word;
- use translation into the learner's first language.

Try to avoid translation as a regular way of explaining new words. If the pupils become accustomed to translation, they will not make the effort to understand the word by themselves. Instead, they will just wait for the teacher to translate it.

If you are using translation, elicit the translations from the pupils – don't just give them the translation. This course aims to develop independent language learning, so it is important for the pupils to take an active part in the class and in the learning process.

4 Grammar in Level 9: the Discovery Technique

Grammar plays a key role in the process of learning a language. In each of the regular units in Level 9, Period 3 and Period 9 present and practise new grammar points.

The pupils are not given explicit rules about the how the structure is made, or what it means. Instead, first they are given example sentences using the grammar point. Then they are guided through a series of sentences that talk about the structure and the meaning of the grammar point.

These sentences are not complete; there are two options for each blank. The pupils are guided to making the right choice; the gap-filled sentences become part of a self-constructed grammar manual of English.

These sections also contains sentences that help the pupils understand the difference in structure and meaning of related structures: for example, they contrast the present perfect and the past simple, the present continuous and the present continuous passive, and so on.

5 Vocabulary

Throughout the course the pupils are encouraged to expand their vocabulary. In each regular unit, Period 1 and Period 4 contain new sets of vocabulary. The vocabulary of each unit is practised in written activities throughout the unit. The new vocabulary is also used in the reading skills texts, and pupils may want to use it in their speaking activities.

In addition, there are numerous word-building activities, and the pupils collect words in several ways, including networks and tables, to consolidate their vocabulary knowledge of the selected topics.

In many texts there are also other words that are new to the pupils. These are topic-related items in main reading texts and words that occur in poems that are not used frequently. They are listed in a box at the appropriate points in the Teacher's Book for the teacher to explain. Pupils are not expected to learn these words, but they should be encouraged to work out the meaning wherever possible. If necessary, teachers can explain the meaning of these words by reference to an illustration. In some cases they can offer the Arabic translation.

CLASSROOM MANAGEMENT

1 The importance of pace

The teacher's pace is a vital aspect of the ELT class. If the teacher is going too fast, the pupils will become confused and they will not be able to practise enough. If the teacher is going too slowly, the pupils will get bored and stop paying attention.

The idea is to do each activity at a pace that makes it interesting and keeps the pupils 'on their toes', but which gives time to understand, ask questions, and practise the language.

For each set of instructions for each activity in the Teacher's Book, there is an indication of roughly how long it should take, in minutes.

This is only a rough guide; you must also take into account the abilities of the group as a whole, the time of day, your energy levels etc.

The pace of each activity will vary to suit the pupils' needs. Try to ensure a variety of pace, challenge and focus in each class: some fast, lively activities, and some slower, more reflective ones, some activities that are easy and some that are more challenging; some activities where the focus is on the teacher, and some where the pupils are working in pairs or groups.

2 Openers

If time allows, it's good to have a quick, low challenge, possibly fun activity right at the beginning of the class. This type of activity, at the beginning of the class, is called an opener. Activities like this help to get the pupils using English and ready to learn.

Here are some suggestions of suitable openers:

- Do a dictation of eight or ten words from the new vocabulary set.
- Revise a new vocabulary set using gestures or blackboard drawings. Games such as *What's missing?* are ideal for this.
- Set up a dictionary exercise, for example, write some words on the board and give the pupils two minutes to arrange them in alphabetical order or call out a word and ask groups to find its meaning.
- Play a TPR game where pupils respond physically to a sequence of commands.
- Ask a pupil to do a show-and-tell activity.
- Have a group quiz.

3 Independent learners

In Level 9 pupils are expected to take an increasingly active role in their own learning. The pupils' notebooks are a key part of this. Ideally, they should have sections for vocabulary, grammar and expressions. In these sections

they should record new language items as they occur in the class. Encourage the pupils to:

- keep their notebooks up to date;
- use word families and word networks in the vocabulary section;
- write the details of new grammar points (for example, the names of a tense, example sentences and notes on how it is used) in the grammar section;
- record expressions and other language in the expressions section.

The teacher should also encourage the pupils to use the *My dictionary* wordlist at the end of the Pupil's Book.

Awareness is another important aspect of learner training: the pupils should be encouraged to reflect on the progress they are making, on the language points they feel confident with, and on the language points which they need to practise further.

SELF-MONITORING

Use this checklist every time you teach. Look at *A Preparation checklist* before you go into the classroom. Look at *B Self-evaluation* afterwards.

A Preparation checklist

	Yes	No
1 Have I read the Teacher's Book before the lesson?	<input type="checkbox"/>	<input type="checkbox"/>
2 Do I need to listen to the CD?	<input type="checkbox"/>	<input type="checkbox"/>
3 Do I know the track number of the CD?	<input type="checkbox"/>	<input type="checkbox"/>
4 Have I looked at what we did last lesson?	<input type="checkbox"/>	<input type="checkbox"/>
5 Do I know the language purpose of the lesson?	<input type="checkbox"/>	<input type="checkbox"/>
6 Have I considered any particular needs of the students?	<input type="checkbox"/>	<input type="checkbox"/>
7 Have I thought about the timing of my lesson?	<input type="checkbox"/>	<input type="checkbox"/>
8 Have I allowed time for questions and favourite activities?	<input type="checkbox"/>	<input type="checkbox"/>

B Self-evaluation

	Yes	No
1 Did the CD work?	<input type="checkbox"/>	<input type="checkbox"/>
2 Did each pupil have an opportunity to practise the language?	<input type="checkbox"/>	<input type="checkbox"/>
3 Did the pupils use a variety of skills?	<input type="checkbox"/>	<input type="checkbox"/>
4 Did I cover all the material I intended to?	<input type="checkbox"/>	<input type="checkbox"/>
5 Was my lesson well-timed and well-balanced?	<input type="checkbox"/>	<input type="checkbox"/>
6 Did most students appear to understand the lesson?	<input type="checkbox"/>	<input type="checkbox"/>
7 Have I taken note of anything special which I need to cover next time?	<input type="checkbox"/>	<input type="checkbox"/>
8 Was the lesson appropriate and successful?	<input type="checkbox"/>	<input type="checkbox"/>

Unit and contexts	Language	page
<p>1 Getting to Palestine</p> <ul style="list-style-type: none"> – using greetings – talking about future arrangements – talking about future schedules – planning a day trip 	<p>Vocabulary: <i>airport, attendant, captain, complete (v), land (v), landing card, passport, right now, take off / flight</i> <i>community, gate, guide, local, museum, mini-bus, schedule, site, through, village, Damascus Gate / religious, cooking</i></p> <p>Structure: present continuous for future arrangements; present simple for future schedules</p> <p>Pronunciation: intonation in mixed questions</p> <p>Writing: punctuation; topic sentences in paragraphs</p>	<p>4</p>
<p>2 I feel at home already!</p> <ul style="list-style-type: none"> – talking about completed actions – talking about actions still to do – writing a progress report 	<p>Vocabulary: <i>carpet, curtain, dining room, hall, in time, put up, wardrobe / by, over</i> <i>away, continue, dry, keep out, relax, special, wall, wet / saying, heat</i></p> <p>Structure: present perfect with <i>still ... not</i> and <i>already</i>; present perfect and present perfect continuous; Past simple and present perfect</p> <p>Poem: <i>A School Creed</i></p> <p>Writing: listing actions in order to form paragraphs</p>	<p>16</p>
<p>3 Be fit, but be safe</p> <ul style="list-style-type: none"> – advising and instructing – comparing things and actions – comparing things and actions to a standard – completing a fitness report 	<p>Vocabulary: <i>calm down, collapse, cover, first aid kit, ground, lie, pulse, right, sweat, thermal blanket</i> <i>beat, chart, gentle, heart, injury, out of breath, rate, sensible, warm up / activity, health</i></p> <p>Structure: comparison of adjectives and adverbs, including the form <i>(not) as ... as; too ... / (not) ... enough</i></p> <p>Pronunciation: the sounds of <i>th</i></p> <p>Writing: collecting fitness data to complete a chart; using data to write a fitness report</p>	<p>28</p>

Unit and contexts	Language	page
<p>4 A great leader</p> <ul style="list-style-type: none"> – talking about completed actions in the past – talking about continuing actions in the past – talking about two actions in the past – telling a story 	<p>Vocabulary: <i>anyway, as well as, behave, certainly, enemy, fair, get on (a bus), leader, remind, ruler, battle, defeat, die, God, peace, profit, respect / crusader, believer, freely</i></p> <p>Structure: past simple and past continuous; Past simple and past perfect</p> <p>Pronunciation: sounding interesting and interested</p> <p>Writing: expanding notes into a story</p>	40
<p>5 A day in Istanbul</p> <ul style="list-style-type: none"> – talking about quantities – giving directions – planning a tour 	<p>Vocabulary: <i>a few, across, coin, crossroads, customer, lira, pay, purse, take out, Istanbul / information centre, change, Turkish continent, empire, government, jewellery, powerful, reach, sultan, trade, the Bosphorus, Byzantium, Constantinople, the Ottoman Empire / collection, eastern, rule</i></p> <p>Structure: <i>a lot, much, many, a little and a few; a/an and the</i></p> <p>Pronunciation: groups of sounds – <i>str</i>, etc</p> <p>Writing: using reference features to order directions</p>	52
<p>6 Palestinian success stories</p> <ul style="list-style-type: none"> – explaining a process in the present – explaining a process in the past – explaining a special building 	<p>Vocabulary: <i>expert, geography, identity, independent, point, title, towards, whole / information technology (IT), cover (n), specially, advantage, by hand, efficient(ly), factory, industry, marble, per cent, point, proved, quarry / architecture, production, the Holy Land</i></p> <p>Structure: present simple passive; past simple passive</p> <p>Pronunciation: listing</p> <p>Writing: turning active spoken narrative into passive written narrative</p>	64
<p>7 Revision 1</p>	<p>Revision of the language in Units 1–6</p>	76

Unit and contexts	Language	page
<p>8 What if?</p> <ul style="list-style-type: none"> – talking about what usually happens; rules – talking about what may happen – talking about what we imagine happening; conjecturing – offering – putting forward a view with supporting arguments 	<p>Vocabulary: <i>a bit, close, duty, fridge, grow up, in trouble, look after, piece, simple, though burn, chemical, get rid of, imagine, material, necessary, pan, pour, stain / accidentally, cleaner, cooker</i></p> <p>Structure: <i>When + present simple + present simple; Type 0, Type 1 and Type 2 conditionals</i></p> <p>Pronunciation: sentence stress</p> <p>Writing: paragraph structure: topic sentence with supporting statements</p>	<p>4</p>
<p>9 Helping hands: making friends</p> <ul style="list-style-type: none"> – inviting – offering – defining by describing 	<p>Vocabulary: <i>chance, expect, fetch, get to know, knock, midday, pity, suggest, tray belong, disabled, disaster, earthquake equipment, extra, flood, international, organization, victim / volunteer, voluntary</i></p> <p>Structure: verb + object + indirect object; defining relative clauses with relative pronouns as subject and object</p> <p>Poem: <i>The Book of Life</i></p> <p>Writing: connectors; reporting contrasting ideas</p>	<p>16</p>
<p>10 Wildlife in danger</p> <ul style="list-style-type: none"> – requesting explanations – giving explanations – describing processes – proposing solutions 	<p>Vocabulary: <i>come down, go up, joke, keep, population, pound, price, section, supermarket, tuna cause, coast, destroy, disappear, discover, man-made, net, require, risk, species / action, death</i></p> <p>Structure: present continuous passive; past continuous passive</p> <p>Poem: <i>The World with its Countries</i></p> <p>Writing: explaining problems and proposing a solution with supporting arguments; sequence markers</p>	<p>28</p>

Unit and contexts	Language	page
<p>11 A garden for all</p> <ul style="list-style-type: none"> – confirming facts and shared feelings and ideas – suggesting ideas – agreeing a plan 	<p>Vocabulary: <i>aim, comment, create, fence, lovely, middle, notice, rubbish, tonight, waste / broken, meeting, past ashamed, carpenter, clean up, committee, energy, gardener, look forward to, repair, request, secretary / comment, discussion, lead</i></p> <p>Structure: tag questions with <i>be</i> and modal verbs <i>will</i> and <i>can</i>; tag questions with <i>do</i> and <i>did</i>, <i>would</i> and <i>should</i></p> <p>Pronunciation: the sounds of <i>s</i></p> <p>Writing: personal letter; reporting a schedule of tasks with adverbial phrases of time</p>	<p>40</p>
<p>12 Be happy!</p> <ul style="list-style-type: none"> – agreeing – disagreeing – advising 	<p>Vocabulary: <i>be down, cheer up, cheerful, depressed, do well / badly, how come, mood, no one, result, suddenly attention, definite(ly), dramatic, explode, ignore, negative, positive, scream, selfish, Madrid, Manama, Melbourne / upset (v)</i></p> <p>Structure: expressions of agreement with <i>too</i> and <i>not ... either</i>; inverted forms with <i>so</i> and <i>neither</i></p> <p>Poem: <i>The News</i></p> <p>Writing: email</p>	<p>52</p>
<p>13 Good news from the hospital</p> <ul style="list-style-type: none"> – requesting – reporting statements – reporting requests – reporting <i>Wh</i> and <i>Yes / No</i> questions – arranging appointments 	<p>Vocabulary: <i>able to, am / pm, around, favour, just, patient, successful / luckily, possibly, urgently artificial, athlete, be born, experience, explain, manage (to), nervous, ordinary, realize, rely on / amazed, disability, without</i></p> <p>Structure: reported speech – statements, requests and reported speech -<i>wh</i> questions, <i>Yes/No</i> questions</p> <p>Pronunciation: word stress</p> <p>Writing: abbreviations for appointments; formal letter</p>	<p>64</p>
<p>14 Revision 2</p>	<p>Revision of the language in Units 8–13</p>	<p>76</p>

Getting to Palestine

Aims: to be able to use the present continuous for future arrangements and for events in the very near future; to understand and use the present simple for future schedules

Key language: *airport, attendant, captain, complete (v), land (v), landing card, passport, right now, take off / flight community, gate, guide, local, museum, mini-bus, schedule, site, through, village, Damascus Gate / religious, cooking*

Language structures: present continuous for future arrangements; present simple for future schedules

Materials: Pupil's Book, CD

Period 1

INTRODUCTION 5 mins

- 1 Point to the boy and girl sitting in the aeroplane. Explain that they are Hadeel and Nidal, and that they are Palestinian-Americans.
- 2 Point to the group of people at the airport. Explain that they are Hadeel and Nidal's uncle, aunt and cousins. They live in Palestine.
- 3 Ask the pupils to find pictures of Hadeel and Nidal in the book. The pupils look and say, for example, *There's a picture of them on page 53.*
- 4 Talk with the pupils about planes, airports and travelling. Ask questions such as *Have you ever flown in a plane? Where did you go? Did you enjoy it?* etc. Help the pupils with the vocabulary they need to express their ideas.
- 5 Also talk with the pupils about family members living in other countries. Ask questions such as *Do any people in your family live in other countries? Where do they live? Do they visit Palestine? How often do they visit? Do you enjoy their visits?* etc.

ACTIVITY 1 Listen and repeat. 5 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 1. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

Word formation

- 4 Show the pupils how we change the verb *fly* into the noun *flight*.

CD 1 Audio 1

airport attendant captain complete land landing card passport right now take off / fly flight

ACTIVITY 2 Look at the pictures on the next page.

Describe them. 5 mins

- 1 Point to the first picture on page 5. Ask the pupils who the people are (*Hadeel, Nidal and a flight attendant*) and where they are (*on a plane*).
- 2 Ask the pupils to suggest who the people in the second picture are (*other family members, perhaps an uncle and an aunt*) and where they are (*at an airport*).
- 3 Read the beginning of sentence 1 (*In picture 1, some people ...*). Help the pupils to match the rest of the sentence (*are travelling / on a plane*).
- 4 The pupils match the rest of the sentences.

Answers: 1 *In picture 1, some people / are travelling / on a plane.*
 2 *The woman on the right / is talking to / a boy and girl on the left.*
 3 *In picture 2, we / can see / a plane outside the building.*
 4 *The boy in the green shirt / looks excited about / the plane.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 The pupils read the questions silently.
- 2 Play recording 2. The pupils answer the questions.
- 3 Play recording again. The pupils check their answers.

CD 1 Audio 2

Narrator: *The Yafawi family usually have their summer holidays in America, but this year Hadeel and Nidal are having a summer holiday with a very big difference. It is 10:30 in the morning on Saturday, July 10th, and they are taking off on a long flight – Flight PF124 to Gaza. Soon after that, they hear the captain.*

Captain: *We're now flying at 11,500 metres, and the weather ahead is excellent.*

Nidal: *This is exciting!*

Hadeel: *Palestine, here we come!*

Narrator: *Later, during the long flight:*

Attendant: *Are you from Palestine?*

Hadeel: *Well, we're Palestinian-American. We're staying with our cousin's family when we get there. We're staying with them for four weeks.*

Nidal: *We're going home in early August.*
Attendant: *So you each need to complete a visitor landing card. They'll take it after you arrive, when you show them your passport. Here you are.*
Narrator: *At Gaza Airport next morning:*
Rami: *I can't wait to see them again.*
Uncle Basim: *Well, they're arriving at 9:30.*
Aunt Nada: *And it's almost 9:30 now, so they're coming very soon.*
Rami: *No, they're landing right now. That's their plane!*
Narrator: *Finally, 45 minutes later:*
Rami: *Nidal! Hadeel! Hi!*
Nidal: *Hi, Rami!*
Hadeel: *It's great to see you again!*
Uncle Basim: *Hello, Hadeel. Hello, Nidal. Welcome home to Palestine.*
Aunt Nada: *It's lovely to have you here.*
Hadeel: *Thank you, Uncle Basim, Aunt Nada. It's lovely to be here.*

Answers: 1 Hadeel and Nidal 2 They're going to Palestine.
 3 They're going to see their cousin's family. 4 They're all happy.

ACTIVITY 4 Listen and read. Find the words and phrases from activity 1. 10 mins

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 2 again. The pupils look for the new words in the dialogue.
- 3 Say each of the words and ask a pupil to read the complete sentence with that word.

EVERYDAY ENGLISH ACTIVITY 3 mins

- 1 Read the expressions to the pupils, using appropriate stress and intonation.
- 2 The pupils repeat the expressions chorally and individually. Make sure they use appropriate stress and intonation.

Period 2

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What's the missing word? (airport)*.
- 2 The pupils complete the rest of the activity with the new words from period 1.

Answers: 1 airport / attendant 2 captain / right now
 3 took off / land 4 passport / landing card 5 complete / flight

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 3. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

CD 1 Audio 3

- 1 A *I'm thirsty! I haven't drunk anything since we left the airport building.*
 B *Well, call the attendant, and she'll bring you something to drink.*
- 2 A *Listen. The captain is speaking again.*
 B *Well, the weather is still excellent, everyone, and if you look down right now, you can see the Great Lakes very clearly below us.*
- 3 A *We took off from Chicago three hours ago.*
 B *Yes, so we're going to land in London in another four hours.*
- 4 A *Do I just need to show my passport when we get there?*
 B *No, you'll have to give them your landing card. They'll need to keep that.*
- 5 A *How do I complete the landing card?*
 B *You write your name and other details – like the plane's flight number.*

ACTIVITY 3 Read again and answer the questions. 10 mins

- 1 Point to the dialogue in activity 4 of the previous period.
- 2 Elicit the names of the people in the picture.
- 3 The pupils read the dialogue silently, then they answer the questions individually.
- 4 Check the answers orally. When pupils say the correct answer, ask them to also read the line(s) in the dialogue where they found the answer.

Answers: 1 *They usually spend their holidays with their mother and father.* 2 *They're flying to Palestine.* 3 *It took off at 10:30.*
 4 *They were excited.* 5 *They're staying with their cousin's family.* 6 *They're spending four weeks there.* 7 *They need to complete a landing card.* 8 *It's about 10:15 when they finally meet Rami and his family.*

ACTIVITY 4 Work in groups. Listen again and practise the conversation. 10 mins

- 1 Arrange the pupils in groups of five. Assign the five roles – Nidal, Hadeel, the attendant, Rami, Uncle Basim and Aunt Nada – to the pupils in each group.
- 2 Play recording 2 again. The pupils listen.
- 3 Choose a group of pupils to read the dialogue aloud.
- 4 In their groups, all the pupils practise reading the dialogue.

Period 3

ACTIVITY 1 Read the examples. 10 mins

1 Read the example sentences to the pupils.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*a – at this moment*).
- 2 Repeat with the other sentences. Help the pupils to understand that we can use the present continuous for things that are happening now (*We are now flying...*) and for something in the near future (*What time are they arriving?*).

Answers: 1a 2a 3b 4a

ACTIVITY 2 Complete the sentences. Use the present continuous for things happening now or around now.

10 mins

- 1 Read number 1 to the pupils. Read the two verbs in brackets (*take off, stay*).
- 2 Help the pupils to complete the blanks in number 1 (*are taking off, are staying*).
- 3 The pupils complete the rest of the sentences.

Answers: 1 *are taking off / are staying* 2 *are sitting / are travelling* 3 *is flying / are enjoying*

ACTIVITY 3 Complete the sentences. Use the present continuous for future plans. 10 mins

- 1 Read number 1 to the pupils. Read the two verbs in brackets (*arrive, meet*).
- 2 Help the pupils to complete the blanks in number 1 (*are arriving, are meeting*).
- 3 The pupils complete the rest of the sentences.

Answers: 1 *are arriving / are meeting* 2 *is driving / is cooking*
3 *are doing / are going* 4 *are visiting / are returning*

ACTIVITY 4 Work in pairs. Talk about future plans. Use the present continuous. 10 mins

- 1 Read the example conversation to the pupils.
- 2 Repeat with individual pupils, using other times and other activities: *What are you doing on Monday afternoon? Well, what about playing football with me and my friends?* etc.
- 3 Choose pairs of pupils to ask and answer questions about their activities and plans.
- 4 In pairs, all the pupils practise the conversation.

Period 4

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 4. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

Word formation

- 4 Show the pupils how we change the noun *religious* into the adjective *religious*.
- 5 Show the pupils how we change the verb *cook* into the noun *cooking* by adding *-ing*.

CD 1 Audio 4

*community gate guide local museum mini-bus
schedule site through village Damascus Gate
religious cooking / religion religious cook cooking*

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 8 mins

- 1 Play recording 5. Pupils listen.
- 2 Read number 1 to the pupils. Ask *What's the missing word? (museum)*.
- 3 The pupils complete the rest of the activity with the new words from activity 1.

CD 1 Audio 5

- 1 A *Let's visit the museum and see the things they found in the ancient city.*
B *Well, we've got a busy schedule, but we can go for an hour tomorrow.*
- 2 A *Mona's Palestinian cooking is delicious! I'd like to learn from her.*
B *Well, you can because she teaches at the community centre in town.*
- 3 A *Do you think it's all right to open this gate and go into the garden?*
B *Yes, please do, and you can go straight through the garden to the house.*
- 4 A *There's the site of an ancient palace near here, but where is it?*
B *We have to drive along this road through the next village to get to it.*
- 5 A *We're going to go to the ancient site by mini-bus, aren't we?*
B *Yes, and there'll be a guide to show us round when we get there.*

- 6 A I'm looking for a local mosque. Is there one near here?
B There are several. People here are very religious.

Answers: 1 museum, schedule 2 cooking, community
3 gate, through 4 site, village 5 mini-bus, guide
6 local, religious

ACTIVITY 3 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 5. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

ACTIVITY 4 Listen and complete the information.

15 mins 

- 1 Read the names of the cities (*Bethlehem, Hebron* etc) to the pupils. Show the table to the pupils and read the headings (*Towns and cities, Notes*) to them.
- 2 Play recording 6. The pupils listen.
- 3 Play the recording again. The pupils add the names of the towns and cities in the correct order.

Answers: 1 Jerusalem 2 Nablus 3 Jericho 4 Hebron
5 Bethlehem

CD 1 Audio 6

- Uncle: We've got a little surprise for you, Hadeel and Nidal.
Hadeel: Really? What's that?
Aunt: Next week, we're going on a tour – a tour of Jerusalem and other cities in Palestine.
Nidal: That sounds really great! Thank you very much!
Uncle: We have a very busy schedule. First, we're going to Jerusalem, and our tour is starting there.
Aunt: As I'm sure you know, it's one of the world's great religious centres. And the Old City is very beautiful.
Uncle: A guide is going to take us round the Old City, starting from the Damascus Gate, so that'll be very interesting.
Rami: And then we're going on to Nablus – our second stop.
Uncle: That's an important centre of business. It's famous for its olive oil and the excellent soap that they make from the olive oil.
Aunt: And then we're coming south again to our third place: Jericho.
Rami: It's very famous because it's the oldest city in the world.

Uncle: And it's also the lowest because it's at the bottom of the Dead Sea Valley. There are various local places to see there like the ancient city walls and the museum, and Hisham's Palace.

Aunt: And then we're going to the far south, to our fourth city – the city of Hebron. It's a place with lots of arts and crafts.

Rami: They make beautiful glass, for example.

Uncle: It's also the site of the great Al Ibrahim Mosque.

Aunt: And finally, city number five: Bethlehem. That's just a short way south of Jerusalem. And it's the site of the very important Church of the Nativity.

Rami: And that's the end of our tour!

Listen again and add the correct notes about each place.

- 1 Read the notes about the towns and cities to the pupils.
- 2 Play the recording again. The pupils add the notes next to the correct town or city in the table.
- 3 If necessary, play recording 6 again. The pupils check their answers.
- 4 Check the answers orally.

Answers: Jerusalem: one of the world's great religious centres
Nablus: Famous for its olive oil and soap Jericho: The oldest city in the world
Hebron: The site of a very important mosque
Bethlehem: the site of a very important church

Period 5

ACTIVITY 1 Work in pairs. Talk about the pictures in the text. 15 mins

- 1 Point to each of the pictures. Read the first question to the pupils and elicit the answer (*The Damascus Gate in Jerusalem, some soap, pieces of old arts and crafts, some ruins (Hisham's Palace)*).
- 2 In pairs, the pupils ask and answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 The Damascus Gate in Jerusalem, some soap, pieces of old arts and crafts, some ruins 2 In Jerusalem, in Nablus, in Hebron and in Jericho 3 They'll go to an old village. 4 They'll see the ancient walls and the museum In Jericho, the Al-Ibrahimi mosque in Hebron and the Church of the Nativity in Bethlehem.

ACTIVITY 2 Read and mark the statements true (✓) or false (X). 10 mins

- 1 The pupils read the texts silently.
- 2 Read number 1 to the pupils. Ask *Is that correct?* (Yes). The pupils write ✓ on the answer line.
- 3 The pupils read the other sentences and write ✓ or X.

Answers: 1 ✓ 2 X 3 ✓ 4 X 5 X

ACTIVITY 3 Listen and read aloud. 15 mins 

- 1 Play recording 7. The pupils listen.
- 2 Choose individual pupils to read a section each of the schedule aloud. Help these pupils with pronunciation, stress and intonation. Play sections of the recording again if necessary, to make these points clearer.
- 3 In pairs, the pupils take turns to read a section each of the schedule to each other.

CD 1 Audio 7

Rami's family are planning to tour Palestine with Nidal and Hadeel. Their schedule starts like this.

Day 1

Arrive at Al-Quds Hotel in Jerusalem. In the evening, you will meet your guide and join the group for your first evening together. You will have time to introduce yourselves to the others and then sit down to a traditional dinner.

Day 2

9:30: We travel by mini-bus to the great Damascus Gate for our walking tour of the Old City from 10:00 to 12:00. (Please wear comfortable shoes!) Our visit takes you through the amazing old market and to several famous religious sites, including Al-Asqa Mosque and the beautiful Dome of the Rock. 2:00: After lunch at the hotel, we visit some important sites outside the Old City, like the Mount of Olives. 6:00: We return to our hotel for dinner and an evening of traditional music.

Day 3

9:30: Our comfortable tour bus takes us to Nablus and straight to our new hotel. From there, we explore the busy city centre, visit a traditional soap factory and eat at one of Nablus's many excellent restaurants. 2:00: We drive to an ancient village to see life as it was a century ago. First, we visit the museum and then the local community centre for an afternoon class in traditional cooking. Finally, we taste the best of Palestinian food, as we sit down to a dinner of their finest local dishes.

Period 6**ACTIVITY 1 Read and write the tour guide's notes in the correct order. Start like this. 10 mins**

- 1 Remind the pupils about the tour schedule on page 8 that they saw in the previous class.
- 2 Show the pupils the headings in the tour guide's notes (*Day 1, Evening; Day 2, Morning* etc).
- 3 Ask individual pupils to read a note each to the class (*Village visit: museum and cooking class* etc).
- 4 Ask *What goes with Day 1: Evening?* (*Meet and eat with the group*).
- 5 The pupils add the notes to the correct headings.
- 6 Check the answers orally.

Answers: Day 1 Evening: Meet and eat with the group
Day 2 Morning: Tour the Old City Afternoon: Tour sites outside the Old City Evening: Dinner and music Day 3 Morning: To Nablus: city centre, soap factory and restaurant Afternoon: Village visit: museum and cooking class

ACTIVITY 2 Work in pairs. Ask and answer questions about the tour schedule. 10 mins

- 1 Read the instructions for Student A and Student B to the class.
- 2 Take the part of Student A; demonstrate a dialogue with a pupil (Student B).
- 3 In pairs, the pupils take the parts of Student A and Student B and practise the dialogue.
- 4 Call one pair of pupils up to the front to demonstrate their dialogue to the class.

ACTIVITY 3 Read the passage again and do these tasks. 10 mins

- 1 Give the pupils time to read the tour schedule on page 8 again, silently.
- 2 Read number 1 and ask the pupils to find *the others* in the tour schedule. Help the pupils to work out what *the others* refers to (*the other people on the tour*).
- 3 The pupils work out the rest of the references and meanings.
- 4 Check the answers orally.

Answers: 1 *the other people on the tour* 2 *the hotel*
3 *the people of the village*
1 *all the people on the tour* 2 *sit at tables and start eating*
3 *a hill*

ACTIVITY 4 Work in pairs. Think and discuss. 10 mins

- 1 Read the situation to the pupils. Elicit ideas from them about what the group of tourists can see and do in their area.
- 2 In pairs, the pupils continue the discussion. Encourage the pupils to make notes of their ideas.
- 3 After the pupils have had time to discuss, arrange a feedback session. Write the best ideas on the board.

Period 7**ACTIVITY 1 Complete the sentences. Use the prepositions of time in the box. 10 mins**

- 1 Read the prepositions of time in the box to the pupils.
- 2 Elicit the missing preposition for number 1 (*in*).
- 3 The pupils write the rest of the missing prepositions.
- 4 Check the answers orally.

Answers: 1 *in* 2 *for, from, to* 3 *during* 4 *at, on*

ACTIVITY 2 Complete the sentences. Use the prepositions of place in the box. 10 mins

- 1 Read the prepositions of place in the box to the pupils.
- 2 Elicit the missing preposition for number 1 (*on*).
- 3 The pupils write the rest of the missing prepositions.
- 4 Check the answers orally.

Answers: 1 *on* 2 *next to, at* 3 *near, in* 4 *at, outside*

ACTIVITY 3 Find the correct meanings. 10 mins

- 1 Read the dictionary entry with the different meanings of *centre* to the pupils.
- 2 Read sentence a (*Then we visit the local community centre*) to the pupils. Ask *Which meaning is that – 1, 2 or 3?* (3).
- 3 The pupils work out the rest of the meanings for *centre* and *great*.
- 4 Check the answers orally.

Answers: *centre:* a3, b2, c1 *great:* a1, b3, c2

ACTIVITY 4 Make statements about time differences. Use words and phrases from the box. 10 mins

- 1 Help the pupils to understand that the time is different in different parts of the world. Make sure they know where the different cities are – for example, Beijing is the capital of China.
- 2 Show the clocks, and explain that, for instance, when the time is eight in the morning in Los Angeles, it's four in the afternoon in London.

- 3 Help the pupils to make sentences about the time differences, for example:
When it's six in the afternoon in Gaza, it's eight in the morning in Los Angeles.
Los Angeles is ten hours behind Gaza.
Gaza is ten hours ahead of Los Angeles.

Period 8**ACTIVITY 1 Read the examples. 10 mins**

- 1 Read the sentences to the pupils. Make sure the pupils are aware that all the sentences use the present simple tense.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*a – happens many times*).
- 2 Repeat with number 2. Help the pupils to understand that we can use the present simple for things that happen regularly, or for things that are part of a future schedule.

Answers: 1 *a* 2 *b*

ACTIVITY 2 Complete the sentences. Use the present simple for things that happen regularly and things that always stay the same. 10 mins

- 1 Read the first sentence to the pupils. Help the pupils to complete it with the present simple tense (*lives, travels*). Make sure the pupils understand that these sentences are about regular events.
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *lives, travels* 2 *loves, spends* 3 *does, prefers*
4 *doesn't like, doesn't need*

ACTIVITY 3 Complete the sentences. Use the present simple for future travel times. 10 mins

- 1 Read the first sentence to the pupils. Help the pupils to complete it with the present simple tense (*takes off, land*). Make sure the pupils understand that these sentences are events that are part of a future schedule.
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *takes off, land* 2 *prepare, leaves* 3 *gets, arrives*
4 *flies, doesn't return*

ACTIVITY 4 Work in pairs. Talk about future travel times.**Use the present simple. 10 mins**

- 1 Read the example dialogue to the pupils.
- 2 Choose a pupil and read the dialogue again. Use alternative types of transport (*bus, train, boat*), alternative days (*on Monday, Tuesday* etc), alternative destinations (*London, Paris, Beijing* etc) and alternative times (*1.30, 2.45* etc).
- 3 Help the pupil to use the alternatives.
- 4 In pairs the pupils practise the dialogue, using alternatives.

Period 9**ACTIVITY 1 Add the verbs in brackets. Put them in the present simple or present continuous. 10 mins**

- 1 Remind the pupils that we use the present continuous for things that are happening now. Also remind them that we don't usually use the present continuous with stative verbs, and elicit some stative verbs (*want, like, prefer, know* etc).
- 2 Read the first sentence to the pupils. Relate the tenses of the verbs (*wants, is asking*) to the way we use the present continuous.
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *wants, is asking* 2 *is enjoying, loves* 3 *are visiting, need* 4 *wants, is looking* 5 *are crying, means*

ACTIVITY 2 Work in pairs. Look at the information screens and ask and answer questions. Use the present continuous and present simple. Use verbs from the box. 15 mins

- 1 Remind the pupils that we also use the present continuous for things which are part of a schedule in the near future. We can also use the present simple to talk about schedules.
- 2 Read the dialogues and relate the use of tense to what you have just said to them.
- 3 Read the list of verbs to the pupils.
- 4 Choose a pupil to practise the dialogue: help the pupil to use other flight details from the departures board and the arrivals board.
- 5 Repeat with other pupils.
- 6 In pairs, the pupils practise the dialogues, using the information on the boards.

ACTIVITY 3 Write about Anwar's travels next week. Use the present continuous and present simple. 15 mins

- 1 Choose pupils to read sections of Anwar's notes to the class.
- 2 Help the pupils to complete the first part of the text, using appropriate tenses.

- 3 The pupils complete the rest of the text about Anwar's travels.

Answers: *On Monday, he is travelling from Sacramento to San Francisco by bus, and he is staying with a friend there. The bus leaves at 8:30 and arrives at 10:00.*

On Wednesday, he is going to Los Angeles by train. He is spending two days there. The train goes at 7:30, and gets there at 10:30.

On Friday, he is flying to New York and he is visiting his cousins there. The plane leaves at 8:45 and arrives at 6:30.

On Sunday, he is driving to the airport by taxi and he is flying home to Palestine. The flight takes off at 11:30 and lands at 7:45 the next morning.

Period 10**ACTIVITY 1 Look at the picture and answer the questions. 5 mins**

- 1 Read the questions to the pupils. Elicit their answers.

ACTIVITY 2 Listen to part 1 and complete the notes. 10 mins

- 1 Explain to the pupils that they are going to listen for information about Hadeel and Nidal's flight.
- 2 Read the information that the pupils have to listen for (*Took off at, Landed at* etc).
- 3 Play recording 8. The pupils listen.
- 4 Play recording again. The pupils complete the notes.
- 5 Play recording again. The pupils check their answers.
- 6 Check the answers orally.

CD 1 Audio 8**Part 1**

Uncle Basim: *Come on, everyone, let's go. This way.*

Rami: *Did you have a good flight?*

Nidal: *Yes, it was fine, thanks. Everything went very well.*

Uncle Basim: *What time did you take off?*

Hadeel: *At 10:30 yesterday morning.*

Rami: *And you landed at 9:30.*

Ahmad: *So were you in the air for 23 hours? That's a very long time!*

Nidal: *No, no, the flight was thirteen hours.*

Rami: *Don't forget the time difference, Ahmad.*

Ahmad: *How many hours is that?*

Uncle Basim: *Los Angeles is ten hours behind us here in Palestine.*

Answers: 1 10:30 2 9:30 3 13 4 10 hours

ACTIVITY 3 Listen to part 2 and answer the questions.10 mins 

- 1 Explain to the pupils that they are going to listen for more information about Hadeel and Nidal's flight.
- 2 Read the questions to the pupils.
- 3 Play recording 9. The pupils listen.
- 4 Play the recording again. The pupils complete the notes.
- 5 Play the recording again. The pupils check their answers.
- 6 Check the answers orally.

CD 1 Audio 9**Part 2**

- Aunt Nada:* Was the food all right?
Hadeel: Yes, it was fine. The flight attendants were very nice to us.
- Rami:* How many meals did you have?
Nidal: Well, we had lunch and dinner yesterday...
Hadeel: And then we had breakfast before we landed this morning.
- Aunt Nada:* Oh, dear! So you won't want lunch. I wanted to make a nice, big Palestinian lunch for you!
Nidal: Oh, I think we will want it, Aunt Nada!
Hadeel: Food on a plane is OK, but real Palestinian food is much better!
- Uncle Basim:* What else did you do with your time on the plane?
Hadeel: I watched a film, and I read my book.
Aunt Nada: What about you, Nidal? Did you get very bored?
Nidal: No, no. I watched two films, and I also played computer games.

Answers: 1 lunch, dinner and breakfast 2 She watched a film and read a book. 3 He watched two films and played computer games.

ACTIVITY 4 Practise your pronunciation: intonation in mixed questions. 8 mins 

- 1 Read the questions to the pupils.
- 2 Play recording 10. Help the pupils to identify which questions rise at the end, and which questions fall.

Answers: 1 ↗, ↘, ↗, ↘, ↗, ↘ Questions with Yes / No answers have rising intonation, wh questions have falling intonation

CD 1 Audio 10

- Did you have a good flight? (rising intonation)*
What time did you take off? (falling intonation)
So were you in the air for 23 hours? (rising intonation)
How many hours is that? (falling intonation)
Was the food all right? (rising intonation)
How many meals did you have? (falling intonation)

ACTIVITY 5 Work in groups. Read and act out. 7 mins

- 1 Choose five pupils and assign a character (Uncle Basim, Rami, Nidal, Hadeel, Ahmad) to each pupil.
- 2 The pupils read the dialogue aloud. Help the pupils with appropriate pronunciation, stress and intonation.
- 3 The pupils practise the dialogue in groups of five.

Period 11**ACTIVITY 1 Write the conversation again. Add spaces between the words and the correct punctuation – capital letters, commas, an apostrophe, full stops and a question mark. 10 mins**

- 1 Help the pupils to divide the chain of letters into words.
- 2 The pupils write out the sentence, adding the punctuation.
- 3 Call a pupil to the front to write the sentence, with punctuation, on the board.
- 4 The pupils check what they have written against the text in period 10, activity 5.

Answer: Uncle Basim: Come on, everyone. Let's go. This way. / Rami: Did you have a good flight? / Nidal: Yes, it was fine, thanks. Everything went very well.

ACTIVITY 2 Listen and write down what you hear.10 mins 

- 1 Explain to the pupils that they should write the two sentences they hear.
- 2 Play recording 11. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

CD 1 Audio 11

- 1 During the long flight to Gaza, the flight attendant gave Hadeel and Nidal a landing card to complete.
- 2 On Day 3, their busy schedule takes them to an ancient village to visit the museum and the local community centre there.

Answers: see the audio

ACTIVITY 3 Copy and complete Hadeel's email to her parents. 20 mins

- 1 Show the email to the pupils and read the first sentence. Help the pupils to complete it.
- 2 Explain that next they will be adding the three topic sentences.
- 3 Read the topic sentences to the pupils (*The people on the flight did a great job* etc).
- 4 The pupils decide where to put each topic sentence. Check the answers orally.
- 5 The pupils complete the rest of the email with information about the flight and the people from Unit 1.
- 6 Call individual pupils to write sentences from the email on the board.

Answer: *Dear Mum and Dad / This is to tell you that we have arrived safely. It was a long journey, and we were in the air for thirteen hours. But finally we landing at Gaza at 9:30 this morning // The people on the flight did a great job, and we had lots to do. They gave us three meals on the plane – dinner, breakfast and lunch. Then, during the flight, I watched a film and read my book. Nidal watched two films, and he also played computer games. // It's very good to see everyone here in Gaza. Uncle Basim, Aunt Nada, Rami and Ahmad met us at the airport, and then we drove home. They have all been very warm and friendly to us, and Aunt Nada is making Palestinian food for us right now. // Please email soon // Lots of love // Hadeel*

Period 12

ACTIVITY 1 Work in pairs. Discuss the questions. Write notes. 10 mins

- 1 Read the Unit task card to the pupils. Explain that they will be planning a day trip for the whole class.
- 2 Read the list of questions to the pupils. Elicit some answers and, on the board, show the pupils how to write notes, for example:
Our school trip
Where: To the river
When: On Saturday
etc.
- 3 In pairs, the pupils make notes about their trip they are planning. Both pupils in each pair should make notes.

ACTIVITY 2 Work in different pairs. Use your notes to help explain your plans to each other. 10 mins

- 1 The pupils change partners.
- 2 Choose one pair, and help them explain their trips to each other (*We're spending a day at the river. The trip is on Saturday.* etc).
- 3 In pairs, the pupils explain their trips to each other.

ACTIVITY 3 Write a notice to put on the class notice board.

10 mins

- 1 Read the instructions. Make sure the pupils understand which tenses to use and why.
- 2 Read the start of the text to the pupils. Help one of the pupils to complete the first part of it, and write what he / she says on the board.
- 3 Individually, the pupils write a notice about their trips.

ACTIVITY 4 Put your notice on the class notice board for everyone to read. 10 mins

- 1 The pupils put their notices on the class notice board.
- 2 Give the pupils time to read the notices.
- 3 Arrange a feedback session; help the pupils to express their ideas about the trips, and their opinions of their classmates' trips.
- 4 If there is time, arrange a class vote for the most attractive notice and for the most interesting trip.

I feel at home already!

Aims: to be able to use the present perfect with *still* ... *not* and *already*; to understand and use the present perfect continuous; to understand and use the past simple and the present perfect together

Key language: *carpet, curtain, dining room, hall, in time, put up, wardrobe / by, over*

away, continue, dry, keep out, relax, special, wall, wet / saying, heat

Language structures: present perfect with *still* ... *not* and *already*; present perfect continuous; past simple

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Show the picture to the pupils. Explain that these people are the Qadiri family, who live in London. Help the pupils identify Mr Qadiri, Mrs Qadiri, their son Waleed and their daughter Lana, and the grandmother (Mrs Qadiri's mother).
- 2 Talk with the pupils about guests in the house. Ask them questions such as *Do you ever have family members staying in your house? How often do they come to stay? What do your family do before the guests arrive?* etc. Help the pupils with the vocabulary they need to express their ideas.

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 12. The pupils listen.
- 3 Play the recording again. Pause after each word. The pupils repeat the words chorally and individually.

Word formation

- 4 Make sure the pupils understand the different meanings of *by* in each of the three phrases.
- 5 Make sure the pupils understand the different meanings of *over* in the two phrases.
- 6 Drill the phrases chorally and individually. Do all the *by* phrases together in the first drill, and the two *over* phrases together in the second drill.

CD 1 Audio 12

*carpet curtain dining room hall in time
put up wardrobe / by the bed by car by next Saturday
over the bridge over a year*

ACTIVITY 2 Look at the picture on the next page. Describe it. 8 mins

- 1 Tell the pupils to look at the picture on page 17. Read the beginning of sentence 1 (*Two of the adults ...*). Help the pupils to match the rest of the sentence (*may be / husband and wife*).
- 2 The pupils match the rest of the sentences.

Answers: 1 *Two of the adults / may be / husband and wife.*
2 *There are two young people, and they may be / their children.*
3 *There is an older woman, / and she could be / their grandmother.* 4 *Perhaps the older woman / has come to stay / with the others.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 The pupils read the questions silently.
- 2 Play recording 13. The pupils answer the questions.
- 3 Play recording again. The pupils check their answers.

CD 1 Audio 13

Narrator: *The Qadiri family have lived in London for over a year. Now Grandma is going to visit them.*

Mrs Qadiri: *Grandma is arriving in a week, and we haven't prepared the guest bedroom yet.*

Mr Qadiri: *Yes, we've been talking about it for ages, but we still haven't done anything.*

Waleed: *So there's a lot to do by next Saturday! Let's make a list.*

Mrs Qadiri: *Good idea. First, we need to choose a new carpet.*

Lana: *And buy a new wardrobe.*

Waleed: *Choose a new carpet ... Buy a new wardrobe.*

Mr Qadiri: *I've already seen a nice wardrobe. I can get it today. Now, what else?*

Narrator: *The Qadiri family have been working hard for the past week, but they still haven't finished.*

Mrs Qadiri: *Grandma's arriving soon, and we haven't put up the curtains yet!*

Mr Qadiri: *You and Waleed do that, while Lana and I go to the airport.*

Narrator: *Two hours later:*

Mrs Qadiri: *Fantastic! The curtains are up.*

- Waleed:** *We've finished just in time. The others have already arrived. They're in the hall.*
- Mrs Qadiri:** *But we still haven't done the flowers. Quick!*
- Narrator:** *Twenty minutes later:*
- Mrs Qadiri:** *And here's your room, Mother.*
- Grandma:** *It's wonderful! And I love the flowers. They're my favourites. I feel at home already!*

Answers: 1 Mr and Mrs Qadiri, their son Waleed and their daughter Lana, and Grandma (Mrs Qadiri's mother).
2 Grandma has just arrived. 3 They've been getting Grandma's room ready. 4 Yes, he can.

ACTIVITY 4 Listen and read. Find the words and phrases from activity 1. 5 mins

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 13 again. The pupils look for the new words in the dialogue.
- 3 Say each of the words and ask a pupil to read the complete sentence with that word.

Everyday English Activity 3 mins

- 1 Read the expressions to the pupils, using appropriate stress and intonation.
- 2 The pupils repeat the expressions chorally and individually. Make sure they use appropriate stress and intonation.

Period 2

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What's the missing word? (put up)*.
- 2 The pupils complete the rest of the activity with the new words from period 1.

Answers: 1 *put up, wardrobe* 2 *curtains, carpet* 3 *hall, dining room* 4 *by, in time* 5 *over*

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 14. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

CD 1 Audio 14

- 1 A *Where would you like me to put up this picture?*
B *Over there, please, between the window and the new wardrobe.*
- 2 A *These curtains are just the right size for the window.*
B *And the colour goes well with the new carpet.*
- 3 A *Let's put some flowers in the hall, near the front door.*
B *Good idea. And we need another chair for Grandma when we eat in the dining room.*
- 4 A *We need to get to the airport by 3:00.*
B *Yes, we must be there in time to meet Grandma. We mustn't be late.*
- 5 A *It's amazing that we can go almost anywhere in the world by plane today.*
B *Yes, I've heard that over a million people are in the air at any time, day or night.*

ACTIVITY 3 Read again and answer the questions. 10 mins

- 1 Point to the dialogue in activity 4 of the previous period.
- 2 Elicit the names of the people in the picture.
- 3 The pupils read the dialogue silently, then they answer the questions individually.
- 4 Check the answers orally. When pupils say the correct answer, ask them to also read the line(s) in the dialogue where they found the answer.

Answers: *On Day 1: 1 Grandma is going to arrive. 2 No, they haven't. 3 He's starting to make a list. 4 He's already seen a nice wardrobe. On Day 7: 1 They haven't put up the curtains and they haven't done the flowers. 2 No, they haven't. 3 They've just done the flowers. 4 Because Grandma loves that type of flowers, and they make her feel at home.*

ACTIVITY 4 Work in groups. Listen again and practise the conversation. 10 mins

- 1 Arrange the pupils in groups of five. Assign the five roles – Mr Qadiri, Mrs Qadiri, Waleed, Lana and Grandma – to the pupils in each group.
- 2 Play recording 13 again. The pupils listen.
- 3 Choose a group of pupils to read the dialogue aloud.
- 4 In their groups, all the pupils practise reading the dialogue.

Period 3

ACTIVITY 1 Read the examples. 10 mins

- 1 Read the example sentences to the pupils.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*a – positive statements*).
- 2 Repeat with the other sentences. Help the pupils to understand why we use *already*, *still* and the present perfect continuous for different types of emphasis.

Answers: 1a 2b 3a 4b 5a

ACTIVITY 2 Work in pairs. Ask and answer questions about Waleed's list on Day 5 (Thursday). 10 mins

- 1 Read Waleed's list to the pupils. Make sure they understand that ✓ means the task has been done, and ✗ means it hasn't been done.
- 2 Also make sure they understand that the name in brackets is the person who is going to do the task / has done the task.
- 3 Say cues to the pupils, such as *Mum*, *carpet* or *Mum and Lana*, *curtains*. Help the pupils make sentences from the cues (*Mum has chosen a new carpet. / Mum and Lana haven't made new curtains*).
- 4 Read the first example dialogue to the pupils. Make sure the pupils understand that in this dialogue, they are talking about things that have been done.
- 5 Choose three other pupils and practise the dialogue with them, using other tasks in the list.
- 6 Read the second example dialogue to the pupils. Make sure the pupils understand that in this dialogue, they are talking about things that haven't been done.
- 7 Choose three other pupils and practise the dialogue with them, using other tasks in the list.
- 8 The pupils practise the two dialogues in pairs.

ACTIVITY 3 Form statements. Use the present perfect continuous and the present perfect with *still ... not*.

10 mins

- 1 Read number 1 to the pupils. Show the pupils how to make the complete sentence from the cues.
- 2 The pupils make sentences from the rest of the cues.

Answers: 1 *Waleed has been painting that room for ages, but he still hasn't finished it.* 2 *Mrs Qadiri has been looking for a new carpet for days, but she still hasn't found the right design.* 3 *Lana has been tidying up her room for hours, but she still hasn't put everything away.* 4 *Mr Qadiri has been looking at new laptops for weeks, but he still hasn't decided the best one to buy.*

ACTIVITY 4 Work in pairs. Use the present perfect with *already* and the present perfect continuous. 10 mins

- 1 Read number 1 to the pupils. Show the pupils how to make the question and answer from the cues.

- 2 In pairs, the pupils make the other questions and answers.
- 3 Choose pairs of pupils to say one of the exchanges each.

Answers: 1 *A Look! Little Tariq has already started to run.* *B Wow! He's only been walking for a week.* 2 *A Listen! Muneera has already passed her driving test.* *B Amazing! She has only been learning for ten weeks.* 3 *A Guess what? Fuad has already finished his house.* *B No! He has only been building it for six months.* 4 *A Mona has already got into the national volleyball team.* *B Fantastic! She has only been playing the game for two years.*

Period 4

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 15. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

Word formation

- 4 Show the pupils how we change the verb *say* into the noun *saying* by adding *-ing*.
- 5 Show the pupils how we change the adjective *hot* into the noun *heat*.

CD 1 Audio 15

*away continue dry keep out relax special
wall wet/say saying hot heat*

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 8 mins

- 1 Play recording 16. Pupils listen.
- 2 Read number 1 to the pupils. Ask *What's the missing word?* (*wall*).
- 3 The pupils complete the rest of the activity with the new words from activity 1.

CD 1 Audio 16

- 1 *A Does anyone live in that old house? Let's climb over the wall and find out.*
B We'd better not. That big sign there says, 'Keep out!'
- 2 *A I hate all this wet weather, with rain all day every day!*
B Yes, it's horrible! And it's going to continue like this for ten days!
- 3 *A I love getting home and relaxing with my family.*
B I do, too. It makes me think of that old saying: 'Home sweet home.'

- 4 A *My shirt has fallen in the water! How am I going to get it dry?*
 B *Just hang it outside in the heat of the sun for half an hour.*
- 5 A *I hear you're going away for two weeks? Are you going anywhere nice?*
 B *Yes, we're going on a very special trip to see the ancient cities of Mexico.*

Answers: 1 wall, keep out 2 wet, continue 3 relaxing, saying
 4 dry, heat 5 away, special

ACTIVITY 3 Listen and check. Then practise in pairs.

10 mins 

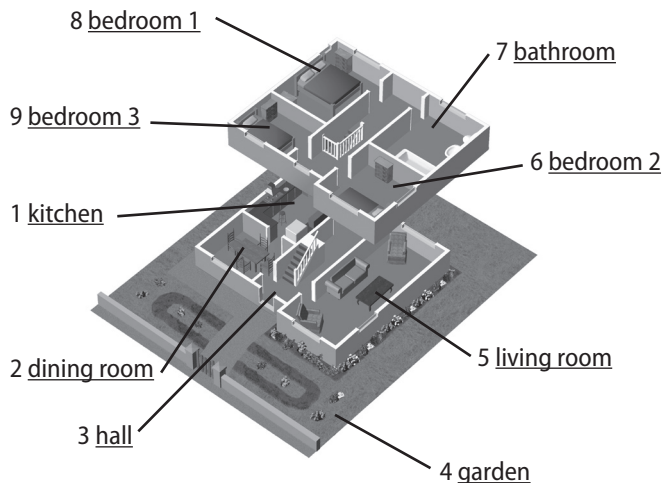
- 1 Play recording 16. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

ACTIVITY 4 Listen and do the tasks. 15 mins 

- 1 Read the first paragraph to the pupils. Make sure they understand that the first time they listen, they only have to draw the route round the house.
- 2 Play recording 17. The pupils draw the route round the house.
- 3 Read the list of rooms and other places to the pupils. Play recording again. The pupils label the parts of the picture
- 4 Check the answers orally.

Answers: 1 kitchen 2 dining room 3 hall 4 garden
 5 living room 6 bedroom 2 7 bathroom 8 bedroom 1
 9 bedroom 3

*The students' hand-drawn route should be as follows:
 starting in the garden,
 along the path and into the house,
 in the hall,
 then right into the living room,
 then into the kitchen (directly from the hall, presumably through
 a door which can't be seen on the picture),
 then into the dining room
 then back into the hall through the dining room door
 then up the stairs
 then into bathroom on the right
 then into bedroom 1 opposite the bathroom
 then into bedroom 2 next to the bathroom
 then into bedroom 3, next to bedroom 1 – the smallest*



CD 1 Audio 17

- Agent:** *Here we are. Now as you can see we have a garden at the front of the house.*
- Mrs Qadiri:** *It looks lovely with all those flowers. I want to get a closer look.*
- Mr Qadiri:** *But you'd better be careful. The rain has stopped, and it's sunny now, but everything's still very wet.*
- Mrs Qadiri:** *You're right. I'll stay on the garden path. Perhaps the heat of the sun will make everything dry by the time we come out again. I'll look then.*
- Mr Qadiri:** *The house looks nice.*
- Agent:** *Yes, it's a good family house. Everyone's away on holiday, so we can go straight in. This is the hall, so let's turn right into the living room.*
- Mrs Qadiri:** *Why are the curtains closed? Can we open them?*
- Agent:** *Yes, of course. I think they were closed to keep out the sun.*
- Mr Qadiri:** *That's better. And I like it. I can just see myself coming home from work and relaxing in front of the TV here.*
- Agent:** *Good. Well, let's continue. Let's look at the kitchen ... It's just this way, along the hall and on our left. So ... what do you think?*
- Mrs Qadiri:** *Oh, yes, I really like it. It's really special! I like this house a lot!*
- Agent:** *Yes, it's very nice, isn't it?*
- Mr Qadiri:** *And where's the dining room?*
- Agent:** *It's through this door. Let's go through.*
- Mr Qadiri:** *Yes, it's a good size. And where does the door over there go?*

- Agent: *Back into the hall. Let's go that way, and then we can go up the stairs and look at the bedrooms and the bathroom.*
- Mrs Qadiri: *Good idea.*
- Agent: *This is the bathroom on your right.*
- Mrs Qadiri: *Yes, it's a very good size, isn't it?*
- Agent: *And opposite we have bedroom number 1. This is the big one.*
- Mr Qadiri: *So that'll be ours. What about the children's bedrooms?*
- Agent: *Well, here's bedroom number 2.*
- Mrs Qadiri: *It's smaller, but it's still a very good size for Nidal or Hadeel. You know, I think we've found the right house!*
- Agent: *And now we come to bedroom number 3.*
- Mr Qadiri: *But it's like a cupboard!*
- Mrs Qadiri: *There's no room to move!*
- Agent: *Well, it's a good room for a baby or a small child.*
- Mr Qadiri: *Yes, but our children aren't small! And they're almost the same age.*
- Mrs Qadiri: *We need another bedroom like bedroom 2.*
- Mr Qadiri: *It's no good. We can't ask Nidal or Hadeel to use this bedroom. They would be so angry!*

Period 5

ACTIVITY 1 Work in pairs. Talk about the pictures in the passage. 10 mins

- 1 Show the pictures to the pupils. Read the first question to the pupils and elicit the answers (*They are all types of houses*).
- 2 Read the other questions to the pupils. Help them to express themselves in the answers.

ACTIVITY 2 Read and mark the statements true (✓) or false (X). 15 mins

- 1 The pupils read the texts silently.
- 2 Read number 1 to the pupils. Ask *Is that correct?* (Yes). The pupils write ✓ on the answer line.
- 3 The pupils read the other sentences and write ✓ or X.

Answers: 1 ✓ 2 X 3 ✓ 4 ✓ 5 X

ACTIVITY 3 Listen and read aloud. 15 mins

- 1 Play recording 18. The pupils listen.
- 2 Choose individual pupils to read a section each of the text aloud. Help these pupils with pronunciation, stress and intonation. Play sections of the recording again if necessary, to make these points clearer.
- 3 In pairs, the pupils take turns to read a section each of the text to each other.

CD 1 Audio 18

Home is a special place

Human beings have always needed somewhere safe and comfortable to live – somewhere away from the world outside. Our ancient ancestors often used caves. Later, they learned to build houses and they designed them to keep out wild animals and bad weather.

Think of the Masai people of East Africa. Long ago, they began building their houses together in circles. They were very simple, but each joined the next, and together they became a strong wall. At night, they brought their cows and goats into the centre, safe from dangerous animals. Some Masai have continued living in communities like this until today.

In the past, people also found natural ways to protect themselves from difficult climates. In cold, wet places, traditional houses were often low with thick walls and small windows that faced away from the wind and rain. In the hot, dry Middle East, the thick, white walls of traditional houses protected people from the sun's heat.

Today, most people have moved to live in modern buildings, but one thing has not changed. We still need somewhere away from the outside world, a place to relax with family and friends. We want our house to be a home – a safe, happy, comfortable place at the centre of our lives.

When we have known a happy family home, we never forget it. Even if life takes us far away, we always remember that special place. In the words of the old saying: 'East or west, home is best.'

Period 6

ACTIVITY 1 Read and create a summary. 10 mins

- 1 Remind the pupils about the text they read in the previous class. Elicit the key ideas in the text from the pupils.
- 2 The pupils read the text again, individually.
- 3 Read the list of paragraph topics to pupils. Point to the first one (*Our need for a house that is a real home*). Ask *Which paragraph is that?* Help the pupils to identify the paragraph (4).
- 4 Individually, the pupils match the paragraphs in the text with the topics.
- 5 Check the answers orally.

Answers: 4, 3, 1, 5, 2

Change these ideas into sentences and write them out as a summary. Start like this.

- 1 Read the first sentence of the summary to the pupils.
- 2 Help them to make the second sentence.

UNIT 2

- 3 Repeat with the other sentences, then ask individual pupils to say the complete summary.

Answer: *People have had a need for somewhere safe from danger and bad weather since ancient times. They learned to build to protect themselves from dangerous animals. They build to protect themselves from hot, cold and wet weather. We need a house that is a real home. A good home is important to all of us all through our lives.*

ACTIVITY 2 Work in pairs and expand the summary in activity 1. 10 mins

- 1 Read the example of 'expanding' the summary to the pupils.
- 2 Read the second sentence from the summary to the pupils (*They learned to build ... etc.*).
- 3 Help the pupils to expand the sentence with information they remember from the text.
- 4 In pairs, the pupils take turns to read sentences from the summary and expand it with more information from the text.

ACTIVITY 3 Read the passage again and do these tasks.

10 mins

- 1 The pupils read the text again, individually.
- 2 Read number 1 to the pupils and ask *What does 'they' refer to?* Help the pupils to work out the answer (*our ancient ancestors*).
- 3 The pupils work out what the other underlined words refer to.

Answers: 1 *our ancient ancestors* 2 *their houses* 3 *the houses*
4 *all the houses* 5 *the space inside the ring of huts*
6 *a happy family home*

- 4 Read number 1 to the pupils and ask *What does 'difficult climates' mean?* Help the pupils to say what it means (*weather that causes problems for people*).
- 5 The pupils work out what the other underlined words and phrases mean.

Answers: 1 *weather that causes problems for people* 2 *opened in the opposite direction* 3 *that is part of our nature*
4 *the things that happen to us*

ACTIVITY 4 Work in pairs. Think and discuss. 10 mins

- 1 Read the two questions to the pupils. Help them to express their ideas in their answers.
- 2 In pairs, the pupils continue the discussion. Encourage the pupils to make notes of their ideas.
- 3 After the pupils have had time to discuss, arrange a feedback session. Write the best ideas on the board.

Period 7

ACTIVITY 1 Complete the conversation. Use words from the boxes. 10 mins

- 1 Read the words in the box to the pupils.
- 2 Elicit the missing word for number 1 (*hall*).
- 3 The pupils write the rest of the missing words.
- 4 Check the answers orally.

Answers: 1 *hall, shoe cupboard, rug* 2 *living room, sofa, TV*
3 *bedroom, bed, wardrobe* 4 *dining room, dining table, dining chairs*

ACTIVITY 2 Work in pairs. Practise the conversation in activity 1. 10 mins

- 1 Choose pairs of pupils to read one dialogue each to the class.
- 2 In pairs, all the pupils read the dialogues.

ACTIVITY 3 Find words in the passage to form pairs of nouns and adjectives. 10 mins

- 1 Read the word *danger* to the pupils. Ask *Can you find the adjective form of 'danger' in the text on the previous page?*
- 2 Help the pupils to find the word (*dangerous*).
- 3 In pairs, the pupils complete the rest of the pairs.

Answers: *danger, dangerous / heat, hot / nature, natural / rain, rainy / safety, safe / sun, sunny / wind, windy*

ACTIVITY 4 Work in pairs. Use pairs of words from activity 3 to complete the sentences. Take turns to read them out. 10 mins

- 1 Read number 1 to the pupils. Help them to work out the missing pair of words (*hot, heat*).
- 2 In pairs, the pupils complete the rest of the sentences.

Answers: 1 *hot, heat* 2 *rain, rainy* 3 *dangerous, danger*
4 *windy, wind* 5 *Safety, safe* 6 *sun, sunny* 7 *nature, natural*

Period 8

ACTIVITY 1 Read the examples. 10 mins

- 1 Read the sentences to the pupils.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*b – the past simple*).

- 2 Repeat with the other sentences. Help the pupils to understand the difference between the past simple and the present perfect.

Answers: 1b 2a 3b 4a 5b

ACTIVITY 2 Complete the diagram. Add the sentences in the box. 10 mins

- 1 Explain to the pupils that this is a timeline, starting in the past on the left, and continuing to now on the right.
- 2 Read the sentences to the pupils.
- 3 Point to number 1. Ask *What sentence is about this point in the past?* Make sure the pupils understand that the point in the past is fifteen months ago, and that the sentence *The Qadiri family arrived in London fifteen months ago* refers to that point.
- 4 Point to the other sentences. Help the pupils to understand that these sentences refer to the whole period from fifteen months ago to now, so they add them to numbers 2 and 3.

Answers: 1 *The Qadiri family arrived in London fifteen months ago.* 2 *The Qadiri family have lived in London for fifteen months.* 3 *The Qadiri family have lived in the house since they arrived.*

ACTIVITY 3 Work in pairs. Ask and answer a new friend's questions. 10 mins

- 1 Read number 1 to the pupils. Help them to complete the answer correctly, with the information that is correct for them.
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: (Answers will vary)

ACTIVITY 4 Talk about actions. Use the past simple and present perfect. 10 mins

- 1 Read the instructions and the example sentences to the pupils.
- 2 Help the pupils to make sentences about their own classes.

Period 9

ACTIVITY 1 Work in pairs. Say what the family have a) already done, and b) still not done. 10 mins

- 1 Remind the pupils that:
 - we use *already* for things that have happened earlier than we expected.
 - we use *still* + negative for things that haven't happened, and we are emphasizing that they are taking longer than we expected.

- 2 Read the first dialogue to the pupils. Help the pupils to complete the reply using the information in the table.
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *Well, he's already painted the front door, but he still hasn't put up the shelves.* 2 *Well, she's already done the food shopping, but she still hasn't prepared dinner.* 3 *Well, she's already tidied up the living room, but she still hasn't swept the garden path.* 4 *Well, he's already cleaned the windows, but he still hasn't washed the car.*

ACTIVITY 2 Make sentences. Use the present perfect continuous and present continuous. 15 mins

- 1 Remind the pupils that we use the present perfect continuous for actions that happened in the past and are just beginning to stop now.
- 2 Read the cues in number 1. Read the answer sentence, and help the pupils to understand how the answer sentence is made up from the cues.
- 3 The pupils make sentences with the other cues.
- 4 Check the answers orally.

Answers: 1 *Grandma has been flying for four hours. Now her plane is landing.* 2 *She has been queuing to show her passport for ten minutes. Now the man is looking at it.* 3 *She has been waiting to get her bags for 15 minutes. Now they are arriving from the plane.* 4 *She has been thinking about this moment for over a year. Now it is really happening!*

ACTIVITY 3 Work in pairs. Ask and answer questions with the present perfect and past simple. 15 mins

- 1 Show the pupils the cues in the first square about Mr Qadiri.
- 2 Read the dialogue and help the pupils to see how it uses the information in the first square.
- 3 Choose pairs of pupils to say similar dialogues using the cues in the other squares.
- 4 In pairs, all the pupils practise asking and answering the questions.

Period 10

! Note: There are several low-frequency words in the poem in this lesson:

- abide – live
- contentment – happiness
- creed – a set of beliefs, particularly religious beliefs
- dwell – live
- let – to make something possible
- mankind – the human race

ACTIVITY 1 Look at the picture and do the tasks. 5 mins

- 1 Show the pupils the picture, then read numbers 1 to 3 to them.
- 2 Help the pupils to express themselves in their answers.

ACTIVITY 2 Listen to the poem. Say what it seems to be about. 5 mins

- 1 Explain to the pupils that they are going to listen to a poem. They have to decide what the poem is about. Read the three options a, b and c to the pupils.
- 2 Play recording 19. The pupils listen.
- 3 Ask the pupils what the poem is about (c). If some pupils give other answers, help them to understand why c is the correct answer.

CD 1 Audio 19**A School Creed**

*This is our school.
Let peace dwell here,
Let the rooms be full of contentment,
Let love abide here,
Love of one another,
Love of mankind,
Love of life itself,
And love of God.
Let us remember
That, as many hands build a house,
So many hearts make a school.*

ACTIVITY 3 Listen again to learn some new words. Then decide the meanings of these. 10 mins

- 1 Help the pupils find the new words (*one another, as, so*) in the poem.
- 2 Play recording again. Individually, the pupils choose the correct meanings.
- 3 Check the answers orally.

Answers: *one another: b as: b so: b*

ACTIVITY 4 Listen to the poem again and do the tasks. 10 mins

- 1 Read number 1 to the pupils. Help them to find one of the appropriate lines.
- 2 Play recording 19. The pupils look for appropriate lines for number 1 and number 2.
- 3 Check the answers orally.

Answers: 1 Lines 4, 5, 6 2 Lines 2, 3, 7, 8, 11

ACTIVITY 5 Listen again and read out the poem. 10 mins

- 1 Play recording 19 to the pupils again. Help them to understand the rhythm of the lines as they listen.
- 2 Choose individual pupils to read the poem aloud to the class. Help the pupils to read it with appropriate stress, intonation and pronunciation.
- 3 In pairs, the pupils read the poem to each other.

Period 11**ACTIVITY 1 Listen and write down what you hear. 10 mins**

- 1 Explain to the pupils that they should write the two sentences they hear.
- 2 Play recording 20. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

CD 1 Audio 20

- 1 *The family have been preparing Grandma's room, and they have bought a carpet, a wardrobe and another chair for the dining room.*
- 2 *Human beings continue to need to get away from the outside world, and to relax with family and friends in a safe, happy, comfortable home.*

Answers: *see the audio*

ACTIVITY 2 Work in pairs. Do the tasks to write Waleed's progress report. 15 mins

- 1 Read the sentence endings to the pupils. Show them that the third sentence ending comes first.
- 2 In pairs, the pupils decide on the order of the three sentences.

Answer: 2, 3, 1

- 3 Read the sequence markers (*Finally, First, Next*) to the pupils.
- 4 Help the pupils decide which one to use with the first sentence (*First*).
- 5 In pairs, the pupils choose the sequence markers for the other sentences.

Answer: *First, Next, Finally*

- 6 Read the three topic sentences to the pupils.
- 7 In pairs, the pupils decide which is the best topic sentence.

Answer: *Last Saturday, we finally started preparing for Grandma's visit.*

- 8 Show Waleed's list to the pupils. Help them to start completing the paragraph below.

ACTIVITY 3 Write paragraphs 2 and 3 of the report. 15 mins

- 1 In pairs, the pupils complete the two paragraphs, adding the other two topic sentences.

Answer: *Today is Thursday, and we have done four of the things on the list. We have already chosen a new carpet and we have bought a new wardrobe. We have put up some pictures, and we have got another chair for the dining room. Last Saturday, Mum chose the new carpet and Dad bought the wardrobe. Then Lana and I put up some pictures on Monday, and Dad got another chair for the dining room yesterday. / However, we have not done the other four things on the list yet. We still haven't made any new curtains. We haven't made Grandma's bed, we haven't put up the curtains, and we haven't put any flowers by the bed. Tomorrow, Mum and Lana will make the new curtains, and Lana and I will make the bed. Then, on Saturday, we will put up the curtains, and we will put some flowers by the bed.*

Period 12

ACTIVITY 1 Write notes about yourself. 10 mins

- 1 Read the Unit task card to the pupils. Explain that they will be writing about what they have been doing recently.
- 2 Read instruction 1 to the pupils. Help them to choose suitable activities that they have been doing.
- 3 Read instruction 2 to the pupils. Help them to make notes about things they still haven't started to do.

ACTIVITY 2 Work in pairs. Tell each other about your hopes and plans. 10 mins

- 1 Choose a pupil and read the example conversation together.
- 2 Choose a pair of pupils. Help them to read the example conversation together, adding details about their own activities.
- 3 In pairs, the pupils practise the conversation, adding details about their own activities.

ACTIVITY 3 Write your report in three paragraphs. Use this plan. 10 mins

- 1 Read the instructions for each paragraph.
- 2 Individually, the pupils write a report about what they have been doing.
- 3 While they are writing, circulate around the class. Make sure that they are using each paragraph for the specified purpose.

ACTIVITY 4 Work in groups. Read out your reports to each other. 10 mins

- 1 In small groups, the pupils read their reports to each other.
- 2 Arrange a feedback session: choose pupils to report to the rest of the class on the activities they heard about.

Be fit, but be safe

Aims: to be able to use the comparative and superlative forms of adjectives and adverbs

Key language: *calm down, collapse, cover, first aid kit, ground, lie, pulse, right, sweat, thermal blanket, beat, chart, gentle, heart, injury, out of breath, rate, sensible, warm up / activity, health*

Language structures: comparative adjectives with *-er* and *more*; superlative adjectives with *-est* and *most*; adjectives with *as . . . as*

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about sports. Ask them questions such as *What are the most popular sports in Palestine? What are your favourite sports? What sports are you good at? Why is it important to do sports?* etc.
- 2 Show the picture to the pupils. Explain that these people are Waleed Qadiri, his friend Jamie and the sports coach.
- 3 Talk with the pupils about the possible disadvantages of sports. Ask questions such as *Have you ever had any accidents when you play sports? Is it a good idea to do sports when you are ill? Why not?* etc. Help the pupils with the vocabulary they need to express their ideas.

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 21. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 1 Audio 21

calm down collapse cover first aid kit ground lie pulse right sweat thermal blanket

ACTIVITY 2 Look at the picture on the next page.

Describe it. 8 mins

- 1 Tell the pupils to look at the picture on page 29. Read the beginning of sentence 1 (*These three people...*). Help the pupils to match the rest of the sentence (*seem to be / on a football pitch*).
- 2 The pupils match the rest of the sentences.

Answers: 1 *These three people / seem to be / on a football pitch.* 2 *One of them is on his back, and he may be sick.* 3 *The other two are with him on the grass, and they look worried.* 4 *The adult wants the second boy to go and get something.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 The pupils read the questions silently.
- 2 Play recording 22. The pupils answer the questions.
- 3 Play recording again. The pupils check their answers.

CD 1 Audio 22

Narrator: *Waleed and his friend Jamie are at football training. Jamie is a very good player, but it is his first day back at school after a week in bed with flu – and something is not right.*

Waleed: *Jamie, you don't look good.*

Jamie: *I'm much better than I was.*

Waleed: *But perhaps you should take things more slowly.*

Jamie: *The most important match of the year is on Saturday, and I want to be ready for it.*

Waleed: *But you're not as strong as you think you are.*

Jamie: *I'm fine!*

Coach: *Listen, everyone. You're doing better than you were last week, but you're still not doing the best you can. And you're still not as fit as you need to be. So next, please run round the pitch as fast as you can. Go!*

Waleed: *Jamie, stop! You look terrible!*

Jamie: *You're right . . . It's getting worse . . . [He falls to the ground, and he lies there, not moving.]*

Waleed: *Coach! Jamie has collapsed!*

Coach: *Really? He's usually the fittest boy in the team.*

Waleed: *Yes, but he's just had flu.*

Coach: *What! Well, he was wrong to start training so soon.*

Waleed: *I told him! I told him!*

Coach: *OK, Waleed, calm down. Now let's check his pulse . . . Hm, it's racing. He's cold, too, and he's sweating.*

Waleed: *Do we need a doctor?*

Coach: *Perhaps, but first let's cover him. Run and get the thermal blanket and the first aid kit.*

Waleed: *I'll be as quick as I can.*

Answers: 1 *He had flu.* 2 *He doesn't look good.* 3 *Because Jamie is usually the fittest boy in the team.* 4 *He decides to cover him with the thermal blanket.*

ACTIVITY 4 Listen and read. Find the words and phrases from activity 1. 10 mins

- 1 Read the words in activity 1 to the pupils again.

- 2 Play recording 22 again. The pupils look for the new words in the dialogue.
- 3 Say each of the words and phrases and ask a pupil to read the complete sentence with that word.

Everyday English Activity 3 mins

- 1 Read the expressions to the pupils, using appropriate stress and intonation.
- 2 The pupils repeat the expressions chorally and individually. Make sure they use appropriate stress and intonation.

Period 2

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What's the missing word? (right)*.
- 2 The pupils complete the rest of the activity with the new words from period 1.

Answers: 1 right, sweating 2 collapsed, calm down 3 first aid kit, cover 4 thermal blanket, pulse 5 ground, lie

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 23. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class. One pupil is A (the friend), the other is B (the person with a health problem / the person who does first aid).
- 4 In pairs, all the pupils practise reading the dialogues.

CD 1 Audio 23

- 1 A *You don't look well. Something isn't right.*
B *I know. I'm sweating, but I'm not hot. I feel cold. I feel ...*
- 2 A *Help! Help! My friend has collapsed. Call a doctor!*
B *I don't think she's as bad as that, so calm down, and let's try to help her.*
- 3 A *I'll go and get the school's first aid kit.*
B *Good idea. And we need to cover her to keep her warm.*
- 4 A *I'll bring a thermal blanket.*
B *Good. And now I need to check her pulse to see if it's strong or weak.*
- 5 A *Should we leave her on the ground like this, or should we move her?*
B *No, let her lie here quietly at the moment.*

ACTIVITY 3 Read again and answer the questions.

10 mins 

- 1 Point to the dialogue in activity 4 of the previous period.

- 2 Elicit the names of the people in the picture.
- 3 The pupils read the dialogue silently, then they answer the questions individually.
- 4 Check the answers orally. When pupils say the correct answer, ask them to also read the line(s) in the dialogue where they found the answer.

Answers: 1 *He thinks that he feels fine.* 2 *Because there's an important match on Saturday.* 3 *He thinks Jamie should take things more slowly.* 4 *Waleed is right, and we know this because Jamie collapses.* 5 *He tells the coach that Jamie has just had flu.* 6 *His pulse is very fast, he's cold and he's sweating.* 7 *He wants to cover Jamie.* 8 *He's going to get the thermal blanket.*

ACTIVITY 4 Work in groups. Listen again and practise the conversations. 10 mins

- 1 Arrange the pupils in groups of three. Assign the three roles – Waleed, Jamie and the coach – to the pupils in each group.
- 2 Play recording 22 again. The pupils listen.
- 3 Choose a group of pupils to read the dialogue aloud.
- 4 In their groups, all the pupils practise reading the dialogue.

Period 3

ACTIVITY 1 Read the examples. 10 mins

- 1 Read the example sentences to the pupils.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*a – -er / -est forms*).
- 2 Repeat with the other sentences. Make sure the pupils understand that we use *-er / -est* forms for short adjectives, and we use the *more / most* forms for long adjectives and all adverbs. Also make sure that they understand that there are irregular forms of *good / well*, and how to use the *as ... as* form of adjectives and adverbs.

Answers: 1 a 2 b 3 b 4 b 5 a

ACTIVITY 2 Compare Fuad, Yasser and Majed. 10 mins

- 1 Point to each of the pictures; show how each boy is feeling sick, and each boy has a fever.
- 2 Read number 1 to the pupils. Show how the comparative and superlative forms of *sick* are used.
- 3 Help the pupils to say similar sentences in number 2.
- 4 The pupils say similar sentences for numbers 2 and 3.

Answers: 1 They all feel sick, but Fuad doesn't feel as sick as Yasser or Majed. Yasser feels sicker than Fuad, and Majed feels the sickest of them all. 2 They all have dangerous fevers, but Fuad's fever is not as dangerous as Yasser's or Majed's. Yasser's fever is more dangerous than Fuad's and Majed's fever is the most dangerous of them all. 3 They are all sweating heavily, but Fuad isn't sweating as heavily as Yasser and Majed. Yasser is sweating more heavily than Fuad, and Majed is sweating the most heavily of them all.

ACTIVITY 3 Work in pairs. Compare Reema, Sameera and Lana. 10 mins

- 1 Read the text to the pupils. Read the first questions (*How fast did they run?*) and help the pupils to make sentences such as *Reema didn't run as fast as Sameera. / Sameera ran faster than Reema. / Lana ran the fastest of all of them.*
- 2 In pairs, the pupils talk about the three girls and how fast they ran, how well they jumped and how quickly they passed the ball.

Have more conversations like this one. 10 mins

- 1 Read the example conversation to the pupils.
- 2 Repeat with individual pupils, using the other information in the table.
- 3 In pairs, all the pupils practise the conversation, using all the information about the three girls.

Period 4

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 24. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 1 Audio 24

beat chart gentle heart injury out of breath rate sensible warm up/act active activity healthy health

Word formation

- 4 Show the pupils how we change the verb *act* into the adjective *active* and into the noun *activity*, by adding *-r*.
- 5 Show the pupils how we change the noun *health* into the adjective *healthy*.

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 8 mins

- 1 Play recording 25. Pupils listen.
- 2 Read number 1 to the pupils. Ask *What's the missing word? (charts).*
- 3 The pupils complete the rest of the activity with the new words from activity 1.

CD 1 Audio 25

- 1 A *Why do you use so many charts in your teaching?*
B *Well, they're often easier to understand than words, so it's just a sensible thing to do.*
- 2 A *Can you explain the beat that you feel when you check your pulse?*
B *Yes, you see, your heart produces that.*
- 3 A *Do you get out of breath quickly when you run?*
B *Yes, I do, and my heart rate rises.*
- 4 A *I want to become more active. Perhaps I should start a new sport.*
B *Well, you can go to the sports centre. They have various activities that you can choose from.*
A *Good idea. And I'm sure it'll be good for my health if I can get fitter.*
- 5 A *When you go training, always warm up carefully first.*
B *I know. I always start with some gentle exercises.*
A *That's good because it helps to stop sports injuries.*

Answers: 1 charts, sensible 2 beat, heart 3 out of breath, rate 4 healthy, activities, health 5 warm up, gentle, injuries

ACTIVITY 3 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 25. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

ACTIVITY 4 Listen and choose the best way to complete the statements. 15 mins

- 1 Read the text to the pupils.
- 2 Read number 1 to the pupils. Explain that while they listen, they will have to complete the statement with *some* or *most*, according to what Dr Blake says.
- 3 Play recording 26 the first time. The pupils listen.
- 4 Play recording again. The pupils complete the statements.
- 5 Play recording a third time. The pupils check their answers.
- 6 Check the answers orally.

CD 1 Audio 26

Presenter: Now, Dr Blake, there are some older people who worry that young people today are not fit enough, and not healthy enough. They say their lives are too soft and too easy. They think that they watch too much TV and they don't get enough exercise. What do you think?

Blake: Well, some young people may be like that, but I don't think most young people are. And every year, young sports people do better than ever before.

Presenter: Ah, yes, but not everyone can be a top sports person. How much exercise should a normal young person do?

Blake: You don't need to do hours of hard training every day to be healthy. About half an hour of exercise is enough. But you need to do something active enough to raise your heart rate, to make your heart beat faster, and to get a little out of breath.

Presenter: So what activities can you do, for example?

Blake: You can walk fast to and from school every day. Or you can help at home and do some active housework like cleaning the windows.

Presenter: That isn't really enough to get fit, is it?

Blake: You can do more than that, of course. But yes, that's enough to feel fitter and healthier, to stay thin and not to put on weight if you don't eat too much. You'll live longer, too!

Presenter: Good, so let's talk about sports and sports injuries. How can people do sports and not hurt themselves?

Blake: Some sports are more dangerous than others, but with all sports, you have to be sensible. You need to warm up with some gentle exercises. Don't push yourself too hard or too soon. And wear the right things – good-quality shoes, for example. Finally, don't go on for too long. When you're tired, stop.

Answers: 1 most 2 half an hour 3 walking 4 less dangerous than others 5 You should stop

Period 5**ACTIVITY 1 Work in pairs. Talk about the picture on the next page. 10 mins**

- 1 Point to each of the pictures. Read the first question to the pupils and elicit the answer (*Because it's a school*).
- 2 In pairs, the pupils ask and answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 They're wearing uniform because it's a school. 2 He's probably a visitor. 3 It's something about sports and training. 4 Because he wants to ask a question. 5 He's going to ask the boy what his question is.

ACTIVITY 2 Read and mark the statements true (✓) or false (X). 15 mins

- 1 The pupils read the texts silently.
- 2 Read number 1 to the pupils. Ask *Is that correct?* (No). The pupils write X on the answer line.
- 3 The pupils read the other sentences and write ✓ or X.

Answers: 1 X 2 ✓ 3 ✓ 4 ✓ 5 X

ACTIVITY 3 Listen and read aloud. 15 mins 

- 1 Play recording 27. The pupils listen.
- 2 Choose individual pupils to read a section each of the article aloud. Help these pupils with pronunciation, stress and intonation. Play sections of the recording again if necessary, to make these points clearer.
- 3 In pairs, the pupils take turns to read a section each of the article to each other.

CD 1 Audio 27

Narrator: Dr Blake is at Waleed's school, and he has been using charts to talk about health, sport and getting fit. Now he is answering questions.

Julie: Hello. I'm Julie Nixon. I started rock climbing last year, but I fell and broke my leg. Since then, I haven't been active enough, but I want to try something safer! What's your advice?

Blake: You feel that rock climbing is too dangerous for you, and yes, it is more dangerous than most sports. The safest activity is swimming, and that's also good for old injuries like yours. But with all sports, always remember to warm up first. Do gentle exercises for the various parts of your body. This helps stop injuries.

Jamie: I'm Jamie Smith, and I recently went football training after a week in bed with flu. I started well enough, but then I got out of breath. I began sweating badly, and my heart started beating very fast. Then I collapsed. They say my heart rate was 190 beats a minute! But I was all right after ten minutes, and I wanted to start again. The problem was that our coach sent me home! He said I wasn't fit enough to train. Was he wrong?

Blake: No, he was right – and you were wrong. Hard training after you've been sick is dangerous, Jamie. Your body was still too weak to do sports, and you didn't wait long enough to get well again. The rule is this: be sensible, and don't push yourself too hard or too soon. Take things slowly, and remember the old saying: 'Better safe than sorry'.

Period 6

ACTIVITY 1 Read and add notes to complete the table.

10 mins

- 1 Remind the pupils about the magazine article on page 32 that they saw in the previous class.
- 2 Show the pupils the headings in the table (*Name, Activity, When* etc).
- 3 Ask individual pupils to read a paragraph each of the magazine article to the class.
- 4 Ask *What goes under Julie – Activity? (rock climbing)*.
- 5 The pupils add notes to the correct headings.
- 6 Check the answers orally.

Answers: *Julie: rock climbing / last year / fell and broke her leg / try swimming* *Jamie: football training / recently / he collapsed, the coach sent him home / push yourself too hard or too soon*

ACTIVITY 2 Work in pairs. Ask and answer questions about Julie and Jamie. 10 mins

- 1 Read the instructions for Student A and Student B to the class.
- 2 Take the part of Student A; demonstrate a dialogue with a pupil (Student B).
- 3 In pairs, the pupils take the parts of Student A and Student B and practise the dialogue.
- 4 Call one pair of pupils up to the front to demonstrate their dialogue to the class.

ACTIVITY 3 Read the passage again and do these tasks.

10 mins

- 1 Give the pupils time to read the magazine article on page 32 again, silently.
- 2 Read number 1 and ask the pupils to find *safer* in the article. Help the pupils to work out what *safer* refers to (*a sports activity that isn't as dangerous as rock climbing*).
- 3 The pupils work out the rest of the references and meanings.
- 4 Check the answers orally.

Answers: 1 a sports activity that isn't as dangerous as rock climbing 2 Julie's 3 the doctors / the people checking his heart rate 4 be sensible, and don't push yourself too hard or too soon 1 it will help old injuries 2 being ill, in bed, for a week 3 it was a mistake to push yourself too hard 4 don't do too much exercise. 5 a popular piece of wisdom 6 It's better to do things safely than take risks and perhaps have problems.

ACTIVITY 4 Work in pairs. Think and discuss. 10 mins

- 1 Read the questions to the pupils. Elicit answers from them.
- 2 In pairs, the pupils continue the discussion. Encourage the pupils to make notes of their ideas.
- 3 After the pupils have had time to discuss, arrange a feedback session. Write the best ideas on the board.

Period 7

ACTIVITY 1 Work in pairs. Match the letters in brackets to the words in the box. Use them to complete the paragraph. 10 mins

- 1 Read the words in the box to the pupils.
- 2 Read the first sentence. Show the pupils the jumbled words in brackets at the end of the sentence (*gub, kics*).
- 3 Help the pupils work out what the missing words are (*bug, sick*).
- 4 In pairs, the pupils write the rest of the missing words.
- 5 Check the answers orally.

Answers: 1 *bug* 2 *sick* 3 *fever* 4 *sore throat* 5 *earache* 6 *coughing* 7 *sneezing* 8 *cold* 9 *flu* 10 *medicine*

ACTIVITY 2 Complete the table with nouns and adjectives from the passage in period 5. 15 mins

- 1 Show the rows of nouns and adjectives to the pupils.
- 2 Point to the space above *healthy* and ask *What word goes here? (health)*.
- 3 The pupils write the rest of the words. If they aren't sure what word to write, they can find all the words they need in the passage in period 5.
- 4 Check the answers orally.

Answers: 1 *health* 2 *safe* 3 *activity* 4 *dangerous*

Now use pairs of words from the table to complete the sentences.

- 5 The pupils complete the sentences with words from the table.
- 6 Check the answers orally.

Answers: 1 *healthy, health* 2 *danger, dangerous* 3 *safe, safety* 4 *active, activity*

ACTIVITY 3 Work in pairs. Name the sports from the letters in the box. 15 mins

- 1 Ask the pupils to find the first jumbled word and unjumble it (*football*).
- 2 The pupils write *football* under the picture (number 1).
- 3 In pairs, the pupils unjumble the rest of the words and write the labels.
- 4 Check the answers orally.

Answers: 1 *football* 2 *basketball* 3 *sailing* 4 *running*
5 *swimming* 6 *table tennis* 7 *volleyball* 8 *tennis*

Now talk about sports that you like and you do not like so much. 5 mins

- 1 Read the example conversation to the pupils.
- 2 Choose a pupil to practise the dialogue with. Help the pupil to make a sentence comparing other sports. Answer about yourself, then help the pupil express his / her opinion.
- 3 Repeat with other pupils and other sports.
- 4 In pairs, the pupils practise the dialogue with other sports and their own opinions.

Period 8**ACTIVITY 1 Read the examples. 10 mins**

- 1 Read the sentences to the pupils. Make sure the pupils are aware that all the sentences use *too* or *enough*.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 2 Read number 2 to the pupils. Elicit the answer (*a – more*).
- 3 The pupils read and choose the best way to complete the other statements.
- 4 Check the answers orally.

Answers: 2 *a* 3 *b* 4 *b* 5 *a* 6 *a*

ACTIVITY 2 Work in pairs. Talk about the people. 15 mins

- 1 Show the first picture to the pupils, and read the first pair of sentences to them.
- 2 Help the pupils make a pair of sentences about picture 2 (*His trousers are too short / His trousers aren't long enough*).
- 3 In pairs the pupils make sentences about all three pictures.
- 4 Check the answers orally.

Answers: 1 *Her shoes are too large. / Her shoes aren't small enough.* 2 *His trousers are too short. / His trousers aren't long enough.* 3 *His shirt colour is too light. / His shirt colour isn't dark enough.*

ACTIVITY 3 Work in pairs. Talk about the people. 15 mins

- 1 Show the first picture to the pupils, and read the first pair of sentences to them.
- 2 Show the pupils how one sentence has *too* and the other has *enough*. Also show that the sentence with *too* has for *him / her to ...*
- 3 Help the pupils make a pair of sentences about picture 2 (*The ball is too fast for her. / She isn't quick enough to stop the ball*).
- 4 In pairs the pupils make sentences about all three pictures.
- 5 Check the answers orally.

Answers: 1 *It's too high for him. / He isn't good enough to jump as high as that.* 2 *The ball is too fast for her. / She isn't quick enough to stop the ball.* 3 *The weights are too heavy for him. / He isn't strong enough to hold them above his head.* 4 *She is too good for him. / He isn't fast enough to return the ball.*

Period 9**ACTIVITY 1 Work in pairs. Compare the three mini-buses. 10 mins**

- 1 Read the text and point to the names of the mini-buses in the table (*The Skyline, The Road Runner, The Montana*).
- 2 Point to the information in the table and say the adjectives – *big, safe, comfortable, expensive, expensive to use*.
- 3 Read the dialogue to the pupils.
- 4 Say an adjective and elicit comparisons from the pupils. For example, say *safe*, and elicit *The Montana is safer than The Skyline, isn't it? / Yes, but it isn't as safe as the Road Runner, is it? / That's right. The Road Runner is the safest of all.*
- 5 In pairs, the pupils practise the dialogue, using all the information in the table.
- 6 Choose pairs of pupils to say their dialogues to the class.

ACTIVITY 2 Work in pairs. Read and discuss the mini-buses. 10 mins

- 1 Read the note from the head teacher to the pupils. Ask the pupils to say what the head teacher wants (*The new mini-bus must be safe. It must be comfortable etc.*).
- 2 Read the example dialogues to the pupils.
- 3 Choose pupils to practise the dialogues with. Help the pupils to make suitable comparisons and comments.
- 4 In pairs, the pupils practise the dialogues.
- 5 Choose pairs of pupils to say their dialogues to the class.

ACTIVITY 3 Write back to the head teacher. 10 mins

- 1 Ask the pupils *Which is the best mini-bus for the school? (The Montana)*.
- 2 The pupils complete the text with the correct form of the adjectives.

3 Check the answers orally.

Answers: (Answers may vary) After a lot of thinking, we have decided that the right mini-bus for our school is the Montana. We think that it is comfortable enough and safe enough too. It is big enough to carry 17 people. It is also not too expensive to use. Finally, it is not the most expensive.

ACTIVITY 4 Work in groups. Talk about yourselves when you were young. 10 mins

- 1 Read the example sentences to the pupils.
- 2 Elicit other idea for what the pupils wanted to do when they were younger. For example, *drive a car, ride a horse, paint my bedroom* etc.
- 3 Elicit ideas why the activities were impossible – *too young to drive, too small to ride a horse, too small to paint the walls* etc.
- 4 Help pupils to make sentences like the examples.
- 5 In groups, the pupils make sentences about what they couldn't do, and why.
- 6 Choose pupils to say their sentences to the class.

Period 10**ACTIVITY 1 Look at the picture and answer the questions.**

5 mins

- 1 Read the questions to the pupils. Elicit their answers (*He's Dr Blake, He's at a school, He's been talking about being healthy*).

ACTIVITY 2 Listen to part 1 and complete the notes.10 mins 

- 1 Explain that the pupils will listen to Dr Blake talk about your heart rate during exercise.
- 2 Read the information in the table and make sure the pupils understand all the words.
- 3 Point out the information the pupils must listen for.
- 4 Play recording 28. The pupils listen.
- 5 Play recording again. The pupils complete the notes.
- 6 Play recording again. The pupils check their answers.
- 7 Check the answers orally.

CD 1 Audio 28**Part 1**

Blake: Now, a healthy heart is a very important thing, and being fit is very important, too. And even before exercise, there's something very different between the heart of a fit person and the heart of someone who isn't fit. If you're not very fit, your normal heart rate is probably about seventy beats a minute. But if you're very fit, your normal heart rate is probably less. And you know, some top runners have a heart rate of just forty beats a minute. And that's very different, I think you'll agree.

And what about during exercise? Well, if you're not fit, your heart rate rises quickly, and then you get out of breath fast. However, if you're fit, the changes are smaller. You get out of breath more slowly, and your heart rate rises less quickly.

And finally, what about after exercise? If you're not fit, you can only get your breath back slowly, and your heart rate falls slowly to its normal rate. However, if you're fit, you can get your breath back more quickly, and your heart rate falls faster.

Answers: Before exercise: seventy, less. During exercise: rate, slowly, heart rate, quickly. After exercise: breath, heart rate, normal, breath, heart rate, faster.

ACTIVITY 3 Work in pairs. Ask and answer questions. 7 mins

- 1 Read the example dialogue to the pupils.
- 2 Choose a pupil. Say that you are Dr Blake. Help the pupil to ask questions.
- 3 In pairs, the pupils practise asking and answering questions.
- 4 Choose pairs of pupils to say their questions and answers to the class.

ACTIVITY 4 Look at Dr Blake's chart in activity 1. Then listen to part 2 and do the tasks. 10 mins 

- 1 Read the questions to the pupils. Explain that these questions refer to the chart with the red line and the blue line in activity 1.
- 2 Play recording 29. The pupils listen.
- 3 Play recording again. The pupils complete the notes.
- 4 Play recording again. The pupils check their answers.
- 5 Check the answers orally.

CD 1 Audio 29**Part 2**

Blake: Now let's have a look at this chart. You see, we've done a kind of test with two young people, Steve and Kate. Kate is fit, but Steve is not. Let's find out what happened.

Before exercise, Steve's normal resting heart rate was seventy-three beats a minute. Then when he started doing exercise, his heart rate rose quickly to a hundred and fifty-five beats a minute. And then, when he stopped exercising, his rate fell very slowly to its normal resting rate after three minutes twenty.

But now, when we compare that with Kate, we see something very different. To start with, Kate's resting heart rate was just sixty-five beats a minute. And then, when she started doing exercise, her heart rate rose less – to just a hundred and thirty-two beats a minute. And it also rose more slowly. And after exercise, her heart rate fell faster than Steve's and returned to its normal resting rate after just one minute thirty.

Answers: 1 red line = Steve, blue line = Kate 2 Kate is fit, Steve is not fit. 3 Steve's resting rate was higher than Kate's. Steve's rate went up much more quickly than Kate's, and it was higher than Kate's. Steve's rate fell more slowly than Kate's.

ACTIVITY 5 Practise your pronunciation: the sounds of *th*.

8 mins 

- 1 Say the two *th* sounds /ð/ and /θ/ to the pupils. Make sure the pupils can hear the difference.
- 2 Play recording 30. The pupils tick the sounds they hear.
- 3 Play recording again. The pupils check their answers.
- 4 Check the answers orally.
- 5 Play the sentences. The pupils repeat the sentences chorally and individually.

CD 1 Audio 30

- 1 a **healthy** heart
- 2 important **thing**
- 3 **there's** something
- 4 **then** you get
- 5 out of **breath**
- 6 **the** changes

- 1 A healthy heart is a very important thing.
- 2 There's something that's very different.
- 3 Then you get out of breath fast.
- 4 If you're fit, the changes are smaller.

Answers: 1 θ 2 θ 3 ð 4 ð 5 θ 6 ð

Period 11

ACTIVITY 1 Listen and write down what you hear.

10 mins 

- 1 Explain to the pupils that they should write the two sentences they hear.
- 2 Play recording 31. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

CD 1 Audio 31

- 1 Jamie went football training before he was really fit, so he soon started sweating, and then he collapsed on the ground.
- 2 There is always the danger of an injury in any sport, so it is sensible to warm up before you begin with gentle exercises for various muscles.

Answer: see the audio

ACTIVITY 2 Look at Dr Blake's chart again. Use it to complete the table. 10 mins

- 1 Show the chart to the pupils. Help them to read it by asking questions such as *What is Steve's heart rate when he is exercising?* (155 beats per minute).
- 2 Help the pupils to complete the table, using the information in the chart.

Answers: 1 73, 65 2 155, 132 3 three minutes, twenty seconds; one minute, thirty seconds

ACTIVITY 3 Work in pairs. Ask and answer questions.

10 mins

- 1 Read the example questions to the pupils.
- 2 Demonstrate the dialogue with a pupil. Ask some of the questions and help the pupils who are taking the part of Dr Blake to say the answers.
- 3 In pairs, the pupils practise the questions and answers.
- 4 Choose pairs of pupils to say their questions and answers to the class.

ACTIVITY 4 Write paragraph 1 of a report. Use information from activity 2. 10 mins

- 1 Write the title on the board. The pupils copy it in their notebooks.
- 2 Help the pupils to choose a topic sentence (*The tests on Steve and Kate produced the following information*). Write it on the board.
- 3 Write the three starting phrases for the paragraph under the topic sentence.
- 4 Help the pupils to complete the first sentence, beginning *Before exercise, ...*
- 5 The pupils write the paragraph individually.

Period 12

ACTIVITY 1 Work in pairs. Test your heart rates to complete Chart 2. Do these tasks. 10 mins

! Note: In these instruction, all the pupils, in pairs, do the measuring. However, if you are short of time, just call one pair up to the front to do the measuring. Then all the pupils can use those results.

- 1 Read the Unit task card to the pupils. Explain that they will be measuring their own heart rate and writing a report about it.
- 2 Arrange the pupils in pairs. In each pair, one pupil is measuring the heart rates, and the other pupil is having his / her heart rate measured.
- 3 The pupils copy the chart from the previous period, without the lines for Steve and Kate.
- 4 Read the instructions for the pupils to measure their heart rates. Help the pupils record and measure their heart rates.
- 5 Read the instructions for doing exercise. The pupils measure their heart rate during exercise and after exercise.
- 6 The pupils draw a line on the chart to show their heart rates.

ACTIVITY 2 Write paragraph 2 of your report: Checking heart rates and fitness. 10 mins

- 1 Help the pupils to choose the best topic sentence (*When we tested my heart, we learned the following*).
- 2 The pupils write about their heart rates. They use the information in the chart, and follow the same layout in three parts as in period 11.

ACTIVITY 3 Work in pairs. Prepare to write paragraph 3 of your report. 10 mins

- 1 Read the instructions. The pupils choose the answers that are correct for their own case.

ACTIVITY 4 Write paragraph 3. Use your answers to activity 3. 10 mins

- 1 The pupils use the sentences that they chose in activity 3 to write paragraph 3 of the report.

A great leader

Aims: to be able to use the past simple and the past continuous; to be able to use the past simple and the past perfect

Key language: *anyway, as well as, behave, certainly, enemy, fair, get on (a bus), leader, remind, ruler*

battle, defeat, die, God, peace, prophet, respect / crusader, believer, freely

Language structures: past simple, past continuous, past perfect

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Show the picture to the pupils. Ask *Who are they? (Waleed and Jamie), Where are they? (On the school bus) and What are they looking at? (A book with a picture of Salah Al-Din).*
- 2 Talk with the pupils about Salah Al-Din. Ask questions such as *Who was he? When did he live? What did he do? Was he a great leader?* etc. Help the pupils with the vocabulary they need to express their ideas.

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 1. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 2 Audio 1

anyway as well as behave certainly enemy fair get on (a bus) leader remind ruler

ACTIVITY 2 Look at the picture on the next page.

Describe it. 8 mins

- 1 Tell the pupils to look at the picture on page 41. Ask *Who are they? (Waleed and Jamie).*
- 2 Read the beginning of sentence 1 (*This picture ...*). Help the pupils to match the rest of the sentence (*seems to show / the inside of a bus*).
- 3 The pupils match the rest of the sentences.

Answers: 1 *This picture / seems to show / the inside of a bus.*
 2 *The people nearest us / are clearly / Jamie and Waleed.*
 3 *Jamie is showing / a book / to Waleed.* 4 *The picture in the book / shows a man / from long ago.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 The pupils read the questions silently.
- 2 Play recording 2. The pupils answer the questions.
- 3 Play recording again. The pupils check their answers.

CD 2 Audio 2

Narrator: *Yesterday morning, Jamie was taking the bus to school. Then Waleed got on, too.*

Waleed: *Hi, Jamie. I tried to call you yesterday evening, but you were out.*

Jamie: *Sorry. I was getting some books from the library.*

Waleed: *Were you working on the new project?*

Jamie: *Yes – 'A great leader'. I was trying to choose one.*

Waleed: *It's hard! I'm still thinking about it.*

Jamie: *You have to think about personal qualities, as well as things that people did.*

Waleed: *You're right. So did you decide?*

Jamie: *Well, I looked at various books about modern leaders like Gandhi, Arafat and Mandela and ancient rulers like Alexander the Great.*

Waleed: *And?*

Jamie: *And while I was looking, I noticed a book about Saladin.*

Waleed: *Jamie, the name is Salah Al-Din, not Saladin.*

Jamie: *Oh, sorry, I was just saying it the English way. Anyway, the book reminded me: I saw a TV documentary about him last week.*

Waleed: *Yes, I saw it, too, and he was certainly a great leader. Is this the book?*

Jamie: *Yes, and it's very interesting. 'Salah Al-Din: a leader ahead of his time.'*

Waleed: *What does that mean?*

Jamie: *Well, in those days, people were killing each other all the time, but he tried to behave better than that. He tried to be fair and generous to everyone – even his enemies. So he's the one for me – 'a leader ahead of his time'.*

Waleed: *Great! And you're certainly ahead of me on this project!*

Answers: 1 *They were talking about their projects.* 2 *He thought about Gandhi, Arafat, Nelson Mandela and Alexander the Great.* 3 *It was from the library, and it was about Salah Al-Din.* 4 *Because he tried to be fair and generous to everyone.*

ACTIVITY 4 Listen and read. Find the words and phrases from activity 1. 5 mins

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 2 again. The pupils look for the new words in the dialogue.
- 3 Say each of the words and ask a pupil to read the complete sentence with that word.

Everyday English Activity 3 mins

- 1 Read the expressions to the pupils, using appropriate stress and intonation.
- 2 The pupils repeat the expressions chorally and individually. Make sure they use appropriate stress and intonation.

Period 2

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What's the missing word? (enemies)*.
- 2 The pupils complete the rest of the activity with the new words from period 1.

Answers: 1 enemies 2 remind, get on 3 ruler, leader
4 fair, certainly 5 behave, as well as 6 anyway

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 3. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

CD 2 Audio 3

- 1 A *I'm very sorry that we argued so badly yesterday.*
B *I'm sorry, too. We should be friends, not enemies.*
- 2 A *I can't remember the way to the city centre. Can you remind me?*
B *Just get on the first bus that comes. They all go to the centre.*
- 3 A *Alexander the Great became the ruler of large parts of Asia.*
B *He was a great leader, too. His men followed him across Asia for years.*
- 4 A *Let's be fair and give everyone the same number of biscuits.*
B *Yes, that's certainly the right thing to do. Then they'll all be happy.*

- 5 A *People in China behave very differently from us. I was surprised!*
B *Yes, their table manners, as well as their other manners, can seem strange.*
- 6 A *Please remind me to stop and buy some tea on our way home.*
B *Yes, of course. But, anyway, we have to go to the shop to get some bread.*

ACTIVITY 3 Read again and answer the questions. 10 mins

- 1 Point to the dialogue in activity 4 of the previous period.
- 2 Elicit the names of the people in the picture.
- 3 The pupils read the dialogue silently, then they answer the questions individually.
- 4 Check the answers orally. When pupils say the correct answer, ask them to also read the line(s) in the dialogue where they found the answer.

Answers: 1 *Jamie got on first.* 2 *He was trying to phone Jamie.* 3 *They couldn't talk because Jamie was out.* 4 *The subject is 'A great leader.'* 5 *They have to think about personal qualities and what the person did.* 6 *No, he also noticed a book about Salah-Al-Din.* 7 *Because he saw a documentary about him last week.* 8 *Because he tried to be fair and generous to everyone.*

ACTIVITY 4 Work in pairs. Listen again and practise the conversation. 10 mins

- 1 Arrange the pupils in pairs. Assign the two roles – Waleed and Jamie – to the pupils in each pair.
- 2 Play recording 2 again. The pupils listen.
- 3 Choose a pair of pupils to read the dialogue aloud.
- 4 In their pairs, all the pupils practise reading the dialogue.

Period 3

ACTIVITY 1 Read the examples. 15 mins

- 1 Read the example sentences to the pupils.

Look at the examples again. Complete the statements with *past simple* or *past continuous*.

- 1 Read number 1 to the pupils. Elicit the answer (*past simple*).
- 2 Repeat with the other sentences. Make sure the pupils understand the difference in the ways we use the past simple and the past continuous.

Answers: 1 *past simple* 2 *past continuous* 3 *past continuous*
4 *past simple, past continuous* 5 *past continuous, past simple*
6 *past continuous, past simple*

Now complete the diagram. Add these words: *Long action; Short action.*

- 3 Read the two parts of the sentence in the diagram. Show the pupils how the action for *looking at some books* continues for a period of time, but the action for *noticed one* is just at one point in time.
- 4 The pupils add the appropriate words to the labels.

Answers: *While I was looking at some books ... Long action / I noticed one about Salah-Al-Din. Short action*

ACTIVITY 2 Work in pairs. Ask and answer questions.

10 mins

- 1 Read the example dialogue to the pupils.
- 2 Choose a pupil to start the dialogue. Help the pupil to choose another time.
- 3 Practise the dialogue with other times and other activities. Repeat with other pairs of pupils.
- 4 In pairs, the pupils practise the dialogue, using different times and different activities.

ACTIVITY 3 Write four questions. Then work in pairs.

Ask and answer your questions. 15 mins

- 1 Show the pupils how to make a variety of questions from the table.
- 2 Elicit questions from the table. Choose pupils to answer the questions.
- 3 Each pupil writes four questions from the table in their notebook.
- 4 In pairs, the pupils ask and answer the questions.
- 5 Each pupil writes his / her partner's answers next to the questions in their notebooks.

Period 4

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 4. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 2 Audio 4

battle defeat die God peace prophet respect / crusade crusader believe believer free free freely

Word formation

- 4 Show the pupils how we change the verb *crusade* into the noun *crusader* by adding *-r*.

- 5 Show the pupils how we change the verb *believe* into the noun *believer* by adding *-er*.
- 6 Show the pupils how we change the adjective *free* into the adverb *freely* by adding *-ly*. Explain that *free* can also be used as an adverb.

ACTIVITY 2 Listen. Add new words from activity 1.

Make any changes needed. 8 mins 

- 1 Play recording 5. Pupils listen.
- 2 Read number 1 to the pupils. Ask *What's the missing word? (respect)*.
- 3 The pupils complete the rest of the activity with the new words from activity 1.

CD 2 Audio 5

- 1 A *We need a leader who will be honest and fair to everyone.*
B *Yes, all of us will respect a leader like that and support him in every way.*
- 2 A *The prophet Mohammad (peace be upon him) brought the world the message of Islam.*
B *All Muslims believe that there is just one God.*
- 3 A *The crusades went on for about 200 years, but what were they about?*
B *The crusaders wanted to take Jerusalem from the Muslims.*
- 4 A *They certainly fought a lot of terrible battles. What happened in the end?*
B *The Muslims defeated the crusaders, and the crusaders went home.*
- 5 A *Salah Al-Din was a great believer in bringing the Muslim World together, wasn't he?*
B *Yes, and he also believed that Jerusalem should not be in crusader hands.*
- 6 A *I've read that he defeated the Crusaders in a battle and freed the city.*
B *That's right, and Jerusalem remained free for a long time after that.*
- 7 A *So after that, was there peace for a while in that part of the world?*
B *Yes, there was, but sadly, Salah Al-Din did not live for long. He died the next year.*

Answers: 1 *respect* 2 *prophet, God* 3 *crusades, crusaders*
4 *battles, defeated* 5 *believer, believed* 6 *freed, free*
7 *peace, died*

ACTIVITY 3 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 5. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

ACTIVITY 4 Listen and do the tasks. 15 mins 

- 1 Read the names of the places on the small inset map (*Damascus, Nablus* etc) to the pupils.
- 2 Play recording 6. The pupils listen for the names of the places.
- 3 Read the history notes to the pupils.
- 4 Play recording again. The pupils add the dates to the history notes.

CD 2 Audio 6

Salah Al-Din lived from 1138 to 1193, and he was one of the great men of his time. We still remember his name with great respect today. He was a brave and intelligent leader who won many battles. He also brought peace to his people and he often showed that he could be fair to his enemies as well as his friends.

Salah Al-Din began life in Tikrit in modern Iraq, but later he lived in Damascus, at the centre of the Muslim World. At that time, there was a lot of fighting between Muslims. Worst of all, the Crusaders had taken Jerusalem many years before, in 1099, and it was still in their hands.

Salah Al-Din was very religious, and as a young man he wanted to do two great things. He wanted to bring the Muslim World together, and he also believed that he should free Jerusalem from the crusaders.

He started doing the first of these things in 1169, when he helped to win back Cairo for Damascus. Two years later, in 1171, he became the ruler of Egypt. Then, three years after that, he took over Yemen and large parts of North Africa in 1174. Following that, he immediately turned to Syria. He started to take over this very important part of the Muslim World in the same year, and he continued to do this area by area until he became ruler of all of Syria in 1182.

From 1182, Salah Al-Din started to turn to his other great plan – to defeat the crusaders and take Jerusalem.

Answers: The places in the text are: Tikrit, Iraq, Damascus, Jerusalem, Cairo, Egypt, Yemen, North Africa, Syria.
The dates are: 1099, 1169, 1171, 1174, 1174, 1182

Period 5**ACTIVITY 1 Work in pairs. Talk about the picture in the passage.** 15 mins

- 1 Point to the picture. Ask *Who is it?* (*Salah Al-Din*).
- 2 Help the pupils to make other questions about the picture: *Who was he? Why was he special? What is he doing in the picture?* etc.
- 3 In pairs, the pupils ask and answer the questions.

ACTIVITY 2 Read and mark the statements true (✓) or false (X). 15 mins

- 1 The pupils read the text silently.
- 2 Read number 1 to the pupils. Ask *Is that correct?* (*No*). The pupils write **X** on the answer line.
- 3 The pupils read the other sentences and write ✓ or **X**.

Answers: 1 X 2 ✓ 3 X 4 ✓ 5 ✓

ACTIVITY 3 Listen and read aloud. 10 mins 

- 1 Play recording 7. The pupils listen.
- 2 Choose individual pupils to read a section each of the passage aloud. Help these pupils with pronunciation, stress and intonation. Play sections of the recording again if necessary, to make these points clearer.
- 3 In pairs, the pupils take turns to read a section each of the passage to each other.

CD 2 Audio 7**Salah Al-Din (1138–1193): a leader ahead of his time**

After Salah Al-Din had brought together large parts of the Muslim World, he turned to Jerusalem. The city had been in crusader hands all his life, and from 1182 he started preparing to free it from them. As a strong believer in God and the Prophet (peace be upon him), he believed that he must do this.

He prepared well, and in summer 1187, he defeated them at the Battle of Hittin. Weeks later, Jerusalem fell. For Muslims everywhere, this was a great moment.

It was the opposite in Europe, and a new crusade began in 1189. But things went badly for the crusaders: by summer 1192, most had died or left Palestine. Only 2,000 men under King Richard of England turned east from the Mediterranean to attack Jerusalem. Then Richard became sick, and this has given us a famous story. Salah Al-Din did not attack, and instead, he sent Richard fruit, snow to make cool water, and even his personal doctor.

Stories like this show a leader who behaved fairly and generously, as well as one who was brave and intelligent. They show us a leader who was ahead of his time.

Salah Al-Din and Richard never met, but they respected each other greatly, and they made peace in 1192. Jerusalem remained in Muslim hands, but people of both religions could travel there freely.

This was almost Salah Al-Din's last important act. He died in Damascus in 1193.

Today, in another dangerous age, we must hope that there will soon be peace again, and that Jerusalem will again be open to all.

Period 6

ACTIVITY 1 Read again and complete the history notes.

Add the dates. 10 mins

- 1 Choose pupils to read two or three history notes each aloud to the group.
- 2 The pupils read the passage on page 44 again, silently.
- 3 The pupils write the dates from the text next to the history notes.
- 4 Check the answers orally.

Answers: 1182, 1187, 1187, 1189, between 1189 and 1192, 1192, 1192, 1193

ACTIVITY 2 Work in pairs. Ask and answer questions about what happened. 10 mins

- 1 Read the instructions for Student A and Student B to the class.
- 2 Take the part of Student A; demonstrate a dialogue with a pupil (Student B), using a date from history notes.
- 3 Repeat with other pupils, using other dates and events from the history notes.
- 4 In pairs, the pupils take the parts of Student A and Student B and practise the dialogue.
- 5 Call one pair of pupils up to the front to demonstrate their dialogue to the class.

ACTIVITY 3 Read the passage again and do these tasks.

10 mins

- 1 Give the pupils time to read the text on page 44 again, silently.
- 2 Read number 1 and ask the pupils to find *them* in the passage. Help the pupils to work out what *them* refers to (*the crusaders*).
- 3 The pupils work out the rest of the references and meanings.
- 4 Check the answers orally.

Answers: 1 *the crusaders* 2 *the majority of the crusaders*
3 *a leader* 4 *Jerusalem* 5 *Making peace with Richard the Lionheart*
1 *He changed direction to go to Jerusalem.* 2 *Jerusalem was taken by Salah Al-Din.* 3 *It was not a great moment in Europe.* 4 *The Muslims stayed in power in Jerusalem.*

ACTIVITY 4 Work in pairs. Think and discuss. 10 mins

- 1 Read the situation to the pupils. Elicit ideas from them about what the problems were: *no modern communications, only walking or riding horses, it was dangerous* etc.
- 2 In pairs, the pupils continue the discussion. Encourage the pupils to make notes of their ideas.

- 3 After the pupils have had time to discuss, arrange a feedback session. Write the best ideas on the board.

Period 7

ACTIVITY 1 Add the words to their definitions. 5 mins

- 1 Read the words in the box to the pupils.
- 2 Read the first definition and ask *What word is it? (intelligent)*. The pupils write the word on the answer line.
- 3 In pairs, the pupils write the words for the other definitions.
- 4 Check the answers orally.

Answers: 1 *intelligent* 2 *brave* 3 *generous* 4 *warm*
5 *strong* 6 *fair* 7 *calm*

ACTIVITY 2 Work in pairs. Talk about the personal details of great leaders. 10 mins

- 1 Read the names of the world leaders. Help the pupils to draw the lines from *Mahatma / Gandhi to 1869–1948 / India*.
- 2 The pupils draw the rest of the lines.
- 3 Ask the pupils to describe each leader like this: *Mahatma Gandhi lived from 1869 to 1948. He was a leader of the people of India.*

Answers: 1 *Mahatma Gandhi lived from 1869 to 1948. He was a leader of the people of India. / Nelson Mandela lived from 1918 to 2013. He was a leader of the people of South Africa. / Yasser Arafat lived from 1929 to 2004. He was a leader of the people of Palestine.*

ACTIVITY 3 Work in pairs. Produce captions for the photos.

15 mins

- 1 Say *Choose adjectives from activity 1 for Mahatma Gandhi*. Help the pupils to choose suitable adjectives, for example, *brave* and *intelligent*.
- 2 Help the pupils complete the caption for Gandhi.
- 3 In pairs, the pupils write the captions for the other leaders.

Answers: (Answers will vary) *Mahatma Gandhi (1869–1948), the brave and strong leader of the of people of India / Yasser Arafat (1929–2004), the strong and intelligent leader of the of people of Palestine / Nelson Mandela (1918–2013), the warm and fair leader of the of people of India*

Work in different pairs. Read out your captions to each other. 10 mins

- 4 The pupils change partners and read their captions to each other.

Period 8

ACTIVITY 1 Read the examples. 15 mins

- 1 Read the sentences to the pupils. Make sure the pupils are aware that all the sentences talk about one action that happened before the other; some of the sentences use the past perfect tense to make this clear.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*a – the past simple*).
- 2 The pupils choose the correct way to complete the rest of the statements.

Answers: 1a 2b 3a 4a 5a

Now complete the diagram. Add these words: *Earlier action, Later action*.

- 1 Read the sentence to the pupils. Make sure they understand that the first action is *won the battle*, and the second action is *he took Jerusalem*.
- 2 The pupils add *Earlier action* and *Later action* to the labels.
- 3 Check the answers orally.

Answers: First: *earlier action* Second: *Later action*

ACTIVITY 2 Work in pairs. Ask and answer questions. Use information from the history notes in periods 4 and 6.

15 mins

- 1 Read number 1 to the pupils. Show them that *he had helped to win ...* means that action happened first.
- 2 Help the pupils to complete number 2. They can find the information in the history notes on pages 4 and 6 (*after he had become the ruler of Egypt*).
- 3 In pairs, the pupils say the rest of the answers.
- 4 Check the answers orally.

Answers: 1 *In 1171, two years after he had helped to win back Cairo for Damascus.* 2 *In 1174, three years after he had become the ruler of Egypt.* 3 *In 1174, immediately after he took over Yemen and much of North Africa.* 4 *In 1182, eight years after he started to take over Syria.* 5 *In 1182, after he had brought together large parts of the Muslim World.* 6 *In 1187, five years after he started preparing to free Jerusalem.* 7 *In 1187, weeks after he had defeated the crusaders at the Battle of Hittin.*

ACTIVITY 3 Now make statements like this. 10 mins

- 1 Read the sentence to the pupils.

- 2 Help the pupils to make more sentences about the events in Salah Al-Din's life.

Period 9

ACTIVITY 1 Work in pairs. Look at pictures 1–4 and tell Waleed's story. 10 mins

- 1 Read the instruction and the example to the pupils.
- 2 Elicit the sentences from the pupils.
- 3 In pairs, the pupils write the rest of the sentences.

Answers: 1 *While Waleed was trying to choose a great leader for his project, he decided to go on the internet.* 2 *While he was looking on the internet, he found several good websites about Yasser Arafat.* 3 *While he was exploring the websites, he found out a lot about the great leader.* 4 *While he was reading about the Palestinian leader, he decided to write about him.*

ACTIVITY 2 Work in pairs. Ask and answer questions about Salah Al-Din's life. 15 mins

- 1 Remind the pupils about the history notes they made in periods 4 and 6. They can use those notes for this activity.
- 2 Read the example question and answer to the pupils.
- 3 In pairs, the pupils practise asking and answering the questions about Salah Al-Din.
- 4 The pupils write the questions and answers in their notebooks.

Answers: 1 *He wanted to take Jerusalem because it had been under crusader control all his life.* 2 *Because he had prepared well.* 3 *Because they wanted to retake Jerusalem.* 4 *Because most of the crusaders had died or they had left Palestine.* 5 *Because he was fair and generous, and he respected King Richard.* 6 *Because Salah Al-Din allowed Christians to visit as well as Muslims.*

ACTIVITY 3 Make up reasons. 15 mins

- 1 Read the situation in number 1. Read the possible reasons.
- 2 Read the example sentences (*I looked for my passport, but ...* etc).
- 3 Help one of the pupils to make up a reason for number 2, for example, *My brother had eaten them all*. Make sure the pupils use the past perfect for the reason, to show that it happened first.
- 4 Help the pupils to make the sentences (*I looked in the cupboard for some biscuits, but there weren't any. You see, my brother had eaten them all*).
- 5 In pairs, the pupils make up reasons and say sentences.
- 6 Choose pupils to say their sentences to the class.

Period 10

ACTIVITY 1 Look at the pictures and answer the questions.

7 mins

- 1 Read question 1 to the pupils. Elicit the answer. (*Jamie and Waleed were talking about their projects. Jamie got a book from the library.*)
- 2 Help the pupils to work out what is happening in the pictures (*Jamie is returning the book to the library, but he loses it.*)
- 3 Help the pupils to put the pictures in the correct order (*d, a, c, b.*)

ACTIVITY 2 Listen and check your guesses in activity 1.

Then label the pictures 1–4. 10 mins 

- 1 Play recording 8. The pupils listen.
- 2 Discuss with the pupils if they were correct about what happened.
- 3 Play recording again. The pupils number the pictures in the correct order.

CD 2 Audio 8

Jamie: Guess what happened this morning!
Friend: What?
Jamie: Well, I was taking a book back to the library. And while I was walking through the park, guess what! I saw Waleed, Lana and Lisa!
Friend: Really!
Jamie: Yes, they were giving the ducks some bread, so I put down the book, and I started doing the same.
Friend: What happened then?
Jamie: Well, when we had finished, we went to get an ice cream. And I didn't remember the book until I had left the park.
Friend: Oh, no! What did you do?
Jamie: I ran back as fast as I could, but the book had gone.
Friend: That's terrible!
Jamie: Yes, I was very worried because it meant giving the library the money for a new book.
Friend: Poor you! So what did you do then?
Jamie: Well, when I arrived at the library with the others, I began telling the assistant about the situation.
Friend: Oh, dear!
Jamie: But do you know what happened then? The assistant smiled, and she showed me the book. Someone had brought it back ten minutes earlier.
Friend: Fantastic!

Answers: a 2 b 4 c 3 d 1

ACTIVITY 3 Work in pairs. Say what happened. 10 mins

- 1 Elicit a way to start the story, for example, *Jamie was taking a book back to the library.*
- 2 In pairs, the pupils say the rest of the story.
- 3 Choose pairs of pupils to say their story to the class.

ACTIVITY 4 Practise your pronunciation: sounding interesting and interested. 8 mins

- 1 Read the sentences to the pupils. Note – this is not a conversation.
- 2 Play recording 9. The pupils listen.
- 3 Play recording again. The pupils repeat what each person says. Help the pupils to use the same stress and intonation.
- 4 Choose pupils to say the sentences individually.

CD 2 Audio 9

Jamie: Guess what happened this morning!
Friend: What?
Jamie: Guess what! I saw Waleed!
Friend: Really!
Friend: Oh, no! What did you do?
Friend: Poor you! So what did you do then?
Friend: Oh, dear!
Jamie: Do you know what happened then?
Friend: Fantastic!

ACTIVITY 5 Work in pairs. Read and act out. 5 mins

- 1 Choose a pupil and read the dialogue with him / her. Help the pupil to use appropriate stress and intonation.
- 2 In pairs, the pupils read the dialogue, concentrating on their stress and intonation.
- 3 Choose pairs of pupils to read the dialogue to the class.

Period 11

ACTIVITY 1 Listen and write down what you hear.

10 mins 

- 1 Explain to the pupils that they should write the two sentences they hear.
- 2 Play recording 10. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

CD 2 Audio 10

- 1 *Salah Al-Din was certainly a brave and generous ruler, and he also tried to be fair to his enemies as well as his friends.*
- 2 *He fought many battles to bring peace to the Muslim World and because he believed he should defeat the crusaders and take back Jerusalem.*

Answer: see audio

ACTIVITY 2 Read and order the notes. 10 mins

- 1 Read the text at the beginning of the activity. Make sure the pupils understand that it is the text about Jamie losing his book at the library.
- 2 Help the pupils to number the notes in the correct order, according to the story.

Answers: 2, 4, 3, 1

ACTIVITY 3 Read the notes again while you listen to Jamie's story. Listen for the missing words. 10 mins 

- 1 Explain to the pupils that they are going to hear Jamie's story again.
- 2 Tell the pupils to listen for the words that are missing in the notes.
- 3 Play recording 8. The pupils listen.
- 4 Play recording again. The pupils write the missing words.
- 5 Check the answers orally.

Answers: see the audio

ACTIVITY 4 Expand the notes. Tell Jamie's story in the third person. 10 mins

- 1 Read the title and the beginning of the story.
- 2 The pupils use the notes in activity 2 to write the rest of the story.

Period 12**ACTIVITY 1 Work alone. Prepare to tell a story. 10 mins**

- 1 Read the Unit task card to the pupils. Explain that they will be writing a story.
- 2 Read the first two bullet points to the pupils. Help them to think of a suitable story.
- 3 Elicit ideas for useful words and phrases for telling the story from the pupils. Write these on the board.
- 4 In pairs, the pupils tell their stories to each other.

ACTIVITY 2 Work in pairs. Tell your partner's story. 10 mins

- 1 Read the instructions to the pupils.
- 2 Choose a pupil. Ask him / her to tell you the first part of his / her partner's story. Put notes on the board.
- 3 All the pupils write notes about their partner's stories. They can check details with their partners if necessary.
- 4 The pupils practise telling their partner's story to their partner. Their partner can help them with words, phrases and details.

ACTIVITY 3 Work alone. Write your partner's story. 10 mins

- 1 Read the instructions. Help the pupils to choose a title for their story.
- 2 Help the pupils to choose a topic sentence for their story.
- 3 The pupils write their stories individually, following the instructions.
- 4 The pupils correct their first draft according to the instructions, then write a second draft.

ACTIVITY 4 Work in groups. Read out your partner's story to the others. 10 mins

- 1 Arrange the pupils in small groups.
- 2 The pupils take turns to read their partner's story to the others in the group.
- 3 As they are talking, circulate and find the pupils with the best stories.
- 4 When the pupils have finished, ask the pupils with the best stories to read their stories to the class.

A day in Istanbul

Aims: to be able to use *a lot, much, many, a little, a few*; understand the difference in the use of *a / an* and *the*

Key language: *a few, across, coin, crossroads, customer, lira, pay, purse, take out, Istanbul / information centre, change, Turkish*

continent, empire, government, jewellery, powerful, reach, sultan, trade, the Bosphorus, Byzantium, Constantinople, the Ottoman Empire / collection, eastern, rule

Language structures: *a lot of, much, many, a little, a few + countable and / or uncountable nouns; a / an / the + nouns*

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Show the pictures to the pupils. Ask *Who are they?* (*Hadeel, Nidal and Rami*). Explain that they are visiting Istanbul.
- 2 Talk with the pupils about Istanbul. Ask questions such as *Where is it? Why is it important? Who were the Ottomans? What famous buildings are there in Istanbul?* etc.
- 3 Also ask the pupils if any of them, or their families, have visited Istanbul. Ask questions such as *Have you / anyone in your family ever been to Istanbul? How long were you / they in Istanbul for? What did you / they think of it?* etc. Help the pupils with the vocabulary they need to express their ideas.

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 11. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

Word formation

- 4 Show the pupils how we can combine *information* and *centre* to make a new compound noun – *information centre*.
- 5 Show the pupils the words *change*. Make sure the pupils understand that the same word can be a verb or a noun.
- 6 Show the pupils the word *Turkey*. Show the pupils how we add *-ish* to the stem *Turk* to make an adjective.

CD 2 Audio 11

a few across coin crossroads customer lira pay purse take out Istanbul / information + centre information centre change change Turkey Turkish

ACTIVITY 2 Look at the pictures on the next page.

Describe them. 8 mins

- 1 Tell the pupils to look at the pictures on page 53. Ask *Who are these people?* Help the pupils to identify the people (*Hadeel, Nidal, Rami and a waiter*).
- 2 Read the beginning of sentence 1 (*In picture 1, ...*). Help the pupils to match the rest of the sentence (*Rami and his cousins / seem to be in a coffee shop*).
- 3 The pupils match the rest of the sentences.

Answers: 1 *In picture 1, / Rami and his cousins / seem to be in a coffee shop.* 2 *They seem to be talking / about the small cakes / near the coffee shop window.* 3 *In picture 2, / they are getting ready / to leave the coffee shop.* 4 *Hadeel has taken out / some money / and is paying the bill.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 The pupils read the questions silently.
- 2 Play recording 12. The pupils answer the questions.
- 3 Play recording again. The pupils check their answers.

CD 2 Audio 12

Narrator: *During the summer, the Yafawi cousins went to Turkey for a few days. One morning in Istanbul, they were on their way to the famous 'Blue Mosque'.*

Hadeel: *I'm getting thirsty. I'd love some cold apple juice!*

Nidal: *Me, too!*

Rami: *And me. We're meeting Mum and Dad at the entrance at 12:00, and it's 11:15 now, so there's a little time. Let's stop at this coffee shop for a few minutes. There aren't many customers, so it'll be quick.*

Hadeel: *Mm, it's nice and cool here. Let's look at the menu.*

Nidal: *But wait. I only have a little money – just a few coins.*

Rami: *I don't have much, either. How much do you have, Hadeel?*

Hadeel: *Enough. I changed some dollars yesterday, so I can pay for the drinks.*

Nidal/Rami: *Thanks, Hadeel!*

Hadeel: *And let's order a few Turkish cakes.*

Nidal: *No, let's order lots! They're delicious!*

Hadeel: *Don't be so greedy!*

Rami: *Anyway, we only have time for a few. Let's just have two each.*

Narrator: At 11:45, it was time to go. Hadeel took out her purse to pay the bill.
Hadeel: Here you are. Two twenties.
Man: And here's your change. Ten and five – fifteen lira.
Hadeel: Thanks. And could you tell us the way to the Blue Mosque, please?
Man: Go across the road and turn right. Then turn left at the crossroads. Go past the information centre and you'll see it on your right.
All Thanks!

Answers: 1 It happened in Istanbul during the summer.
 2 They had Turkish cakes. 3 Hadeel paid for everything.

ACTIVITY 4 Listen and read. Find the words and phrases from activity 1. 5 mins 

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 12 again. The pupils look for the new words in the dialogue.
- 3 Say each of the words and ask a pupil to read the complete sentence with that word.

Everyday English Activity 3 mins

- 1 Read the expressions to the pupils, using appropriate stress and intonation.
- 2 The pupils repeat the expressions chorally and individually. Make sure they use appropriate stress and intonation.

Period 2

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What's the missing word? (take out)*.
- 2 The pupils complete the rest of the activity with the new words from period 1.

Answers: 1 take out 2 information centre 3 across, crossroads 4 purse, pay 5 lira, change 6 coin, a few 7 customers

ACTIVITY 2 Listen and check. Then practise in pairs. 10 mins 

- 1 Play recording 13. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

CD 2 Audio 13

- 1 A The weather is getting much warmer now that it's April.
 B You're right. It's time to put away our winter clothes and take out our summer things.
- 2 A We need to get a map to find our way round town.
 B Let's go to the tourist information centre over there. They'll give us one.
- 3 A Let's not try to go across the road here. It's busy and it's dangerous!
 B You're right. Let's go to the crossroads. The traffic stops at the lights there.
- 4 A Oh, no! I've left my purse at home with all my money!
 B It's all right. I have some, so I can pay for everything.
- 5 A It's five lira for the juice, and I've only got a fifty. Sorry!
 B No problem. Here's your change. Twenty ... forty ... forty-five.
- 6 A I need a coin for this drinks machine. Have you got any?
 B Yes, I've got a few. What do you need? A dollar?
- 7 A Let's stop at that coffee shop and have an ice cream and a cup of coffee.
 B All right, but there are a lot of customers, so we'll have to wait for a while.

ACTIVITY 3 Read again and answer the questions. 10 mins

- 1 Point to the dialogue in activity 4 of the previous period.
- 2 Elicit the names of the people in the picture.
- 3 The pupils read the dialogue silently, then they answer the questions individually.
- 4 Check the answers orally. When pupils say the correct answer, ask them to also read the line(s) in the dialogue where they found the answer.

Answers: 1 They were going to visit the Blue Mosque. 2 They had 45 minutes. 3 They felt like having a drink. 4 They didn't have much money. 5 Because she changed some dollars yesterday. 6 Because they only had time for a few. 7 She asked him the way to the Blue Mosque. 8 They needed to go across the road, turn right, turn left at the crossroads and go past the information centre.

ACTIVITY 4 Work in groups. Listen again and practise the conversation. 10 mins 

- 1 Arrange the pupils in groups of three. Assign the three roles – Hadeel, Nidal and Rami – to the pupils in each group.
- 2 Play recording 12 again. The pupils listen.
- 3 Choose a group of pupils to read the dialogue aloud.
- 4 In their groups, all the pupils practise reading the dialogue.

Period 3

ACTIVITY 1 Read the examples. 10 mins

- 1 Read the example sentences to the pupils.
- 2 Help the pupils to understand which nouns are countable (*cakes, customers*) and which nouns are uncountable (*ice cream, money*).

Look at the examples again. Complete the sentences with *countable* or *uncountable*.

- 1 Read number 1 to the pupils. Elicit the answer (*countable, uncountable*).
- 2 Repeat with the other sentences. Make sure the pupils understand which words we use with countable nouns, and which words we use with uncountable nouns.

Answers: 1 *countable, uncountable* 2 *countable*
3 *countable* 4 *uncountable* 5 *uncountable*

ACTIVITY 2 Work in pairs. Ask and answer questions.

15 mins

- 1 Read the cues (*apple juice / Hadeel and Rami have*) to the pupils. Show the pupils how the question is made from them (*How much apple juice do Hadeel and Rami have?*)
- 2 Show the pupils how the answers come from the other cues under the pictures (*Hadeel / a lot, Rami / not much / only a little*).
- 3 Help the pupils to make the other questions and answers.
- 4 In pairs, the pupils practise the questions and answers.

ACTIVITY 3 Work in pairs. Play a memory game. 15 mins

- 1 Point to each of the items in the picture. Elicit the words from the pupils.
- 2 Read the example question and answer to the pupils.
- 3 Choose a pupil to make another question about one of the other items. Choose another pupil to answer it.
- 4 Repeat with other pupils and other questions. then tell the pupils to cover their books.
- 5 Elicit more questions and answers. Allow the pupils to have a quick look at the pictures to check the answers.
- 6 The pupils practise the questions and answers in pairs, with the books covered as much as possible.

Period 4

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 14. The pupils listen.

- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 2 Audio 14

continent empire government jewellery powerful reach sultan trade the Bosphorus Byzantium Constantinople the Ottoman Empire / collect collection east eastern ruler rule

Word formation

- 4 Show the pupils how we change the verb *collect* into the noun *collection* by adding *-ion*.
- 5 Show the pupils how we change the noun / adjective *east* into the adjective *eastern* by adding *-ern*.
- 6 Show the pupils how we change the verb *rule* into the noun *ruler* by adding *-r*.

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 8 mins

- 1 Play recording 15. Pupils listen.
- 2 Read number 1 to the pupils. Ask *What's the missing word? (reach)*.
- 3 The pupils complete the rest of the activity with the new words from activity 1.

CD 2 Audio 15

- 1 A *I have to reach the airport by 3:30, and it's on the other side of town.*
B *You can go through the city centre, but it'll be quicker to go round.*
- 2 A *What did people call the rulers of the Ottoman Empire?*
B *They used the word sultan.*
- 3 A *Istanbul was the centre of government for the Ottomans.*
B *What parts of the world did they rule?*
A *Large parts of three continents – Asia, Africa and Europe.*
- 4 A *Ancient Byzantium was very rich and powerful, wasn't it? But why?*
B *Because it stood on very important trade routes between East and West.*
A *And of course, it was also the capital of Rome's eastern empire.*
- 5 A *The museum has a fantastic collection of ancient things that they've found.*
B *Including some beautiful jewellery that Roman women used to wear.*

Answers: 1 *reach* 2 *Empire, sultan* 3 *government, rule, continents* 4 *powerful, trade, eastern* 5 *collection, jewellery*

ACTIVITY 3 Listen and check. Then practise in pairs.10 mins 

- 1 Play recording 15. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

ACTIVITY 4 Listen and do the tasks. 15 mins 

- 1 Read number 1 to the pupils.
- 2 Play recording 16. The pupils listen.
- 3 Play recording again. The pupils number the places on the picture.

CD 2 Audio 16**Part 1**

Guide 1: Well, here we are, flying over the heart of ancient Istanbul, and it all looks very beautiful, doesn't it? Nearest to us is the famous Blue Mosque with its six thin, tall towers – or minarets. And the blue water that you see over there – that's the Bosphorus. And that's all there is between the continent of Europe on this side, and the continent of Asia over there on the other side.

Now look back at this side of the Bosphorus again, and look farther along from the Blue Mosque to the next huge building. That is Aya Sofya. When Aya Sofya was built nearly one thousand five hundred years ago, it was the biggest church in the world!

The next thing I want you to look at is the Topkapi Palace. Look past Aya Sofya right to the end of the land. And there it is, the wonderful palace of the Ottoman rulers, looking out over the Bosphorus. We can't see it very clearly from here yet, but it's huge.

So ... those are the most important places that you must visit during your visit to Istanbul – the Blue Mosque, Aya Sofya and the Topkapi Palace. And they're all close to the amazing Bosphorus.

Answers: from left to right 4, 3, 1, 2

- 4 Read the history notes from part 2 to the pupils.
- 5 Play recording 17. The pupils listen.
- 6 Play recording again. The pupils add the dates to the history notes.

CD 2 Audio 17**Part 2**

Guide 2: Hello, everyone, and welcome to one of Istanbul's greatest buildings, the Sultan Ahmed Mosque, or as most people call it, the Blue Mosque.

Tourist: Why do people call it the Blue Mosque?

Guide 2: Because the walls inside are a beautiful blue. You'll see when we go in. But first, let's talk about Istanbul. The first thing is this: it stands on two continents. Turn round, everyone, and look. The water you see is the Bosphorus. And across it is Asia. And here, we're standing in Europe.

Tourist: How old is Istanbul?

Guide 2: It's almost 2,700 years old. That was when the local ruler, King Byzos, decided to build a new city here. In those days, its name was Byzantium. And it became a rich and powerful city of trade between the east and west. Then, in the year 324, the Romans made Byzantium the capital of their new eastern empire. And they changed the name to Constantinople. They also decided to build the biggest church in the world. Look past the Blue Mosque and there it is, the Aya Sofya. It opened its doors to the people in 573.

Tourist: What about the Blue Mosque? Is it as old as that?

Guide 2: No, the Blue Mosque is much newer. To build that needed new Muslim rulers. That happened in 1453. The Muslim Ottomans attacked Constantinople and took it, and from that year, the Ottoman sultans ruled their new empire from this city. And the city's next new name was ... Istanbul!

Tourist: Did they build the Blue Mosque right after that?

Guide 2: No, first they needed their new centre of government, the Topkapi Palace. The Sultan and his government moved into Topkapi in 1465. And it's there, past Aya Sofya.

Tourist: And the Blue Mosque?

Guide 2: Yes, well the Ottomans finished building the Blue Mosque in 1616, so it's really quite new.

Tourist: What happened to the Ottoman Empire in the end?

Guide 2: It fell in 1918. Then in 1923 a completely new government set up the modern country of Turkey that we have today.

Answers: 2,700, 324, 573, 1453, 1465, 1616, 1923

Period 5**ACTIVITY 1 Work in pairs. Talk about the pictures in the passage. 15 mins**

- 1 Point to each of the pictures. Elicit questions about the pictures: *Is it an old place? Is it a small house? What type of place is it?*
- 2 In pairs, the pupils ask and answer the questions.

ACTIVITY 2 Read and mark the statements true (✓) or false (X). 10 mins

- 1 The pupils read the text silently.

- 2 Read number 1 to the pupils. Ask *Is that correct?* (No). The pupils write **X** on the answer line.
- 3 The pupils read the other sentences and write ✓ or **X**.

Answers: 1X 2✓ 3✓ 4X 5X

ACTIVITY 3 Listen and read aloud. 15 mins

- 1 Play recording 18. The pupils listen.
- 2 Choose individual pupils to read a section each of the passage aloud. Help these pupils with pronunciation, stress and intonation. Play sections of the recording again if necessary, to make these points clearer.
- 3 In pairs, the pupils take turns to read a section each of the passage to each other.

CD 2 Audio 18

Introducing Istanbul

Istanbul is a city on two continents, with one foot in Asia and the other in Europe. It is not a capital city now: the capital of modern Turkey is Ankara. However, it used to be the capital of empires and is still a great world city today.

Its name was Byzantium for 1,000 years, and it grew rich and powerful because East-West trade routes passed through the city – along and across the Bosphorus. Then the Romans made it the capital of their eastern empire, and for the next 1,000 years people called it Constantinople.

Then Constantinople fell to the Muslim Ottomans. This time, the city's name changed to Istanbul, and it became the heart of a huge empire that reached across large parts of Europe, Asia and North Africa.

The Topkapi Palace was the centre of its government. Here, the sultans lived and thousands more worked to rule the Ottoman Empire. Today, it is a huge museum with beautiful gardens and hundreds of rooms. These are full of fantastic collections of pictures, maps, jewellery and many other fascinating things.

When you visit Topkapi, you must also see its famous ancient neighbours – the Blue Mosque and Aya Sofya. But there is much, much more to do: this is an exciting modern city of 14 million people. East and West meet in its busy streets, markets and shops. And its 12 million visitors a year never forget their time here. Istanbul is a very special place.

Period 6

ACTIVITY 1 Read and add notes about Istanbul to complete the table. 10 mins

- 1 Remind the pupils about the text about Istanbul on page 56 that they saw in the previous class.
- 2 Show the pupils the different sections in the table (*The place, Its names etc*).

- 3 The pupils read the text again, silently.
- 4 The pupils add the notes from the text to the table.
- 5 Check the answers orally.

Answers: *Is on two continents: Europe and Asia. / Has had three names: Byzantium, Constantinople and Istanbul. / Was the capital of two empires: The Eastern Roman Empire and the Ottoman Empire. / Was always a centre of trade between: East and West. / Some of its greatest buildings are: The Blue Mosque, Aya Sofya and the Topkapi Palace. / Today, 14 million people live there. / 12 million people a year visit the city.*

ACTIVITY 2 Work in pairs. Ask and answer questions about Istanbul. 10 mins

- 1 Read the instructions for Student A and Student B to the class.
- 2 Take the part of Student A; demonstrate the questions with a pupil (Student B).
- 3 Repeat with other pupils, using different questions.
- 4 In pairs, the pupils take the parts of Student A and Student B and practise the dialogue.
- 5 Call one pair of pupils up to the front to demonstrate their questions to the class.

ACTIVITY 3 Work in pairs. Ask and answer more questions about Istanbul's history. 5 mins

- 1 Read the instructions for Student A and Student B to the class.
- 2 The pupils look at their notes from period 4. Elicit ideas for more questions, using these notes.
- 3 In pairs, the pupils ask questions about Istanbul, using their notes from period 4.
- 4 Call one pair of pupils up to the front to demonstrate their questions to the class.

ACTIVITY 4 Read the passage again and do these tasks.

10 mins

- 1 The pupils read the passage again, individually.
- 2 Read number 1 to the pupils and ask *What does 'it' refer to?* Help the pupils to work out the answer (*Byzantium*).
- 3 The pupils work out what the other underlined words refer to.

Answers: 1 *Byzantium* 2 *the Ottoman Empire* 3 *the Topkapi palace* 4 *Istanbul*

- 4 Read number 1 to the pupils and ask *What does 'one foot in ... the other in' mean?* Help the pupils to say what it means (*part of it was in Asia, the other part was in Europe*).
- 5 The pupils work out what the other underlined words and phrases mean.

UNIT 5

Answers: 1 part of it was in Asia, the other part was in Europe
2 one of the most important cities internationally
3 the administrative and spiritual centre 5 large numbers of people

ACTIVITY 5 Work in pairs. Think and discuss. 5 mins

- 1 Read the situation to the pupils. Elicit ideas from them about the five great world cities to talk about, for example, *Beijing, Tokyo, Rome, London, New York*.
- 2 Elicit ideas for why each one is so special. In pairs, the pupils choose five cities and continue the discussion. Encourage the pupils to make notes of their ideas.
- 3 After the pupils have had time to discuss, arrange a feedback session. Write the best ideas on the board.

Period 7

ACTIVITY 1 Complete the directions to the Top Coffee Shop. 10 mins

- 1 Show the map to the pupils. Show the position of the people and the Top Coffee Shop.
- 2 Read the prepositions in the box to the pupils.
- 3 Elicit the missing prepositions for first sentence (*along, to*).
- 4 The pupils write the rest of the missing prepositions.
- 5 Check the answers orally.

Answers: 1 over 2 along 3 to 4 into 5 ahead
6 past 7 through 8 out of 9 across 10 round

ACTIVITY 2 Work in pairs. Match words to form pairs of opposites. 5 mins

- 1 Show the pupils the marked pair of opposites. Elicit the opposite of *modern* (*ancient*).
- 2 In pairs, the pupils match the pairs of opposites.
- 3 Check the answers orally.

Answers: *remember / forget, modern / ancient, boring / exciting, put away / take out, outside / inside*

ACTIVITY 3 Work in pairs. Complete the conversations with opposites from activity 2. 15 mins

- 1 Read number 1A to the pupils and elicit the missing word from activity 2 (*ancient*).
- 2 In pairs, the pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *ancient, modern* 2 *remember, forget* 3 *outside, inside* 4 *put away, take out* 5 *boring, exciting*

ACTIVITY 4 Work in pairs. Practise the conversations.

15 mins

- 1 Read number 1 in activity 3 with one of the pupils.
- 2 In pairs, all the pupils practise reading the conversations.

Period 8

ACTIVITY 1 Read the examples. 10 mins

- 1 Read the sentences to the pupils. Make sure the pupils are aware that the focus in these sentences is on *a / an* and *the*.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*a – a / an*).
- 2 The pupils tick the best way to complete the rest of statements.

Answers: 1 a 2 b 3 b 4 b

ACTIVITY 2 Work in pairs. Have conversations in different tourist shops. 10 mins

- 1 Read the first dialogue to the pupils, using suitable words from the box.
- 2 Choose a pupil to practise the dialogue with. Use different words.
- 3 Repeat with other pupils. Use the other dialogues. Help the pupils to use different options in each case.

ACTIVITY 3 Work in pairs. Practise the conversations.

10 mins

- 1 In pairs, the pupils practise the dialogues from activity 2.

ACTIVITY 4 Complete the statements. Choose from each box and add *a* or *the*. Begin names with capital letters.

10 mins

- 1 Read number 1 to the pupils. Help them to complete the blanks correctly – this involves choosing phrases from the box and adding *a* or *the*.
- 2 The pupils complete the rest of the sentences.
- 3 Choose individual pupils to read their sentences.

Answers: 1 *a huge new empire / the Ottoman Empire*
2 *a great new palace / the Topkapi Palace* 3 *a beautiful new mosque / the Blue Mosque*

Period 9

ACTIVITY 1 Work in pairs. Ask for and give directions round your school to a visitor. 15 mins

- 1 Read the instruction to the pupils. Choose a place in the school, for example, the school entrance.
- 2 Help the pupils use the language in the table to say how to get there. For example *Go straight up the stairs. Turn left opposite the teachers' room. It's on your right.*
- 3 Read the dialogue to the pupils. Choose a pupil to practise the dialogue with. Help the pupil to give correct directions.
- 4 In pairs, the pupils ask for and give directions from the classroom to different places in the school.

ACTIVITY 2 Work in pairs. Choose your lunch at a cafeteria. 10 mins

- 1 Ask the pupils to read the words for the food and drink at the cafeteria.
- 2 Read the dialogue to the pupils. Practise the dialogue with a pupil. Help the pupil to express what he / she wants to eat and drink, and how much.
- 3 In pairs, the pupils choose their lunch at a cafeteria.

ACTIVITY 3 Describe real places to a visitor. 15 mins

- 1 Elicit names of real places, with or without names, that the pupils can describe. Write the places on the board.
- 2 Read the example sentences to the pupils. Show the pupils that some sentences use adjectives (*big, amazing*) and some use location (*in Jenin Street*).
- 3 Help the pupils to describe the places.

Period 10

ACTIVITY 1 Work in pairs. Match 1-6 in the list and on the map. Make statements. 10 mins

- 1 Read the list of places 1-6. The pupils find the places on the map.
- 2 Read the example sentence to the pupils. Help the pupils to say where the other places are (*There's a library in West Street* etc).
- 3 In pairs, the pupils make statements about the places.

ACTIVITY 2 Listen to some directions and do the tasks. 10 mins

- 1 Show the pupils point A. Explain that the pupils will be listening to directions to places on the map.
- 2 Play recording 19. The pupils listen and draw the route.
- 3 Play recording again. The pupils listen for the other places 7-10. They write the places on the list.

- 4 Play recording again. The pupils check their answers.
- 5 Check the answers orally.

CD 2 Audio 19

- Visitor:* Could you tell me the way to the information centre, please?
- Local person:* Walk straight along this street, and go past the museum on your left.
- Visitor:* I see. Straight along this street, and past the museum on my left.
- Local person:* Then go over the crossroads, and go past the bank on your right.
- Visitor:* Over the crossroads, and past the bank on my right.
- Local person:* Then take the next right, and go through the market. And you're there.
- Visitor:* The next right, and through the market. And I'm there. Thank you!

Answers:



7 museum 8 bank 9 market 10 information centre

ACTIVITY 3 Practise your pronunciation: groups of sounds. 5 mins

- 1 Read the words in number 1 to the pupils. Explain that they will be looking at groups of sounds: *pl, st, xt, and thr*.
- 2 Play recording 20. The pupils listen and repeat.
- 3 Choose pupils to say the words individually.

CD 2 Audio 20

- | | | | |
|----------|----------|-------|---------|
| 1 please | straight | next | through |
| 2 place | strange | mixed | three |
| plant | street | sixth | threw |
| plastic | strong | text | thrown |

ACTIVITY 4 Work in pairs. Read and act out. 5 mins

- 1 Choose a pupil and demonstrate the dialogue with him / her.
- 2 In pairs, the pupils read the dialogue with each other.

ACTIVITY 5 Work in pairs. Give new directions from and to points A–D. 10 mins

- 1 Choose a pupil and say *We're at point A. Could you tell me the way to the restaurant, please?*
- 2 Help the pupil to give the instructions.
- 3 Repeat with other pupils, other starting points (A, B, C or D) and other destinations.
- 4 In pairs, the pupils practise the dialogue.
- 5 Choose pairs of pupils to say their dialogues to the class.

Period 11**ACTIVITY 1 Listen and write down what you hear.**10 mins 

- 1 Explain to the pupils that they should write the two sentences they hear.
- 2 Play recording 21. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

CD 2 Audio 21

- 1 *Before she left the coffee shop, the customer took out her purse, and she paid for her apple juice with a few coins.*
- 2 *The government has decided to open a new museum with collections of jewellery and other things from the time of the Ottoman Empire.*

ACTIVITY 2 Work in pairs. Order sentences to produce directions. 5 mins

- 1 Explain to the pupils that they will be following directions on a route on the map of Istanbul.
- 2 Choose pupils to read a section of the directions each.
- 3 Show the pupils where they are on the map, and which is the first section, with number 1 in the box.
- 4 The pupils number the other sections in the correct order.

Answers: 6, 2, 1, 5, 4, 3**ACTIVITY 3 Work in pairs. Write a paragraph. 15 mins**

- 1 Help the pupils to choose a topic sentence for the directions in activity 2 (*When you visit Istanbul, you must see a little of its amazing past*).
- 2 The pupils write out a paragraph with the topic sentence, and the directions in the correct order.

ACTIVITY 4 Read the information. Then do the task. 10 mins

- 1 Read the instructions to the pupils. Help them to find the examples in their paragraphs.

- 2 Read the words in the box to the pupils. Help them to replace the second *tour* with one of the words (*trip*).
- 3 The pupils replace the other repeated words.

Answers: 1 *trip* 2 *sport* 3 *produce* 4 *right, designs***Period 12****ACTIVITY 1 Work in pairs. Do the tasks to plan a tour for some visitors. 20 mins**

- 1 Read the Unit task card to the pupils. Explain that they will be planning a tour of their town.
- 2 Elicit ideas for two places in the town to visit. Write the suggestions on the board.
- 3 With a pupil, demonstrate how to use the statements in the boxes to make suggestions about the places, and to make a decision.
- 4 In pairs, the pupils use the statements in the boxes to decide which places to write about.
- 5 Read the second dialogue with a pupil. Help the pupil to make appropriate responses.
- 6 In pairs, the pupils use the language in the second dialogue to decide where to start.
- 7 Read the third dialogue with a pupil. Help the pupil to make appropriate responses.
- 8 In pairs the pupils decide on interesting places to stop on the tour, where to have lunch etc.
- 9 Read the final dialogue with a pupil. Help the pupil to make say suitable directions
- 10 In pairs the pupils decide on the directions on the tour.
- 11 Choose one pupil from each pair to describe their tour to the class.

ACTIVITY 2 Write your visitor tour in two paragraphs. Follow the steps. 20 mins

- 1 Read the instructions to the pupils.
- 2 The pupils write the heading for the tour, using the name of their town.
- 3 Read the example text for paragraph 1 to the pupils.
- 4 Choose a pupil to complete the example text with the information about his / her tour.
- 5 Repeat with the example text for paragraph 2.
- 6 The pupils write their plan of a tour.
- 7 Choose two or three pupils to read their plans to the class.

Palestinian success stories

Aims: to be able to use the present simple passive and the past simple passive

Key language: *expert, geography, identity, independent, point, title, towards, whole / information technology (IT), cover (n), specially*

advantage, by hand, efficient(ly), factory, industry, marble, per cent, point, provide, quarry / architecture, production, the Holy Land

Language structures: present simple passive, past simple passive

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Show the picture to the pupils. Ask *Who are they?* (*Hadeel, Nidal and Rami*). Explain that they are back in Palestine, and now they are looking at Rami's school books – including *English for Palestine*.
- 2 Talk with the pupils about their *English for Palestine* books. Ask the pupils *Who helped to make these books? Where were these books printed? Are they used just in this school?* etc.
- 3 Also talk with the pupils about other things that come from Palestine, such as olive oil and stone. Ask questions such as *Does anyone in your family have / work on a farm / work in the stone industry?* etc. Help the pupils with the vocabulary they need to express their ideas.

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 22. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

Word formation

- 4 Show the pupils the words *information* and *technology*. Make sure the pupils understand that by joining the two nouns together, we can make a new compound noun – *information technology*, which can be abbreviated to *IT*.
- 5 Show the pupils the word *cover*. Make sure the pupils understand that the same word can be a verb or a noun.
- 6 Show the pupils how we change the adjective *special* into the adverb *specially* by adding *-ly*.

CD 2 Audio 22

expert geography identity independent point title towards whole / information + technology information technology / IT cover cover special specially

ACTIVITY 2 Look at the picture on the next page.

Describe it. 8 mins

- 1 Tell the pupils to look at the picture on page 65. Ask the pupils *Who are the people in the picture?* (*Rami, Hadeel and Nidal*).
- 2 Read the beginning of sentence 1 (*Rami, Nidal and Hadeel ...*). Help the pupils to match the rest of the sentence (*are sitting in a living room*).
- 3 The pupils match the rest of the sentences.

Answers: 1 *Rami, Nidal and Hadeel / are sitting / in a living room.*
 2 *There are some books / on the low table / between them.*
 3 *Rami is holding / a book / in his hands.* 4 *He seems / to be telling them / about the book.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 The pupils read the questions silently.
- 2 Play recording 23. The pupils answer the questions.
- 3 Play recording again. The pupils check their answers.

CD 2 Audio 23

Narrator: *One day, Rami showed his cousins his school books.*

Rami: *Look, these are my school books.*

Nidal: *What subjects are they? I can't read the Arabic titles.*

Hadeel: *But you can tell the subjects from the pictures on the covers, can't you? This one is for geography, I guess. It is, isn't it, Rami?*

Rami: *Yes, and this one is for IT.*

Nidal: *Ah, this one is easy! English for Palestine.*

Rami: *Well read!*

Nidal: *But why do you call it that? We're taught with books like these, too, but they don't have names like Spanish for America. Our country's name isn't included.*

Rami: *Well, here in Palestine our books are produced for the whole country.*

Hadeel: *How does that happen?*

Rami: *A lot of teachers and other experts work together to make it happen. First, a teaching programme is developed. Then, when that is agreed, the books are written from Grade 1 through to Grade 12.*

Nidal: *It sounds like a lot of work!*

- Rami: Yes, and the same thing is done for all our school subjects.
- Hadeel: I'm sure it is a lot of work, but at the end of it all, you have books that are designed specially for you. And that has to be a good thing.
- Rami: Yes, they're used in every school, and they're an important sign of our national identity. They point towards our future as a free and independent country.
- Hadeel: That's great!

Answers: 1 He showed them his school books. 2 They are produced specially for Palestine. 3 No, they are used in all schools in Palestine.

ACTIVITY 4 Listen and read. Find the words from activity 1.

5 mins 

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 23 again. The pupils look for the new words in the dialogue.
- 3 Say each of the words and ask a pupil to read the complete sentence with that word.

Everyday English Activity 3 mins

- 1 Read the expression to the pupils, using appropriate stress and intonation.
- 2 The pupils repeat the expression chorally and individually. Make sure they use appropriate stress and intonation.

Period 2

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What's the missing word? (specially).*
- 2 The pupils complete the rest of the activity with the new words from period 1.

Answers: 1 *specially* 2 *independent* 3 *information technology, experts* 4 *title, Geography, cover* 5 *identity, whole* 6 *towards, pointing*

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 24. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

CD 2 Audio 24

- 1 A Tell me about these new TV programmes every Friday.
B They're designed specially for young people who are learning English.
- 2 A How many independent countries are there in the world today?
B There are about 200, but the number keeps changing.
- 3 A Who wrote your new school book for information technology?
B A group of teachers and computer experts did it together.
- 4 A What's the title of your other new book?
B It's called The Geography of the Arab World. Here it is in Arabic on the front cover of the book.
- 5 A Where does our national identity come from?
B I think it comes from our whole culture – from our language, food, customs, music, history – everything.
- 6 A Be careful. We're driving straight towards a big hole in the road.
B Where? I can't see it.
A There! Look! I'm pointing straight at it!

ACTIVITY 3 Read again and answer the questions. 10 mins

- 1 Point to the dialogue in activity 4 of the previous period.
- 2 Elicit the names of the people in the picture.
- 3 The pupils read the dialogue silently, then they answer the questions individually.
- 4 Check the answers orally. When pupils say the correct answer, ask them to also read the line(s) in the dialogue where they found the answer.

Answers: 1 *The geography book, the information technology book, and English for Palestine.* 2 *He knew how to read English for Palestine.* 3 *Because it was in English.* 4 *The country's name isn't included in the names of books for American schools.* 5 *Teachers and other experts work together.* 6 *They have books that are specially designed for them.* 7 *They're used in every school in the whole country.* 8 *Because they're an important sign of Palestinians' national identity.*

ACTIVITY 4 Work in groups. Listen again and practise the conversation. 10 mins

- 1 Arrange the pupils in groups of three. Assign the three roles – Rami, Nidal and Hadeel – to the pupils in each group.
- 2 Play recording 23 again. The pupils listen.
- 3 Choose a group of pupils to read the dialogue aloud.
- 4 In their groups, all the pupils practise reading the dialogue.

Period 3

ACTIVITY 1 Read the examples. 15 mins

- 1 Read the example sentences to the pupils. Make sure the pupils understand that the pairs of sentences (1/2, 3/4, 5/6) have the same meaning, but they use different grammar.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*b – but different forms*).
- 2 Repeat with the other sentences. Help the pupils to understand that the first sentence of each pair is in the active form, and the second sentence is in the passive form.

Answers: 1b 2a 3b 4b

Now add these verbs to the correct sentences: *decide, is decided.*

- 1 Help the pupils to complete the sentences with the correct forms of *decide*.
- 2 Make sure the pupils understand the in the passive sentence, *by them* is optional.

Answers: Active: *They decide the design.* Passive: *The design is decided.*

ACTIVITY 2 Work in pairs. Change the sentences into the present simple passive. 10 mins

- 1 Read number 1 to the pupils. Show the pupils how the sentences is changed into the passive.
- 2 Help the pupils to change number 2 into the passive.
- 3 In pairs, the pupils change the rest of the sentences into the passive.
- 4 Check the answers orally.

Answers: 1 *All children are sent to school at the age of six.*
 2 *Every child is given not less than ten years of school.* 3 *Schools are provided in every town and village.* 4 *Enough books are produced for every child.* 5 *All our young people are helped to develop their skills.* 6 *Students are offered different kinds of training at the end of school.*

ACTIVITY 3 Now write the sentences in a paragraph. Join pairs of sentences with *and*. 15 mins

- 1 Choose pupils to read their sentences from activity 2, linking each pair with *and*.
- 2 The pupils write the linked paragraph in their notebooks.

Answers: *All children are sent to school at the age of six, and every child is given not less than ten years of school. Schools are provided in every town and village, and enough books are produced for every child. All our young people are helped to develop their skills, and students are offered different kinds of training at the end of school.*

Period 4

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 25. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 2 Audio 25

advantage by hand efficient efficiently factory industry marble percent point provide quarry / architecture architect produce production holy + land the Holy Land

Word formation

- 4 Show the pupils how we change the noun *architect* to the noun *architecture* by adding *-ure*.
- 5 Show the pupils how we change the noun and verb *produce* to the noun *production* by adding *-tion*.
- 6 Show the pupils how we combine the *holy* and *land* to make the place name *the Holy Land*.

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 8 mins

- 1 Play recording 26. Pupils listen.
- 2 Read number 1 to the pupils. Ask *What's the missing word? (marble)*.
- 3 The pupils complete the rest of the activity with the new words from activity 1.

CD 2 Audio 26

- 1 A *I've heard that Palestinian building stone is excellent.*
 B *Yes, and Palestine is also famous for its marble.*
- 2 A *Does the stone go straight from the quarry to the customers?*
 B *No, first it is taken to a factory, and it is cut and prepared there.*
- 3 A *Is the stone industry important to Palestine?*
 B *It certainly is. It produces about five per cent of the country's money. It also provides work for many thousands of people.*

- 4 A *And how much of world production of building stone comes from here?*
 B *A lot: about four point five per cent.*
- 5 A *Is the stone still cut by hand in the ancient way?*
 B *No, with modern technology, it's done much more efficiently now.*
- 6 A *Why do many architects like using Palestinian marble?*
 B *It has several advantages, including its high quality.*
 A *And I guess that some architects like it just because it comes from the Holy Land.*

Answers: 1 marble 2 quarry, factory 3 industry, per cent, provides 4 production, point 5 by hand, efficiently 6 architects, advantages, Holy Land

ACTIVITY 3 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 26. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

ACTIVITY 4 Listen and do the tasks. 15 mins 

- 1 Read the points to the pupils.
- 2 Play recording 27. The pupils listen.
- 3 Play recording again. The pupils number the points in the order they hear them.
- 4 Check the answers orally.

Answers: (from top to bottom) 4, 1, 2, 3

CD 2 Audio 27

Presenter: *Welcome to Young World again. This week, we're looking at the huge new mosque in south London. I'm standing outside the mosque now, and I'm talking first to Reema Badawi. She's one of the architects who designed the mosque. Hello, Reema, it's good to have you on the programme.*

Reema: *Thanks for inviting me.*

Presenter: *You must be pleased that the mosque is almost ready.*

Reema: *Yes, the doors will open to London's many Muslims early next month. And we're all very, very happy, I can tell you!*

Presenter: *And as an architect, what are you most pleased about?*

Reema: *It's hard to say because I think there are a lot of good things about the building. But for me, perhaps the most special thing is the marble. Over ninety per cent of it is from Palestine.*

Presenter: *What are the special advantages of Palestinian marble?*

Reema: *Well, first, the quality is very good.*

Presenter: *So does that mean it was very expensive?*

Reema: *No, not as expensive as you might think. Palestinian marble production is very efficient, and it's produced in large quantities. That means it's less expensive than marble from other countries like Italy, for example.*

Presenter: *Does it look the same as Italian marble?*

Reema: *No, it's quite different. The colours are beautiful. And there was something else, too. This is going to be a religious building, and so we wanted to use stone that came from the Holy Land.*

Presenter: *So now can we go inside and look at the marble?*

Reema: *Of course. Please come this way.*

- 5 Divide the class into pairs. In each pair, Student B is an architect and Student A is the builder who is building one of the architect's buildings.
- 6 Read the instructions to the pupils.
- 7 Choose one pair to start the conversation. The builder starts *What kind of stone do you want ... etc.*
- 8 Help the pupils to continue the conversation for a short time.
- 9 In pairs, all the pupils practise the conversation.

Period 5

ACTIVITY 1 Work in pairs. Talk about the picture on this and the next page. 15 mins

- 1 Point to each of the pictures. Elicit questions from the pupils: *What sort of place is this? What is stone used for? What is the man doing?* etc
- 2 In pairs, the pupils ask and answer the questions.

ACTIVITY 2 Read and mark the statements true (✓) or false (X). 15 mins

- 1 The pupils read the texts silently.
- 2 Read number 1 to the pupils. Ask *Is that correct? (No).* The pupils write **X** on the answer line.
- 3 The pupils read the other sentences and write **✓** or **X**.

Answers: 1 X 2 X 3 ✓ 4 ✓ 5 ✓

ACTIVITY 3 Listen and read aloud. 10 mins 

- 1 Play recording 28. The pupils listen.
- 2 Choose individual pupils to read a section each of the text aloud. Help these pupils with pronunciation, stress and intonation. Play sections of the recording again if necessary, to make these points clearer.

- 3 In pairs, the pupils take turns to read a section each of the passage to each other.

CD 2 Audio 28

STONE An ancient industry with a great future

Some of the world's oldest cities were built in Palestine, and they were constructed with excellent stone. This building stone and also marble were cut by our ancestors from the Holy Land itself. Today, the stone industry remains very important: with its beautiful colours and excellent quality, Palestinian stone is often preferred by architects round the world.

Stone was not always produced as efficiently as it is now. In ancient times, it was very difficult to cut stone. Everything was done by hand, and it was slow, hard work. Now, however, technology has come to the rescue, and finished stone is produced very efficiently.

Over sixty per cent of the 262 quarries are near Hebron and Bethlehem. The stone is then cut and finished by 15,000 workers in 618 factories, and many of these are also in the same area. However, quarries are found in other places, too, and there are factories everywhere. Together, they produce four point five per cent of the world's building stone. They also make 450 million dollars a year for Palestine, and they provide over 22,000 jobs.

The world stone industry is growing at nine per cent a year. And with our natural advantages, we can raise Palestinian production even faster. But to do this, we need to learn more about different needs round the world. The industry is therefore studying world markets carefully. If it can continue to grow, it will bring Palestine a lot more jobs and money.

Period 6

ACTIVITY 1 Read and add numbers to complete the table.

10 mins

- 1 Remind the pupils about the text about the Palestinian stone industry on page 68 that they saw in the previous class.
- 2 Show the pupils the different sections in the table (*Number of quarries, Number of factories* etc).
- 3 The pupils read the text again, silently.
- 4 The pupils add the figures from the text to the table.
- 5 Check the answers orally.

Answers: 262, 618, 4.5%, 450 million dollars, 22,000, 9%

ACTIVITY 2 Work in pairs. Ask and answer questions about the Palestinian stone industry. 10 mins

- 1 Read the instructions for Student A and Student B to the class.

- 2 Take the part of Student A; demonstrate the questions with a pupil (Student B). Help the pupil to answer the questions using the information in activity 1.
- 3 Repeat with other pupils, using different questions.
- 4 In pairs, the pupils take the parts of Student A and Student B and practise the questions.
- 5 Call one pair of pupils up to the front to demonstrate their questions to the class.

ACTIVITY 3 Read the passage again and do these tasks.

10 mins

- 1 Give the pupils time to read the text on page 68 again, silently.
- 2 Read number 1 and ask the pupils to find *everything* in the passage. Help the pupils to work out what *everything* refers to (*all the activities that are part of quarrying stone*).
- 3 The pupils work out the rest of the references and meanings.
- 4 Check the answers orally.

Answers: 1 *all the activities that are part of quarrying stone* 2 *the area of the quarries* 3 *the quarries and factories* 4 *at more than 9% per year* 5 *the Palestinian stone industry*
1 *architects like it more than other types of stone* 2 *has provided a solution* 3 *stone that is ready to use in buildings* 4 *there are quarries* 5 *places where Palestinian stone can be sold around the world*

ACTIVITY 4 Work in pairs. Think and discuss. 10 mins

- 1 Read the questions to the pupils. Elicit ideas from them about important industries in their area. If necessary, suggest industries that aren't in the list, such as construction and clothing.
- 2 In pairs, the pupils continue the discussion. Encourage the pupils to make notes of their ideas.
- 3 After the pupils have had time to discuss, arrange a feedback session. Write the best ideas on the board.

Period 7

ACTIVITY 1 Work in pairs. Discuss your school subjects.

10 mins

- 1 Read the list of school subjects to the pupils. Ask *How many periods of Arabic do you have in a week?*
- 2 The pupils write the number of periods next to the subject.
- 3 In pairs, the pupils add the number of periods for each subject and discuss which three subjects they like best.
- 4 Arrange a feedback session to check the number of periods and to find the most popular subjects.

ACTIVITY 2 Write your next school report. Do the tasks.

10 mins

- 1 Read the example report to the pupils. Then read the comments in the box. Make sure the pupils understand all the comments.
- 2 The pupils copy the top of the report, headed *School Report*.
- 3 Say subjects and elicit ideas for comments.
- 4 The pupils write four subjects and comments for them. Encourage the pupils to be realistic and fair in the comments.
- 5 Arrange a feedback session: pupils read out their reports, and other pupils decide if the comments are fair and realistic. If you prefer, this activity could be done in small groups.

ACTIVITY 3 Match the sentences to the meanings. Number the sentences 1–4. 10 mins

- 1 Read the dictionary entry with the different meanings of *by* to the pupils.
- 2 Read the first pair of sentences (*They used to cut the stone ... etc*) to the pupils. Ask *Which meaning is that – 1, 2, 3 or 4? (2)*.
- 3 The pupils work out the meanings of *by* in the other pairs of sentences.
- 4 Check the answers orally.

Answers: 2, 4, 3, 1**ACTIVITY 4 Play a team game. Take turns to produce more examples with meanings 1–4. 10 mins**

- 1 Divide the class into two teams. Choose one pupil from each team.
- 2 Say a number from 1 to 4. One of the pupils must say a sentence with the corresponding meaning of *by*.
- 3 If the sentence is correct, the pupil gets one point for their team.
- 4 Repeat with another number from 1 to 4, with the pupil from the other team.
- 5 Repeat with other pairs of pupils, one from each team, until all the pupils have had a turn.
- 6 Announce the winning team.

Period 8**ACTIVITY 1 Read the examples. 10 mins**

- 1 Read the sentences to the pupils. Make sure the pupils are aware that the sentences are in pairs, with active and passive forms.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*b – past simple*).
- 2 The pupils choose the best way to complete the rest of the statements.

Answers: 1b 2a 3b 4a 5a 6b 7b**ACTIVITY 2 Work in pairs. Change the sentences into the past simple passive. Do not use *by + agent*. 10 mins**

- 1 Read the first sentence to the pupils, and read the same sentence changed to the passive voice.
- 2 Help the pupils to change number 2 into the passive (*Good building stone was found in many parts of Palestine*).
- 3 In pairs, the pupils rewrite the sentences in the passive voice.
- 4 Check the answers orally.

Answers: 1 *In ancient times, stone was needed to build towns.* 2 *Good building stone was found in many parts of Palestine.* 3 *Quarries were started to get the stone.* 4 *The stone was cut from the ground.* 5 *The stone was taken to their local towns.* 6 *The stone was sold there.* 7 *The stone was cut to the right shapes.* 8 *The stone was used to build houses and many other things.*

ACTIVITY 3 Now write the sentences in a paragraph. Join pairs of sentences with *and*. 5 mins

- 1 Help the pupils to join the first two sentences with *and* (*... stone was needed to build towns, and good building stone was found ...*).
- 2 The pupils join the rest of the sentences and write them as a paragraph.
- 3 Choose one or more pupils to read out the paragraph.

Answers: *In ancient times, stone was needed to build towns, and good building stone was found in many parts of Palestine. Quarries were started to get the stone and the stone was cut from the ground. The stone was taken to their local towns and it was sold there. It was cut to the right shapes and it was used to build houses and many other things.*

ACTIVITY 4 Work in pairs. Change the sentences into the passive. Use *by + agent*. 10 mins

- 1 Read the first sentence to the pupils, and read the same sentence changed to the passive voice. Point out that these sentences all use *by*.
- 2 Help the pupils to change number 2 into the passive (*Finally, it was built last year by our community*).

- In pairs, the pupils rewrite the sentences in the passive voice.
- Check the answers orally.

Answers: 1 For a very long time, a new school was needed by our little town. 2 Finally, last year it was built by our community. 3 Two years ago, some land was bought by a group of parents. 4 A very good architect was invited to design the school by the same group. 5 In the next few months, some excellent plans were drawn by the architect. 6 Enough money to pay for the project was given by the government. 7 Top-quality local stone was chosen by the architect. 8 The building work was given to the best builders in the area by the local group. 9 At the end, all the new pupils and their parents were invited to a big party by the school. 10 The party was reported by the local newspaper on its front page the next day.

Now write about the new school. Join every two sentences with *and*. 5 mins

- Help the pupils to join the first two sentences with *and*.
- The pupils join the rest of the sentences and write them as a paragraph.
- Choose one or more pupils to read out the paragraph.

Answers: For a very long time, a new school was needed by our little town, and finally, last year it was built by our community. Two years ago, some land was bought by a group of parents and a very good architect was invited to design the school by the same group. In the next few months, some excellent plans were drawn by the architect and enough money to pay for the project was given by the government. Top-quality local stone was chosen by the architect and the building work was given to the best builders in the area by the local group. At the end, all the new pupils and their parents were invited to a big party by the school and the party was reported by the local newspaper on its front page the next day.

Period 9

ACTIVITY 1 Work in pairs. Change the sentences into the past and present simple passive. Do not use *by + agent*.

10 mins

- Read example sentences number 1 and number 5.
- In pairs, the pupils change the sentences to the passive form.
- Check the answers orally.

Answers: 1 The book was planned five years ago. 2 It was written the year after that. 3 Three years ago, everything was put together on a computer. 4 Soon after that, the complete book was finished. 5 Each year, book numbers are decided for the next year. 6 Any important changes are made to the books. 7 Enough copies are produced for all the schools in Palestine. 8 Then the books are sent to every school in the country.

ACTIVITY 2 Now write the sentences in a paragraph. Join pairs of sentences with *and*. 10 mins

- Ask one of the pupils to join the first two sentences together with *and*.
- In pairs, the pupils write a paragraph, joining the pairs of sentences together with *and*.

Answer: The book was planned five years ago and it was written the year after that. Three years ago, everything was put together on computer and soon after that the complete book was finished. Each year, book numbers are decided for the next year and any important changes are made to the books. Enough copies are produced for all the pupils in Palestine and then the books are sent to every school in the country.

ACTIVITY 3 Work in pairs. Put the sentences in the passive. Think: *by + agent / by + agent*. 10 mins

- Read the two example sentences to the pupils. Point out that these sentences contain *by* if it adds useful information.
- In pairs, the pupils write the sentences in the passive form.
- Check the answers orally.

Answers: 1 The first houses were built thousands of years ago. 2 That house was built by my uncle twenty years ago. 3 The land for a park was given to our town by a rich man called Adam Bates. 4 The park was opened by a famous film star 30 years ago. 5 New flowers are planted in spring every year. 6 The park gates are opened at 8:00 every morning. 7 The grass is cut and the paths are cleaned every week. 8 The ducks are fed on the little lake every day by local children.

ACTIVITY 4 Work in pairs. Talk about recent changes in your area. Use the past simple passive. (You decide: *by + agent / by + agent*.) 10 mins

- Read the example sentences to the pupils.
- Help the pupils to think of recent changes in their area. Write the names of places, streets etc on the board.
- Help the pupils make one or two sentences about the changes, using the passive form. The pupils should decide themselves whether to use *by* or not.
- In pairs, the pupils talk about the changes, using the passive form.
- Choose pupils to say their sentences to the class.

Period 10

ACTIVITY 1 Work in pairs. Talk about the picture. 10 mins

- 1 Point to the picture and read the first question. Help the pupils to understand that the people are probably in a historic / tourist area of Palestine.
- 2 In pairs, the pupils answer the questions.
- 3 Check the answers orally.

ACTIVITY 2 Listen and mark the statements true (✓) or false (X). 10 mins 

- 1 Explain to the pupils that they are going to listen to the people in the picture talking.
- 2 The pupils read the statements so that they are familiar with the names.
- 3 Play recording 29. The pupils listen.
- 4 Play recording again. The pupils write ✓ or X.
- 5 Play recording again. The pupils check their answers.
- 6 Check the answers orally.

CD 2 Audio 29

Interviewer: *This afternoon, I'm speaking to several experts – Doctors Ahmad, Fatima and Ashraf. All of you, thank you for giving some time to answer my questions.*

Dr Ahmad, you're an architect, and I believe you love working on old buildings here in Palestine. So why are old buildings important to us?

Ahmad: *Well, you see, in the past, we often allowed them to collapse, but this was wrong. When we lose an old building, we also lose part of our culture. So, you see, now we protect these important parts of our history better.*

Interviewer: *Dr Fatima, the Bethlehem 2000 Project was a good example of this, wasn't it? And you were an important part of that project, weren't you?*

Fatima: *Certainly, yes. Back at that time, my team and I began work on the old town. You know, we provided water, we built new roads, and we saved old buildings.*

Interviewer: *Dr Ashraf, you're an expert on ancient Palestine, aren't you? And the ancient past of Palestine is also very important, isn't it?*

Ashraf: *Well, yes, it certainly is. For example, my students and I did some important work at Hisham's Palace near Jericho last year. You see, we put large covers over the ruins to protect them, and we built a better information centre for visitors, too. And so, you see, we saved something important for people to enjoy now and in the future.*

Answers: 1 ✓ 2 X 3 ✓ 4 ✓ 5 X 6 X 7 X 8 ✓

ACTIVITY 3 Practise your pronunciation: listing.

10 mins 

- 1 Read the first sentence to the pupils (*I spoke to several experts etc.*).
- 2 Play recording 30. Help the pupils to identify which part goes up and which part goes down.
- 3 Play recording again. The pupils repeat the sentences with the same intonation.

Answers: 1 Up: Ahmad, Fatima Down: Ashraf 2 Up: water, new Down: old buildings.

CD 2 Audio 30

I spoke to several experts – Doctors Ahmad, Fatima and Ashraf.

We provided water, we built new roads, and we saved old buildings.

ACTIVITY 4 Work in pairs. Play a memory game. Give the subjects in the wrong order. 10 mins

- 1 Read the example dialogue to the pupils. Make sure you use appropriate rising and falling intonation.
- 2 Practise the dialogue with a pupil, using other subjects. Help the pupils to respond appropriately.
- 3 In pairs, the pupils practise the dialogue, using appropriate intonation.

Period 11

ACTIVITY 1 Listen and write down what you hear.

10 mins 

- 1 Explain to the pupils that they should write the two sentences they hear.
- 2 Play recording 31. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

CD 2 Audio 31

- 1 Omar believes that his geography, information technology and other school books point towards Palestine's future as an independent country.
- 2 The production of stone and marble in hundreds of Palestinian quarries and factories is done much more efficiently now than it used to be.

Answer: see the audio

ACTIVITY 2 Read the information. 5 mins

- 1 Read the explanation to the pupils. Make sure they understand that the passive and active sentences have the same meaning. The only difference is the context we use them in.

ACTIVITY 3 Work in pairs. Prepare to write part of a newspaper report. 10 mins

- 1 Explain to the pupils that they are going to transform the text into a newspaper report.
- 2 First, ask the pupils to identify the conversational words and phrases.
- 3 Then, ask the pupils to find the underlined verbs that should be changed to the passive. For example, *We often allowed them to collapse – They were often allowed to collapse.*
- 4 In pairs, the pupils cross out the conversational words and phrases. They change the underlined verbs to the passive form.
- 5 Read the topic sentences to the pupils. Help them to match each one with a paragraph.

Answers: *The ancient part of Palestine ... 3 The Bethlehem Project ... 2 Here in Palestine ... 1*

ACTIVITY 4 Write part of the newspaper report. Start like this. 15 mins

- 1 Show the headline and first part of the article to the pupils.
- 2 The pupils copy this into their books, then continue with the rest of the article, in the appropriate style.

Answer: *[example answer]*

Saving the past for the future. / Here in Palestine, old buildings are important to us. In the past, they were often allowed to collapse, but this was wrong. When an old building is lost, part of our culture is lost, too. Now these important parts of our history are protected better. / The Bethlehem 2000 project was a good example of this. Back at that time, work was begun on the old town. Water was provided, new roads were built and old buildings were saved. / The ancient past of Palestine is also very important. Important work was done on Hisham's Palace near Jericho last year. Large covers were put over ruins to protect them and a better visitor information centre was built too. Something important was saved for people to enjoy now and in the future.

Period 12**ACTIVITY 1 Discuss old buildings in your area. 20 mins**

- 1 Read the Unit task card to the pupils. Explain that they will be writing about an old and interesting building they know.
- 2 Read the instruction to the pupils. Say that you are a visitor to the area, and you want to see old and interesting buildings.
- 3 Elicit ideas for old and new parts of the city, and for old buildings. Where possible, encourage the pupils to use the past simple passive, and include *by* – for example: *That old house was built by an important family.*
- 4 Write the places and buildings on the board.
- 5 Help the pupils to say where these places are, why they are interesting etc.
- 6 Read the dialogue instructions to the pupils.
- 7 In pairs, the pupils follow the instructions and talk about different buildings.
- 8 Choose pairs of pupils to repeat their conversations to the class.

ACTIVITY 2 Write about your special building. 20 mins

- 1 Read the instructions to the pupils.
- 2 Help the pupils to say what they can include in paragraph 1; write key words on the board.
- 3 Repeat for paragraph 2.
- 4 The pupils write the two paragraphs about their special building.
- 5 Choose two or three pupils to read their paragraphs to the class.

Revision 1

Aims: to review the key vocabulary and language structures of Units 1–6

Key vocabulary: the vocabulary from Units 1–6

Language structures: the language structures from Units 1–6

Materials: Pupil's Book, CD

Period 1

ACTIVITY 1 Look at the photo on the next page.

Describe it. 10 mins

- 1 Tell the pupils to look at the picture on page 77. Read the beginning of sentence 1 (*The picture shows ...*). Help the pupils to match the rest of the sentence (*the Great Haram mosque / in Makkah*).
- 2 The pupils match the rest of the sentences.

Answers: 1 *The picture shows / the Great Haram Mosque / in Makkah.* 2 *At its centre / we can see / the Ka'ba.* 3 *This amazing building / is at the heart / of the Muslim religion.* 4 *All round the Ka'ba / we can see hundreds of / followers of Islam.*

ACTIVITY 2 Read the title of the passage. Then say what you know about this man. 10 mins

- 1 Ask the pupils *Who is this passage about? (Abu Bakr Al-Siddiq).*
- 2 Ask the pupils what they know about him. Help the pupils to express what they know in English.
- 3 Make notes of what the pupils say on the board – this will be needed for activity 4.

ACTIVITY 3 Read and mark the statements true (✓) or false (X). 10 mins

- 1 The pupils read the text silently.
- 2 Read number 1 to the pupils. Ask *Is that correct? (Yes).* The pupils write ✓ on the answer line.
- 3 The pupils read the other sentences and write ✓ or X.

Answers: 1 ✓ 2 X 3 ✓ 4 X 5 ✓

ACTIVITY 4 Think and discuss. Compare what you have read and what you said in activity 2. 10 mins

- 1 Show the pupils what they said about Abu Bakr (the notes you wrote on the board). Ask them to compare this with what was in the passage.
- 2 On the board, write expressions such as:
I knew that ...
I didn't know that ...
The passage doesn't say that ...
- 3 Help the pupils to use these phrases when they speak.

Period 2

ACTIVITY 1 Read paragraphs 1–3 again and answer the questions. 12 mins

- 1 The pupils read paragraphs 1–3 of the passage on page 76 again.
- 2 Choose pupils to read the questions to the class.
- 3 The pupils answer the questions.

Answers: 1 *He saw that Abu Bakr was very good and honest.* 2 *He was very generous.* 3 *He was an early believer and he believed deeply.*

Now say what the underlined words mean.

- 1 Read number 1 to the pupils. The pupils find the line in the text.
- 2 Help the pupils to work out the meaning.
- 3 Repeat with numbers 2 and 3.

Answers: 1 *God's message* 2 *became rich* 3 *he was very brave and very generous*

ACTIVITY 2 Read paragraphs 4–6 again and answer the questions. 8 mins

- 1 The pupils read paragraphs 4–6 again silently.
- 2 Choose pupils to read the questions to the class.
- 3 The pupils answer the questions.

Answers: 1 *They didn't like Islam in the early days.* 2 *He was visiting the Ka'ba.* 3 *He was attacked by Abu Jahl.* 4 *Because the life of the Prophet was more important to him than his own life.* 5 *Because he continued the work of taking Islam's message to the world.*

Now say what the underlined words mean.

- 1 Read number 1 to the pupils. The pupils find the line in the text.
- 2 Help the pupils to work out the meaning.
- 3 Repeat with number 2.

Answers: 1 *it wasn't important to him* 2 *telling people about Islam*

ACTIVITY 3 Read again to find the opposites of the words.

5 mins

- 1 Read the words to the pupils.
- 2 The pupils read the text again silently and find the opposites of these words.

Answers: 1 *future* 2 *later* 3 *received* 4 *a little*
5 *nothing* 6 *opened*

ACTIVITY 4 Complete the sentences. Use pairs for words from activity 3. Make any changes needed. 10 mins

- 1 Read the first dialogue to the pupils. Ask *What's the missing word? (sent)*.
- 2 The pupils complete the other dialogues.

Answers: 1 *sent, received* 2 *a lot, a little* 3 *early, late*

ACTIVITY 5 Listen and check. Then practise in pairs.

5 mins 

- 1 Play recording 32. The pupils check their answers in activity 4.
- 2 In pairs, the pupils practise the dialogues with each other.

CD 2 Audio 32

- 1 A *I sent you a letter two days ago.*
B *Yes, and I received it this morning. Thanks!*
- 2 A *We've got a lot of fish, so there's more than enough for everyone.*
B *Yes, but we've only got a little rice, so I'd better buy some more.*
- 3 A *Let's get to the cinema early. We don't want to miss the start of the film.*
B *I agree. I hate being late for things.*

Period 3

ACTIVITY 1 Work in pairs. Ask and answer questions about Fuad's busy day tomorrow. 10 mins

- 1 Read the diary entries to the pupils.

- 2 Choose a pupil to demonstrate the dialogue. Ask questions and help the pupil to answer appropriately.
- 3 Repeat with other pupils and other questions.
- 4 In pairs, the pupils practise the dialogue.

ACTIVITY 2 Work in pairs. Make statements about the Amer family's list of things to do. 15 mins

- 1 Choose pupils to read the list of things to do. Make sure the pupils understand that they're doing badly with the lunch, they're not doing badly in the kitchen and outside, and they're doing well in the other rooms.
- 2 Write the expressions *doing badly*, *not doing badly* and *doing well* on the board.
- 3 Make comments such as *They're not doing badly in the kitchen*.
- 4 Help the pupils answer with *already* and *not ... yet*, for example *They've already put away the breakfast things. They haven't washed the breakfast dishes yet*.
- 5 In pairs, the pupils talk about how the family are doing, and what they've done already / haven't done yet.

ACTIVITY 3 Work in pairs. Compare the computers. 15 mins

- 1 Show the table to the pupils and elicit sentences with comparative and superlative sentences. For example: *The Classic 100 is the biggest; The TR900 isn't as powerful as the Super X; The Super X is more expensive than the TR900*.
- 2 Read the dialogue to the pupils. Choose pairs of pupils and help them to say similar sentences comparing the computers.
- 3 In pairs, all the pupils compare the computers, using all the adjectives in the table.

Period 4

ACTIVITY 1 Work in pairs. Explain the problems. 10 mins

- 1 Show the picture to the pupils. Read the dialogue.
- 2 Say pairs of adjectives from the pictures, for example, *weak / strong*. Elicit statements from the pupils, for example, *The first bridge is too weak. / It isn't strong enough*.
- 3 Help the pupils to add verbs with *to*, for example, *It isn't strong enough to carry the lorry*.
- 4 In pairs, the pupils talk about the problems for the lorry.

Answers: [example answers] *The first bridge is too weak for the lorry. You're right. It really isn't strong enough to take it. / The road is too narrow for the lorry. You're right. It really isn't wide enough to take it. / The second bridge is too small for the lorry. You're right. It really isn't big enough to take it. The second bridge is too low for the lorry. You're right. It really isn't high enough to take it.*

ACTIVITY 2 Work in pairs. Explain Henry's horrible walk in the country. 15 mins

- 1 Read the first situation and the problem. Help the pupils to make a sentence about it. (*He waited for his friend Sam to join him, but he hadn't told Sam the time or place to meet.*)
- 2 Make sure the pupils understand the use of the past perfect in the sentence.

Answers: [example answers] *First, he waited for his friend Sam to join him. But he hadn't told Sam the time or place to meet. Then, he needed to find the right way to go. But he had left his map at home. Then, he wanted to buy some lunch. But he had spent all his money on sweets that morning. Next, it started to rain heavily. But he had forgotten to bring a coat. Finally, he decided to call his parents for help. But he had lost his phone somewhere along the way.*

- 3 In pairs, the pupils make sentences about Henry's walk, combining the situations and the problems.
- 4 Choose pupils to say their sentences to the class.

ACTIVITY 3 Work in pairs. Play the 'famous person' game. 5 mins

5 mins

- 1 Show the pupils the example dialogue.
- 2 Demonstrate the dialogue with a pupil. Help the pupil to answer appropriately and guess who you are thinking of.
- 3 In pairs, the pupils play the game, taking turns to think of a famous person, and to guess who the person is.

ACTIVITY 4 Work in pairs. Talk about food for Salem's birthday party. 10 mins

- 1 Show the pupils the information. Make a sentence about the burgers. (*They have just a few burgers. They need quite a lot more.*)
- 2 Elicit similar sentences about the other food.
- 3 Read the dialogue to the pupils.
- 4 In pairs, the pupils practise dialogues with *How much / many ... do we have? / Do we need some more?*
- 5 Choose pairs of pupils to say their dialogues to the class.

Period 5**ACTIVITY 1 Work in pairs. Put objects or groups of objects on the desk. Talk about them. 10 mins**

- 1 Collect pens, pencils, notebooks etc from the pupils and put them on your desk.
- 2 Elicit sentences with *There is / There are* about what is on the desk.
- 3 Help the pupils to use *a few* and *a lot*.
- 4 In pairs, the pupils put items on their desks and talk about them with *There is / There are*.

- 5 Call a pupil to the front. Read the dialogue to the class. Help the pupil to take the part of a customer in your shop.
- 6 Repeat with other pupils. Make sure the pupils understand that they should start the dialogue with *a (a pen, a book)*, but then go on to use *the (the blue pen, the green book)*.

ACTIVITY 2 Change from active to passive. Use by + agent if it is needed. 10 mins

- 1 Read number 1 to the pupils. Read the answer.
- 2 In pairs, the pupils change the sentences from active to passive. They only use *by* if it adds useful information.
- 3 Check the answers orally.

Answers: 1 *Nidal and Hadeel were taken to the airport by Mum and Dad.* 2 *At the airport, their passports and bags were checked.* 3 *Later, the bags were put on the plane.* 4 *When their plane was almost ready, their flight number was called.* 5 *They were welcomed to the flight by the captain.* 6 *They were helped with their landing cards by their flight attendant.* 7 *The next morning, they were met at Gaza Airport by Rami and his family.* 8 *Millions of people are flown safely to thousands of places every day.* 9 *Millions of bags are carried too – and almost always to the right places!*

ACTIVITY 3 Complete the conversations. Use the expressions from the box. 5 mins

- 1 Choose pupils to read the expressions in the box to the class.
- 2 The pupils complete the dialogue with the expressions.
- 3 Check the answers orally.

Answers: 1 *It's lovely to be here. / It's lovely to have you here.*
2 *You should take things more slowly.* 3 *They're my favourites.*
4 *OK, calm down.* 5 *Could you tell me the way, please? / You'll see it on your right.*

ACTIVITY 4 Listen and check. Then practise in pairs.5 mins 

- 1 Play recording 33. The pupils listen and check their answers.
- 2 In pairs, all the pupils practise the dialogues.

CD 2 Audio 33

- 1 A Hello, everyone. It's lovely to be here.
B It's lovely to have you here. Welcome to Ramallah!
- 2 A I'm trying to finish everything today, so I'm going to work until very late.
B You should take things more slowly. You'll do the job better if you give yourself more time.
- 3 A We've brought some chocolates for you.
B Oh, thank you! They're my favourites.
- 4 A Oh, no! I've lost my money! My purse has gone! Help!
B OK, calm down. Think. When did you last have it? Try to remember.
- 5 A I'm looking for the 99 Coffee Shop. Could you tell me the way, please?
B Sure. Go over the crossroads and turn left. You'll see it on your right.

ACTIVITY 5 Listen and write down what you hear.10 mins 

- 1 Explain to the pupils that they should write the three sentences they hear.
- 2 Play recording 34. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

CD 2 Audio 34

- 1 Our busy schedule continues tomorrow and our guide will take us to a village community centre, a museum and an ancient religious site.
- 2 It was not very sensible to start training again so soon, and Jamie began sweating, his heart racing, and he collapsed and fell to the ground.
- 3 Palestinian stone is often chosen by architects because it has several advantages, and so production is rising in this efficient industry, and it provides many jobs.

Period 6**ACTIVITY 1 Look at the picture and answer the questions.**

5 mins

- 1 Show the pupils the picture. Choose pupils to read the questions to the class.
- 2 The pupils answer the questions.

Answers: 1 A tourist information centre or a hotel reception desk.
2 It might be in Turkey. 3 No, they don't. They're tourists.
4 She's showing the tourists information.

ACTIVITY 2 Listen and complete the notes. 10 mins 

- 1 Show the table to the pupils.
- 2 Play recording 35. The pupils write in the information.
- 3 Play recording again. The pupils check the information.
- 4 Check the answers orally.

CD 2 Audio 35

- Father: It's sad, but we've only got tomorrow here, and then we have to fly home the day after.
- Mother: So we want to do as much as we can in one day. We'd better plan the day carefully.
- Father: I think we should start in the morning with the Blue Mosque.
- Assistant: Yes, and of course you must go to the Topkapi Palace. That's one of the world's greatest museums.
- Father: So when is it open?
- Assistant: Every day from nine in the morning until seven in the evening.
- Mother: And how much is it?
- Assistant: It's eleven lira for each person.
- Son: I'll take notes of all this.
- Father: Good. They'll be very useful.
- Son: So the Topkapi is open from nine to seven, and it's eleven lira each to go in.
- Daughter: But we can't stay in a museum all day. What else can we do?
- Assistant: Well, you could go to the great covered market before you go to the Topkapi Palace.
- Mother: Is that the famous one that they call the Grand Bazaar?
- Assistant: That's right. And it's an amazing place with over 4,000 shops. It's open from eight thirty until seven.
- Daughter: It sounds fun.
- Son: Eight thirty ... until seven. And of course, we don't need any money to go in.
- Father: And what about a boat trip on the famous Bosphorus? It's always nice to see a city from the water.
- Assistant: Well, you can take a ninety-minute boat trip during the day.
- Mother: How often do the boats go?
- Assistant: Every two hours. And it's twelve lira each.
- Son: Every two hours ... and ... twelve lira.
- Mother: But there won't be time during the day.
- Assistant: Well, here's an idea. Join the last tour in the evening and have dinner on the boat. The tour is from five-thirty until eight.

Father: And how much is that?
Assistant: Forty lira.
Son: Five thirty ... until eight. And it's forty lira.
Assistant: Yes. And the food is very, very good.
Father: Dinner on the water while the sun is going down!
Mother: That sounds an amazing way to finish our visit to Istanbul!

Answers: *Topkapi: 9:00 to 7:00, 11 lira / Market: 8:30 to 7:00, free / Boat trip: two hours, 12 lira / Last tour: 5:30 to 8:00, 40 lira*

ACTIVITY 3 Work in pairs. Take the parts of two more tourists. Decide what to do. 10 mins

- 1** Read the dialogue with a pupil. Elicit ideas for how to continue – *Let's go to the market in the morning ... etc*
- 2** In pairs, the pupils work out what they are going to do tomorrow, and at what time.
- 3** Choose pupils to tell the class what they've decided.

ACTIVITY 4 Revision unit task: You are going to write about a place that you enjoyed visiting. 15 mins

- 1** Explain the Revision unit task to the pupils.
- 2** Elicit ideas from the pupils for what they can include in paragraph 1. Write key words on the board.
- 3** Repeat for paragraph 2.
- 4** The pupils write the two paragraphs about the places they chose.
- 5** Choose two or three pupils to read their paragraphs to the class.

What if?

Aims: to be able to use conditional sentences with *When*; understand and use Type 0, Type 1 and Type 2 conditionals

Key language: *a bit, close, duty, fridge, grow up, in trouble, look after, piece, simple, though*

burn, chemical, get rid of, imagine, material, necessary, pan, pour, stain / accidentally, cleaner, cooker

Language structures: conditional sentences with *When*; Type 0, Type 1 and Type 2 conditionals

Materials: Pupil's Book, CD

Answers: 1 Aunt Nada and Hadeel / are standing / in the kitchen.
2 They are standing / on each side of / the kitchen table. 3 There is / some food / on the table. 4 Aunt Nada / is saying something about / the food on the table.

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 The pupils read the questions silently.
- 2 Play recording 2. The pupils answer the questions.
- 3 Play recording again. The pupils check their answers.

! Note: there are two examples of Type 2 conditionals towards the end of the dialogue. Don't focus on these now – there is a grammar section about conditional sentences later in this unit.

Period 1

Introduction 5 mins

- 1 Show the picture to the pupils. Ask *Who are they?* (*Aunt Nada and Hadeel*) and *What are they doing?* (*They're cooking*).
- 2 Talk with the pupils about cooking in their home. Ask questions such as *Who does the cooking in your family? Do you cook? What can you cook? What is your favourite food at home?* etc. Help the pupils with the vocabulary they need to express their ideas.

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 1. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 3 Audio 1

*a bit close duty fridge grow up in trouble
look after piece simple though*

ACTIVITY 2 Look at the picture on the next page.

Describe it. 8 mins

- 1 Tell the pupils to look at the picture on page 5. Ask *Who are the people in the picture?* (*Hadeel and Aunt Nada*).
- 2 Read the beginning of sentence 1 (*Aunt Nada and Hadeel ...*). Help the pupils to match the rest of the sentence (*are standing / in the kitchen*).
- 3 The pupils match the rest of the sentences.

CD 3 Audio 2

Narrator: *Hadeel and Aunt Nada were talking in the kitchen.*

Aunt Nada: *Tell me, do you ever cook back home?*

Hadeel: *When I'm at home, I sometimes help a bit. But I'm often out because I do various sports and other activities after school. So I don't know very much about cooking. I should though.*

Aunt Nada: *Yes, if you learn to cook, it'll be very useful later, when you grow up.*

Hadeel: *You're right. I need to learn. Nidal knows much more than me! And if I don't learn, it won't be easy to live away from home in future.*

Aunt Nada: *I'll teach you some simple dishes if you like.*

Hadeel: *Great!*

Aunt Nada: *Let's make lunch for our neighbours, the Masri family. Mrs Masri is sick.*

Hadeel: *Are they the family opposite?*

Aunt Nada: *Yes. How did you guess?*

Hadeel: *The daughter always looks busy. She goes shopping every day, and I often think maybe her mum isn't well.*

Aunt Nada: *You're right. Her father is in hospital, too, so poor young Sameera is looking after them and the four little ones, too. She's only fourteen, like you.*

Hadeel: *That's very hard. How does she do everything?*

Aunt Nada: *Well, the friends and neighbours are helping, and today it's my turn.*

Hadeel: *If something like that happens back home, neighbours don't usually help as much. You seem to have a closer community here.*

Aunt Nada: *Perhaps you're right. If someone is in trouble here, we always feel it's our duty to help. Now, ... there are some chicken pieces in the fridge. Let's cook them and make some salad.*

- Answers:** 1 She would like to learn to cook simple dishes.
2 Because Mr Masri is in hospital and Mrs Masri is sick.
3 The daughter, Sameera, is trying to look after everyone.
4 They are going to make lunch for the Masri family.

ACTIVITY 4 Listen and read. Find the words and phrases from activity 1. 5 mins

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 2 again. The pupils look for the new words in the dialogue.
- 3 Say each of the words and ask a pupil to read the complete sentence with that word.

Everyday English Activity 3 mins

- 1 Read the expressions to the pupils, using appropriate stress and intonation.
- 2 The pupils repeat the expressions chorally and individually. Make sure they use appropriate stress and intonation.

Period 2

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What's the missing word/ words? (look after)*.
- 2 The pupils complete the rest of the activity with the new words from period 1.

Answers: 1 look after 2 piece, fridge 3 in trouble, duty 4 close, growing up 5 a bit, though, simple

ACTIVITY 2 Listen and check. Then practise in pairs. 10 mins

- 1 Play recording 3. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

CD 3 Audio 3

- 1 A What do you have to do to help at home?
B I sometimes look after Grandma when Mum has to go shopping.
- 2 A I'd like a piece of cheese to put on my bread.
B No problem. Go to the fridge, and you'll find some on the top shelf.
- 3 A It's freezing now, and I think those people on the mountain are in trouble.
B Yes, and I'm a mountain guide, so it's my duty to go and find them.
- 4 A Tell me, are you and your brothers and sisters close?
B Yes, we did everything together while we were growing up, and we're still great friends now, too.
- 5 A In my new job, I do the housework, and I also cook a bit.
B You always say that you can't cook though!
A Oh, well, I can make a few simple dishes. That's all I have to do.

ACTIVITY 3 Read again and answer the questions. 10 mins

- 1 Point to the dialogue in activity 4 of the previous period.
- 2 Elicit the names of the people in the picture.
- 3 The pupils read the dialogue silently, then they answer the questions individually.
- 4 Check the answers orally. When pupils say the correct answer, ask them to also read the line(s) in the dialogue where they found the answer.

Answers: 1 Because she does various sports and other activities after school. 2 It will help her later, when she grows up. 3 She offers to teach Hadeel some simple dishes. 4 She's looking after six people. 5 She's fourteen. 6 She thinks it's very hard. 7 She's getting help from the community. 8 Because they feel it's their duty to help.

ACTIVITY 4 Work in pairs. Listen again and practise the conversation. 10 mins

- 1 Arrange the pupils in pairs. Assign the roles – Aunt Nada and Hadeel – to the pupils in each pair.
- 2 Play recording 2 again. The pupils listen.
- 3 Choose a pair of pupils to read the dialogue aloud.
- 4 In pairs, all the pupils practise reading the dialogue.

Period 3

ACTIVITY 1 Read the examples. 10 mins

- 1 Read the example sentences to the pupils.
- 2 Show the pupils that each sentence has a part that begins with *If ...*, and a part that is the consequence.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*b – may happen at any time*).
- 2 Repeat with the other sentences. Make sure the pupils understand that these are two types of conditional sentence.

Answers: 1b 2b 3b 4a 5b

ACTIVITY 2 Work in pairs. Match sentence parts 1–7 and a–g to make Type 0 conditional statements. 10 mins

- 1 Read number 1 to the pupils and show that it goes with *f* (*she goes to their rooms and calls them*).
- 2 In pairs, the pupils match the rest of the sentences.
- 3 Check the answers orally. Make sure the pupils understand that these are Type 0 conditionals.

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

ACTIVITY 3 Work in pairs. Read out Sameera's questions about her trip to town today. Then make her Type 1 statements. 10 mins

- 1 Read the example dialogue to the pupils. Show them how it is made from question number 1 and the response.
- 2 Ask the pupils question number 2 and help them to make the response (*If we need more money, I'll visit the bank*). Repeat with other pupils and other questions.
- 3 In pairs, the pupils practise asking questions and making Type 1 answers.

Now make negative Type 1 statements. 10 mins

- 1 Read the example to the pupils. Show how it is made from the original Type 1 sentence.
- 2 Help the pupils to make other negative Type 1 statements, such as *If we don't need more money, I won't visit the bank*.

Period 4

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 4. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 3 Audio 4

*burn chemical get rid of imagine material
necessary pan pour stain/accident accidental
accidentally clean cleaner cook cooker*

Word formation

- 4 Show the pupils how we change the noun *accident* into an adjective by adding *-al* – *accidental*.
- 5 Show the pupils how we change the adjective *accidental* into the adverb *accidentally* by adding *-ly*.
- 6 Show the pupils how we change the verbs *clean* and *cook* into the nouns *cleaner* and *cooker* by adding *-er*.

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 8 mins

- 1 Play recording 5. Pupils listen.
- 2 Read number 1 to the pupils. Ask *What's the missing word?* (*chemicals*).
- 3 The pupils complete the rest of the activity with the new words from activity 1.

CD 3 Audio 5

- 1 A *I don't like using very powerful chemicals round the house.*
B *I agree. They can damage things, and it isn't usually necessary to use them.*
- 2 A *Oh, no! You've stained your new sweater. Is it coffee?*
B *Yes, it happened accidentally. I was drinking a cup, and I dropped it.*
- 3 A *Have you tried to get rid of the stain in your dress with soap and water?*
B *Yes, but it hasn't worked. I'm going to try a very gentle chemical cleaner.*
A *Well, be very careful. You don't want to damage that beautiful material.*
- 4 A *I can't imagine cooking over an open fire all the time.*
B *Well, that's what they did long ago. They didn't have modern cookers then!*

- 5 A *Is the soup in that pan ready yet?*
 B *Yes, it's nice and hot, so should I pour it into the soup bowls now?*
 A *OK, but be careful when you do that. Don't burn yourself!*

Answers: 1 chemicals, necessary 2 stained, accidentally
 3 get rid of, cleaner, material 4 imagine, cookers
 5 pan, pour, burn

ACTIVITY 3 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 5. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

ACTIVITY 4 Look at the pictures. Then listen and number the dangers 1–6. 15 mins 

- 1 Point to each of the pictures. Elicit simple descriptions for each one from the pupils, for example *There a little girl next to the cooker.*
- 2 Play recording 6. The pupils listen and number each picture as they hear it described.
- 3 Check the answers orally.

Answers: (top row, left to right) 5, 2, 1 (bottom row, left to right) 3, 4, 6

Now number the rules 1–6 (Listen again if necessary).

- 4 Read the first rule to the pupils. Ask *Which rule is it?* (Number 3).
- 5 The pupils match the rules with the rule numbers. If necessary, they can listen to recording 6 again.

Answers: 3, 5, 2, 6, 4, 1

CD 3 Audio 6

Presenter: *Today's visitor to our school is from City Hospital, and she has some very important things to tell us about the danger of accidents in the home. So please welcome Nurse Sally Hunt.*

Nurse Hunt: *Thanks very much, everyone, and it's very nice to be here. Now, we all want to feel safe in our homes, of course, but home can be a dangerous place if we aren't careful. Now who can suggest the most dangerous room in the house?*

Student 1: *Is it the kitchen?*
Nurse Hunt: *Right! You've got the cooker there with pans of hot food. What else can you think of?*
Student 2: *There are chemicals in the kitchen, too – chemical cleaners, for example.*
Nurse Hunt: *Yes, every kitchen has various chemicals – different bottles of things for washing and cleaning and getting rid of stains. Can you imagine the injuries some of those powerful chemicals can produce?*

Nurse Hunt: *So, now, let's look at this picture of a kitchen. What do you notice first?*
Student 3: *That hot pan at the front of the cooker. If one of the children reached up, everything in the pan would pour all over him or her.*
Nurse Hunt: *Yes, it would. So what simple rule can we make about that?*
Student 4: *Be careful not to leave hot pans at the front of the cooker.*
Nurse Hunt: *Very good. What else?*
Student 5: *A child is climbing from that chair up on top of the cupboard, and behind that there's an open window!*
Nurse Hunt: *So what's the rule for that situation?*
Student 6: *Never leave a way for children to climb somewhere dangerous.*
Nurse Hunt: *That's right. Now, who can see something else?*
Student 7: *What about that girl who's trying to cut an orange?*
Nurse Hunt: *I agree. So what rule can we make about that?*
Student 8: *Never let children play with knives.*
Nurse Hunt: *Yes, good. And there are some more dangers, too.*
Student 9: *Yes, look at that boy by the cupboard under the sink. He's going to take out those bottles of cleaners.*
Nurse Hunt: *You're right. So who can give us a rule?*
Student 1: *I can! Be careful to keep chemical cleaners away from children.*
Nurse Hunt: *Yes, that's good. And now let's find another danger. Anyone?*
Student 2: *Those heavy books could easily fall on one of the children.*
Nurse Hunt: *I agree. So let's have a rule.*
Student 3: *Let's say this. Always move heavy things that might fall.*
Nurse Hunt: *Very good. Now I can see one more danger.*
Student 4: *Yes, the mother. She's leaving the children. I think that's dangerous!*
Nurse Hunt: *So let's have a rule for that, someone.*

Student 5: *What about this? Always stay with the children and watch them carefully.*

Nurse Hunt: *Excellent! So those are some of the worst dangers in the kitchen. They're all things to be very careful about.*

Period 5

ACTIVITY 1 Work in pairs. Talk about the pictures on the next page. 10 mins

- 1 Point to each of the pictures. Elicit questions from the pupils about them: *What is the problem in the first picture? What should the boy do? What is the problem in the second picture?* etc.
- 2 In pairs, the pupils ask and answer the questions.

ACTIVITY 2 Read the quiz and mark the statements true (✓) or false (X). 10 mins

- 1 The pupils read the quiz situations and questions, but not the comments, silently.
- 2 Read number 1 to the pupils. Ask *Is that correct? (No)*. The pupils write **X** on the answer line.
- 3 The pupils read the other sentences and write ✓ or **X**.

Answers: 1 X 2 ✓ 3 ✓ 4 X 5 ✓

ACTIVITY 3 Read and do the tasks. 10 mins

- 1 The pupils read the quiz again and tick what they would do in the two situations. Ask them to make a note of why they would do either a) or b).
- 2 The pupils read the comments and then match them to Situations 1 and 2.
- 3 Check the answers orally.
- 4 Ask the pupils if their answers were the same as the comments.

Answers: Situation 2; Situation 1

ACTIVITY 4 Listen and read aloud. 10 mins

- 1 Play recording 7. The pupils listen.
- 2 Choose individual pupils to read a section each of the quiz and comments aloud. Help these pupils with pronunciation, stress and intonation. Play sections of the recording again if necessary, to make these points clearer.
- 3 In pairs, the pupils take turns to read a section each of the quiz and comments to each other.

CD 3 Audio 7

Quiz: Could you look after your home and family?

Imagine that your parents have gone out, and you are looking after your young brothers and sisters this evening. What would you do if these things happened?

Situation 1:

Imagine that your little brother has accidentally poured some tomato juice down his shirt and stained it. What would you do?

If that happened, I would ...

- a) *first try to get rid of the stain with cold water and soap. Then, if that did not work, I could use a gentle chemical cleaner.*
- b) *look for the most powerful chemical cleaner in the house and attack the stain with that.*

Situation 2:

Imagine that you are cooking dinner for everyone, but then a pan of hot oil starts burning. What would you do?

If that happened, I would ...

- a) *turn off the cooker and pour cold water on the oil.*
- b) *turn off the cooker and cover the pan.*

Period 6

ACTIVITY 1 Read the quiz and add notes to complete the table. 10 mins

- 1 Remind the pupils about the text on page 8 that they saw in the previous class, about looking after your home and family.
- 2 Show the pupils the different sections in the table (*Situations and Actions*).
- 3 The pupils read the text again, silently.
- 4 The pupils add the notes from the text to the table.
- 5 Check the answers orally.

Answers: 1 *Your brother has stained his shirt with tomato juice. I would get rid of it with cold water and soap, or a gentle chemical cleaner.* 2 *A pan of hot oil starts burning. I would turn off the cooker and cover the pan.*

ACTIVITY 2 Work in pairs. Ask and answer questions about the situations. 10 mins

- 1 Read the instructions for Student A and Student B to the class.
- 2 Take the part of Student A; demonstrate the question with a pupil (Student B). Help the pupil to answer the question using the information in activity 1.
- 3 Repeat with another pupil, using the other situation.
- 4 In pairs, the pupils take the parts of Student A and Student B and practise the questions and answers

UNIT 8

- 5 Call one pair of pupils up to the front to demonstrate their questions and answers to the class.

ACTIVITY 3 Read the quiz again and do these tasks. 10 mins

- 1 Give the pupils time to read the quiz on page 8 again, silently.
- 2 Read number 1 and ask the pupils to find *that* in the quiz. Help the pupils to work out what *that* refers to (*putting cold water and soap on the stain*).
- 3 The pupils work out the rest of the references and meanings.
- 4 Check the answers orally.

Answers: 1 *putting cold water and soap on the stain*
2 *all the family* 3 *covering the pan* 4 *the stain*
1 *try to get rid of the stain* 2 *use a gentle chemical cleaner again* 3 *if the stain is still there*

ACTIVITY 4 Work in pairs. Think and discuss. 10 mins

- 1 Read the situation to the pupils. Elicit ideas from them about what it is like looking after younger brothers / sisters / other children.
- 2 In pairs, the pupils continue the discussion. Encourage the pupils to make notes of their ideas.
- 3 After the pupils have had time to discuss, arrange a feedback session. Write the best ideas on the board.

Period 7

ACTIVITY 1 Match opposites 1–4 and a–d. 5 mins

- 1 Read the words in the two boxes to the pupils.
- 2 Elicit the opposite word for *enemy* (*c – friend*).
- 3 The pupils match the rest of the opposites.
- 4 Check the answers orally.

Answers: 1 *enemy c* 2 *safe d* 3 *turn on a* 4 *wrong b*

ACTIVITY 2 Now add pairs of opposites from activity 1. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils and elicit the missing words (*turned off, turned on*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *turned off, turned on* 2 *enemy, friend* 3 *right, wrong* 4 *dangerous, safe*

ACTIVITY 3 Match forms of *look* with the definitions.

10 mins

- 1 Read the forms of *look* in the box to the pupils, then read the definitions.
- 2 Show the pupils the definition of *look* in number 1.
- 3 Help the pupils to find the correct form of *look* for number 2 (*look for*).
- 4 The pupils match the other forms of *look*.
- 5 Check the answers orally.

Answers: 1 *look* 2 *look for* 3 *look at* 4 *look* 5 *look after* 6 *look up* 7 *look like*

ACTIVITY 4 Now add forms of *look* to complete the dialogues. Make any changes needed. 15 mins

- 1 Read the first part of the dialogue. Elicit the missing form of *look* in number 1 (*look*).
- 2 The pupils complete the rest of the dialogue with forms of *look*.
- 3 Check the answers orally.

Answers: 1 *look* 2 *looking at* 3 *looks like* 4 *look up*
5 *looking for* 6 *look after* 7 *Look*

Period 8

ACTIVITY 1 Read the examples. 10 mins

- 1 Read the sentences to the pupils. Make sure the pupils are aware that all the sentences are conditionals with *if*.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*b – we only imagine happening*).
- 2 The pupils tick the best way to complete the rest of the statements.

Answers: 1 *b* 2 *a* 3 *a* 4 *b* 5 *b* 6 *b*

ACTIVITY 2 Work in pairs. Say what you would do if you were in these situations. Choose answers from the box.

15 mins

- 1 Read the actions in the box. Then read the situation in number 1 and the Type 2 conditional answer (*If I burned my hand etc*).
- 2 Read number 2 and help the pupils choose an action to go with it (*give him / her some of mine*).
- 3 Help the pupils to make a Type 2 conditional sentence about the situation (*If my friend forgot to bring etc*).

- In pairs, the pupils make Type 2 sentences about each situation.
- Check the answers orally.

Answers: 2 *If my friend forgot to bring a picnic lunch on a school trip, I would give him / her some of mine.* 3 *If I lost my purse somewhere in town, I would go back and look for it.* 4 *If a neighbour suddenly became sick and collapsed, I would give first aid and call a doctor.* 5 *If I saw a small child on a busy road, I would look after him / her and look for the mother.* 6 *If someone asked me a difficult question about Palestine, I would look up the answer on the Internet.*

ACTIVITY 3 Work in pairs. Look at the picture and rules in period 4, activity 4. Make statements. 15 mins

- Show the pupils the pictures on page 7 from period 4, activity 4 again.
- Read the example sentences to the pupils.
- Help the pupils to make more sentences about the pictures.
- In pairs, the pupils make Type 2 conditional sentences about the pictures.
- Ask pairs of pupils to say their sentences to the class.

Period 9

ACTIVITY 1 Work in pairs. Talk about things that may happen at any time. 10 mins

- Read the problems in the first box to the pupils. Then read the solutions in the second box to them.
- Chose a pupil to demonstrate the dialogue with. Help the pupil to make appropriate replies.
- In pairs, the pupils practise the dialogue.

ACTIVITY 2 Work in pairs. Talk about your future with *will* + *be* or *have*. Use these ideas. 15 mins

- Read the possible things in the future and the example sentence.
- Choose individual pupils to make predictions, such as *In twenty years from now, I'll have a good job.*
- Read the second example. Help the pupils to expand their predictions, for example, using the prediction above: *If that happens, I'll buy a big house for my mother and father.*
- In pairs, the pupils make predictions about their futures.
- Choose pupils to say their predictions to the class.

ACTIVITY 3 Ask and answer questions about things that are not real. Choose from these ideas. 15 mins

- Read the unlikely events in the box to the pupils.

- Read the example sentence to the pupils. Make sure they understand that this is a Type 2 conditional sentence because the event is unlikely to happen.
- Elicit Type 2 conditional sentences, using the unlikely events in the box.
- Encourage the pupils to imagine other unlikely events, for example, *If I went to Hawaii ...*. Help them to complete the sentences.

Period 10

ACTIVITY 1 Look at the picture and do the tasks. 5 mins

- Tell pupils to look at the picture. Ask *Where are the people in the picture? (In the community hall) What is happening? (They are holding a meeting).*
- Ask *What do you think the people are discussing?* Elicit ideas.

ACTIVITY 2 Listen to part 1. Check your answers to activity 1. 10 mins

- Explain to the pupils that they are going to listen to the people talking in the meeting.
- Play recording 8. The pupils listen to get an idea of what the people are talking about (*they're talking about what community projects to use some money for*).
- Play recording again. The pupils decide how correct their ideas in activity 1 were.
- Check what the pupils think orally.

CD 3 Audio 8

Part 1

Leader: *Good evening, and thanks for coming to our meeting this evening. Now, as you know, our community could perhaps win some more government money for special community projects. And that's why we're here – to discuss projects that would be the most helpful to our community. So ... let's begin.*

ACTIVITY 3 Read lists of ideas 1–4 and a–d. Listen to part 2 and match a–d to 1–4. 10 mins

- Choose one pupil to read the list of ideas 1–4. Choose another pupil to read the list of consequences a–d.
- Explain that the pupils are going to listen to people talking about these ideas at the meeting.
- Play recording 9. The pupils listen.
- Play recording again. The pupils match the ideas with the consequences.
- Play recording a third time. The pupils check their answers.
- Check the answers orally.

CD 3 Audio 9

- Leader:** *Dr Rania Yussef, I believe you have some ideas.*
- Dr Yussef:** *Thank you. Yes, I do. Now, as a doctor, I want the best health care for everyone, and the problem is that we don't have a local health centre right here in our community. So I say this: if we spent the money on a health centre, people here would be much healthier.*
You see, it's so important to be close to medical help when it is needed quickly. And, of course, if we built a new health centre, people could get medical help faster than now.
- Leader:** *Well, thank you, Dr Yussef, for some good suggestions.*
Who's next? Ah, Mr Tim Reece, would you like to say something?
- Mr Reece:** *Thanks. Yes, well, I feel that we should think about money for a new sports centre. If we spent the money on a sports centre, we could start lots of new sports clubs and teams. And, you see, if we developed lots of clubs, these would help to build a better, closer community. And another thing: if we chose this project, people here would be much fitter.*
- Leader:** *Thank you, Mr Reece.*

Answers: 1 b 2 d 3 c 4 a

ACTIVITY 4 Practise your pronunciation: sentence stress.

10 mins 

- 1 Choose pupils to read the sentences to the class.
- 2 Play recording 10. The pupils listen.
- 3 Play recording again. The pupils underline the words with the strongest stress.
- 4 Play recording a third time. The pupils check their answers.
- 5 Check the answers orally.

Answers: 1 health, healthier 2 health, faster 3 clubs, community 4 this, fitter

CD 3 Audio 10

- 1 *If we spent the money on a health centre, people here would be much healthier.*
- 2 *If we built a new health centre, people could get medical help faster than now.*
- 3 *If we developed lots of clubs, these would help to build a better, closer community.*
- 4 *If we chose this project, people here would be much fitter.*

ACTIVITY 5 Work in groups. Act out the situation in part 2 of the listening. 5 mins

- 1 Choose three pupils and assign a character (the community leader, Dr Rania Yussef, Mr Tim Reece) to each pupil.
- 2 The pupils discuss what to spend the money on. They can use the ideas in activity 4, or they can add new ideas.
- 3 In groups, all the pupils discuss what to spend the money on.

Period 11**ACTIVITY 1 Listen and write down what you hear.**

10 mins 

- 1 Explain to the pupils that they should write the two sentences they hear.
- 2 Play recording 11. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

CD 3 Audio 11

- 1 *The Masri family are in trouble, and their daughter has to look after everyone else. She is getting help from the friends and neighbours though.*
- 2 *If I accidentally stained my shirt, I would try to protect the material, and so I would only use a gentle chemical cleaner to remove the stain.*

ACTIVITY 2 Work in pairs. Complete a report to City Hall.

25 mins

- 1 Read the instructions to the pupils. Explain to the pupils that they are going to write the first paragraph of a report.
- 2 In pairs, the pupils complete the first paragraph with the date and the missing words.

Answers: 1 meeting 2 community 3 discuss 4 government 5 project 6 sports centre

Make three statements about the project. (Use the notes in period 10 to help you.)

- 1 Read the beginning of the Type 2 sentence to the pupils.
- 2 Help the pupils to make Type 2 sentences about the sports centre project. They can use the ideas from the previous period.

Create a topic sentence to start a paragraph that will explain your ideas.

- 1 Show the pupils how to make sentences with the three columns.
- 2 Elicit ideas for suitable sentences.
- 3 Each pupil decides on a sentence for his / her report.

Copy and complete the paragraph to continue your report.

- 1 Elicit ideas from the pupils about what they can write in the framework.
- 2 The pupils write the paragraph individually.

Period 12

ACTIVITY 1 Work in groups. Decide the thing that your school needs most. 20 mins

- 1 Read the Unit task card to the pupils. Explain that they will be writing a report on how to spend some money on the school.
- 2 Read the instructions to the pupils. Point to each of the parts of the school that the money could be spent on.
- 3 Elicit the pupils' ideas about the projects.
- 4 In groups, the pupils choose a group leader and start their discussion.
- 5 When they have reached a decision, the pupils in each group follow the instructions to finish the meeting.

ACTIVITY 2 Write a report to your head teacher. 20 mins

- 1 Read the instructions to the pupils.
- 2 The pupils write the introductory paragraph, using the text from the previous lesson as a model.
- 3 The pupils write the explanatory paragraph, using the text from the previous lesson as a model.
- 4 Choose two or three pupils to read their reports to the class.

Helping hands: making friends

Aims: to be able to use indirect objects; use and understand defining relative clauses with relative pronouns as subject and object

Key language: *chance, expect, fetch, get to know, knock, midday, pity, suggest, tray*

belong, disabled, disaster, earthquake, equipment, extra, flood, international, organization, victim / volunteer, voluntary

Language structures: verb + indirect object + direct object; verb + direct object + preposition + indirect object; *who, which, that* as subject and object defining relative clauses

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Show the picture to the pupils. Ask *Who are they?* (*Hadeel and the neighbour, Sameera*) and *What is Hadeel doing?* (*She's taking some food to Sameera*).
- 2 Talk with the pupils about helping friends and family. Ask questions such as *What sort of problems can our neighbours / friends / family have? How can we help them? Do you help your neighbours?* etc. Help the pupils with the vocabulary they need to express their ideas.

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 12. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 3 Audio 12

*chance expect fetch get to know knock
midday pity suggest tray*

ACTIVITY 2 Look at the picture on the next page. Describe it. 8 mins

- 1 Tell the pupils to look at the picture on page 17. Ask *Who are these people?* (*Hadeel and another girl*).
- 2 Read the beginning of sentence 1 (*Hadeel ...*). Help the pupils to match the rest of the sentence (*and another girl / are talking to each other*).

- 3 The pupils match the rest of the sentences.

Answers: 1 *Hadeel / and another girl / are talking to each other.* 2 *They are talking / at the door / of the girl's house.* 3 *Hadeel is passing / a tray of food / to the other girl.* 4 *They seem / to be pleased / to see each other.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 The pupils read the questions silently.
- 2 Play recording 13. The pupils answer the questions.
- 3 Play recording again. The pupils check their answers.

CD 3 Audio 13

Narrator: *When Aunt Nada and Hadeel finished making lunch for the Masri family, Hadeel offered to take the food to them. She wanted a chance to meet Sameera. Aunt Nada happily agreed. She also wanted Hadeel and Sameera to get to know each other. So Hadeel took the tray to the Masri family. She knocked and the door opened.*

Hadeel: *Hi, I'm Hadeel.*

Sameera: *Oh, hello, you're staying opposite, aren't you?*

Hadeel: *Yes, and your name is Sameera, isn't it?*

Sameera: *That's right. Please come in.*

Hadeel: *Thank you, and look, I've brought you lunch. Aunt Nada made it for you – with a little help from me.*

Sameera: *That's really kind! Please come through and have tea. I can make you some Arab-style tea – or I can make you some lemon tea.*

Hadeel: *Oh, thank you! I'd love some Arab-style tea, please.*

Sameera: *Excuse me I'm going to take Mother some food in bed. Then I'll be back.*

Narrator: *A little later.*

Hadeel: *I hear you've got four little brothers and sisters, and you're looking after all of them, too.*

Sameera: *Well, yes, at the moment.*

Hadeel: *I don't expect you get much free time!*

Sameera: *No, not much! And that reminds me, it's midday and I have to fetch the children from their summer camp and give them their lunch. It's a pity because I'm enjoying our chat.*

Hadeel: *Well, we don't have to stop. I suggest we go together, and then we can carry on chatting, can't we?*

Answers: 1 *They made lunch for the Masri family.* 2 *Hadeel introduced herself.* 3 *They went into the house and talked.*

ACTIVITY 4 Listen and read. Find the words from activity 1.5 mins 

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 13 again. The pupils look for the new words in the dialogue.
- 3 Say each of the words and ask a pupil to read the complete sentence with that word.

Everyday English Activity 3 mins

- 1 Read the expressions to the pupils, using appropriate stress and intonation.
- 2 The pupils repeat the expressions chorally and individually. Make sure they use appropriate stress and intonation.

Period 2**ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 10 mins**

- 1 Read number 1 to the pupils. Ask *What's the missing word? (chance)*.
- 2 The pupils complete the rest of the activity with the new words from period 1.

Answers: 1 chance 2 expect, midday 3 get to know, suggest 4 fetch, tray 5 knocked, pity

ACTIVITY 2 Listen and check. Then practise in pairs.10 mins 

- 1 Play recording 14. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

CD 3 Audio 14

- 1 A *I hear the new summer camp is nearly full. Everyone wants to go!*
B *Let's ask our parents to get places for us while there's still a chance.*
- 2 A *What time do you expect the guests to arrive?*
B *At midday, so they should be here very soon. It's 11:45 now.*
- 3 A *We should do something to get to know our neighbours.*
B *Yes, well, I suggest we invite them here for lunch at the weekend.*
- 4 A *Could you go and fetch all the knives and forks from the kitchen?*
B *Yes, I'll bring everything on a tray.*
- 5 A *We've knocked three times, but Tariq doesn't seem to be at home.*
B *That's a pity! I was really hoping to meet him again.*

ACTIVITY 3 Read activity 4 period 1 again and answer the questions. 10 mins

- 1 Point to the dialogue in activity 4 of the previous period.
- 2 Elicit the names of the people in the picture.
- 3 The pupils read the dialogue silently, then they answer the questions individually.
- 4 Check the answers orally. When pupils say the correct answer, ask them to also read the line(s) in the dialogue where they found the answer.

Answers: 1 *Because she wanted a chance to meet Sameera.*
2 *Because she wanted Hadeel and Sameera to get to know each other.* 3 *She knew that Hadeel was staying opposite.* 4 *She invited her to come in.* 5 *She offered to make her some tea.*
6 *Because she had to go and fetch the children from their summer camp.* 7 *Because she was enjoying their chat.* 8 *She suggested they go to fetch the children together.*

ACTIVITY 4 Work in pairs. Listen again and practise the conversations. 10 mins 

- 1 Arrange the pupils in pairs. Assign the two roles – Hadeel and Sameera – to the pupils in each pair.
- 2 Play recording 13 again. The pupils listen.
- 3 Choose a pair of pupils to read the dialogue aloud.
- 4 In pairs, all the pupils practise reading the dialogue.

Period 3**ACTIVITY 1 Read the examples. 10 mins**

- 1 Read the example sentences to the pupils. Emphasize the two objects in numbers 3–6.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Check that the pupils understand the idea of the object in a sentence. Ask them to identify the object or objects in examples 1–6.
- 2 Read statement number 1 to the pupils. Elicit the answer (*a – one object*).
- 3 Repeat with the other statements. Help the pupils to understand that we can have direct objects and indirect objects in English. Also make sure they understand that how we use prepositions with the indirect object depends on the order of the sentence.

Answers: 1 a 2 b 3 a 4 b 5 a 6 a 7 b
8 a: a thing, b: a person

ACTIVITY 2 Make statements. Say what Rania did on holiday with her cousins. 15 mins

- 1 Read the instructions for number 1. Show the pupils how to use the verb *climb* to make the sentence *She climbed a mountain for the first time.*
- 2 Help the pupils to make other sentences for number 1. Show the pupils that these sentences only have a direct object.
- 3 Repeat with numbers 2 and 3. Show the pupils that these sentences have a direct object and an indirect object.

Answers: 1. 1 *She climbed a mountain for the first time.* 2 *She visited a zoo for the first time.* 3 *She sailed a boat for the first time.* 4 *She rode a horse for the first time.*

2. 1 *She wrote a postcard to her grandmother.* 2 *She sent a letter to her parents.* 3 *She sent a text message to her sister.* 4 *She made a phone call to her brother.*

3. 1 *She bought some chocolates for her grandmother.* 2 *She chose a vase for her parents.* 3 *She got some flowers for her aunt and uncle.* 4 *She made some cakes for her cousins.*

ACTIVITY 3 Work in pairs. Ask and answer questions about activity 2. 15 mins

- 1 Read the example conversation to the pupils.
- 2 Choose a pupil to practise the dialogue. Help the pupil to start with a question about something else from activity 2.2 or 2.3, for example, *Did she send a letter to her sister?*
- 3 Help another pupil to say the answer *No, she didn't. She sent her a text.*
- 4 Repeat with other pupils and other activities from 2.2 and 2.3.
- 5 In pairs, the pupils practise the dialogue, using different combinations of activities and people from 2.2 and 2.3.

Period 4

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 15. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 3 Audio 15

*belong disabled disaster earthquake equipment
extra flood international organization victim/
volunteer volunteer voluntary*

Word formation

- 4 Show the pupils how the noun *volunteer* is the same as the verb *volunteer*.
- 5 Show the pupils how we can change *volunteer* into the adjective *voluntary* by adding *-ary* to the stem *volunt-*.

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 8 mins

- 1 Play recording 16. Pupils listen.
- 2 Read number 1 to the pupils. Ask *What's the missing word? (belong).*
- 3 The pupils complete the rest of activity with the new words from activity 1.

CD 3 Audio 16

- 1 A *I hear that you belong to Oxfam. But what does it do?*
B *It's a big organization that helps people in trouble round the world.*
- 2 A *There seem to be a lot of natural disasters round the world.*
B *Yes, for example that flood in China after weeks of heavy rain.*
A *I remember. There were thousands of victims who lost everything.*
- 3 A *Do you remember when thousands of buildings collapsed in that big earthquake last year?*
B *Yes, there was a big international call for help from round the world.*
- 4 A *Tony does voluntary work at a school for children with special needs. There are a lot of volunteers like him who go to help the teachers.*
B *Do the children need extra help with studying, and learning how to do things?*
A *Yes, because they're all disabled in various ways. The school has lots of special equipment to help the children, too.*

Answers: 1 *belong, organization* 2 *disasters, flood, victims*
3 *earthquake, international* 4 *voluntary, volunteers, extra, disabled, equipment*

ACTIVITY 3 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 16. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

ACTIVITY 4 Listen and do the tasks. 15 mins 

- 1 Read the questions to the pupils.
- 2 Play recording 17. The pupils listen and answer part 1.

CD 3 Audio 17

Hello, and welcome to Young World, the news programme for young people. Now, do you remember that last week our special topic of the day was 'People who help people'? Well, this week, we're continuing with the same topic and we're going to meet more people who help other people.

A lot of adults think that young people don't care about other people, but that really isn't correct. To start with, think back to last week, when we met Sameera from Palestine. Lots of young people are like her. They look after people at home. They help people in their families who are sick or disabled.

But a lot more young people volunteer to help others in the wider community. They want to do something extra, something more than just thinking about themselves all the time. Take Tom from Britain, for example. He's a local community volunteer, and he does local community projects. He's going to talk about a project to help build a new playground with lots of play equipment at a local school.

Then we'll be listening to Rosa from Brazil. She's going to talk about voluntary work at her local library with a reading group for young children.

Finally, Hassan from Saudi Arabia is going to talk about his international voluntary work. He belongs to an organization that sends help to victims of natural disasters anywhere in the world – disasters like earthquakes, hurricanes and floods.

Answers: 1 *It's a news programme for young people* 2 *People who help people.*

- 3 Play recording again. The pupils number the people in the order they hear about them.

Answers: 2 *Tom*, 4 *Hassan*, 3 *Rosa*, 1 *Sameera*

- 4 Play recording a third time. The pupils number the ways people help in the order they hear about them.

Answers: 2, 3, 4, 1

- 5 Read the example sentence to the pupils. Show how it is made from the information in parts 2a and 2b.
- 6 The pupils make statements about the people and the kind of help they give.

Period 5**ACTIVITY 1 Work in pairs. Talk about the pictures on the next page.** 10 mins

- 1 Point to each of the pictures. Read the first question to the pupils and elicit the answer (*They are the volunteers from period 4: a Rosa, b Hassan, c Tom*).
- 2 In pairs, the pupils ask and answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 *They are all volunteers.* 2 *Brazil, Britain, Saudi Arabia.* 3 *She is in the library reading to the children.* 4 *They belong to an organization which sends help to people in danger. They are putting things like food and medicine in boxes.* 5 *They are in a playground which they have helped to build.*

ACTIVITY 2 Read and write the names of speakers 1–3.

10 mins

- 1 Remind the pupils about the people they heard about in the previous lesson: Tom, Rosa, Hassan and Sameera. Write the names on the board.
- 2 The pupils read the texts silently.
- 3 Ask the pupils who is speaking in number 1 (*Tom*).
- 4 Repeat with the other texts.

Answers: 1 *Tom* 2 *Rosa* 3 *Hassan*

ACTIVITY 3 Read and mark the statements true (✓) or false (X). 10 mins

- 1 The pupils read the texts again silently.
- 2 Read number 1 to the pupils. Ask *Is that correct?* (*No*). The pupils write **X** on the answer line.
- 3 The pupils read the other sentences and write ✓ or **X**.

Answers: 1 **X** 2 **X** 3 ✓ 4 **X** 5 ✓

ACTIVITY 4 Listen and read aloud. 10 mins 

- 1 Play recording 18. The pupils listen.
- 2 Choose individual pupils to read a section each of the text aloud. Help these pupils with pronunciation, stress and intonation. Play sections of the recording again if necessary, to make these points clearer.
- 3 In pairs, the pupils take turns to read a section each of the text to each other.

CD 3 Audio 18**Reaching out to others**

Tom: *At the end of the school week, we have a choice. We can do extra work in the library or sports or, like me, we can do voluntary work. We do projects which help the local community, and we recently finished one at a school for young children. It's a new playground which we helped to build. We set up the new play equipment, and the children love it. That feels good, and we had lots of fun, too.*

Rosa: *On Saturday mornings, I volunteer at the local library. There are various jobs which you can do there. For example, you can take books to the homes of disabled people who can't get to the library. But my favourite is my little reading group. I read stories to young children that I meet every week. They love it, and I really enjoy that. They don't pay me, but I'm allowed to borrow books instead, and that's very nice.*

Hassan: *There's always a big natural disaster somewhere in the world. If it isn't an earthquake, it's a flood or a hurricane. I can't go and help, but there's something else that I can do. I belong to an international organization which sends help to people who are in danger. It collects money for things that disaster victims badly need – things like food and medicine. Then we volunteers put everything into boxes ready to send. At Eid, we also sent toys for children in Africa, and that was nice. It's good to give to people who have very little.*

Period 6**ACTIVITY 1 Read and complete the notes. 10 mins**

- 1 Remind the pupils about the text on page 20 that they saw in the previous class, about volunteering.
- 2 Show the pupils the different sections in the table (*Kinds of help: At home, Locally, Internationally, Examples*).
- 3 The pupils read the text again, silently.
- 4 The pupils add ticks ✓ to the correct column for each person to show the type of volunteering, and then add information from the text to complete the table.
- 5 Check the answers orally.

Answers: Sameera / at home / sick or disabled Tom / locally / community projects / new playground Rosa / locally / library / reading group Hassan / Internationally / a disaster / food and medicine

ACTIVITY 2 Work in pairs. Ask and answer questions about the helpers. 10 mins

- 1 Read the instructions for Student A and Student B to the class.
- 2 Take the part of Student A; demonstrate the questions with a pupil (Student B). Help the pupil to answer the questions using the information in activity 1.
- 3 Repeat with other pupils, using other questions.
- 4 In pairs, the pupils take the parts of Student A and Student B and practise the questions and answers
- 5 Call one pair of pupils up to the front to demonstrate their questions and answers to the class.

ACTIVITY 3 Read the passage again and do these tasks. 10 mins

- 1 Give the pupils time to read the text on page 20 again, silently.
- 2 Read number 1 and ask the pupils to find *one* in the text. Help the pupils to work out what *one* refers to (*a project*).
- 3 The pupils work out the rest of the references and meanings.
- 4 Check the answers orally.

Answers: 1 *a project* 2 *the people at the library* 3 *as an alternative to being given money*
1 *the days of the week when you go to school* 2 *the local area and the people who live in it* 3 *something very bad that happens in nature and causes a lot of damage or kills a lot of people*

ACTIVITY 4 Work in pairs. Think and discuss. 10 mins

- 1 Read the questions to the pupils. Elicit ideas from them about voluntary work in Palestine.
- 2 In pairs, the pupils continue the discussion. Encourage the pupils to make notes of their ideas.
- 3 After the pupils have had time to discuss, arrange a feedback session. Write the best ideas on the board.

Period 7**ACTIVITY 1 Work with parts of speech. 10 mins**

- 1 Read the words in the box to the pupils.
- 2 Help the pupils to find the words in the passage in period 5.
- 3 Show the word *choice* in the text. Ask *Is it a verb, a noun, or an adjective? (noun)*.
- 4 Show the pupils the abbreviations for adjective (adj), noun (n) and verb (v).
- 5 The pupils work out the parts of speech for the other words.
- 6 Check the answers orally.

Answers: choice – noun, voluntary – adjective, help – verb, feel – verb, natural – adjective, danger – noun, collect – verb, medicine – noun

ACTIVITY 2 Add the words from activity 1 to the tables.

10 mins

- 1 Point to the first two columns. Ask *What is the noun from choose?* (choice).
- 2 The pupils complete the rest of the pairs of words in the table.
- 3 Check the answers orally.

Answers: choose – choice, collect – collection, feel – feeling, danger – dangerous, medicine – medical, nature – natural, help – helpful, volunteer – voluntary

ACTIVITY 3 Add pairs of words from activity 2. 10 mins

- 1 Read number 1 to the pupils. Ask *What are the missing words?* (volunteer, voluntary).
- 2 The pupils write the rest of the missing words.
- 3 Check the answers orally.

Answers: 1 volunteer, voluntary 2 nature, natural 3 choice, choose 4 collection, collect 5 feeling, feel 6 help, helpful 7 dangerous, danger 8 medical, medicine

ACTIVITY 4 Work in pairs. Practise the dialogues in activity

3. 10 mins

- 1 Choose a pair of pupils to read the dialogue in number 1 aloud.
- 2 In pairs, the pupils practise all the dialogues.

Period 8

ACTIVITY 1 Read the examples. 10 mins

- 1 Read the sentences to the pupils. Make sure the pupils are aware that all the sentences use relative clauses with *who*, *which* or *that*.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*a – important*).
- 2 The pupils choose the best way of completing the rest of the sentences.

Answers: 1 a 2 a 3 b 4 a 5 b

ACTIVITY 2 Form sentences with relative clauses. Join the sentences on the left and right. 15 mins

- 1 Read number 1 and help the pupils join it with a suitable ending (*Tom is the volunteer who helped to build a playground*).
- 2 The pupils join the other sentences with *who* or *which*.
- 3 Check the answers orally.

Answers: 1 *Tom is the volunteer who helped to build a playground.* 2 *He does various projects which all help the local community.* 3 *Rosa is the person who reads to a group of children.* 4 *She does this at a library which has various jobs for volunteers.*

ACTIVITY 3 Form sentences with relative clauses. Join the sentences on the left and right. 15 mins

- 1 Read number 1 and help the pupils join it with a suitable ending (*Tom talks about a project which his group recently finished*).
- 2 The pupils join the other sentences with *who* or *which*.
- 3 Check the answers orally.

Answers: 1 *Tom talks about a project which his group recently finished.* 2 *They built a playground which everyone loves.* 3 *Rosa is one of the volunteers who the local library uses.* 4 *Rosa has a group of children who she helps to read.*

Period 9

ACTIVITY 1 Work in groups. Talk about gifts. Do these tasks. 10 mins

- 1 Arrange the pupils in groups of four or five.
- 2 Read the list of presents to the pupils. In their groups each pupil decides what to give to each other person in the group.
- 3 Read the example sentences to the pupils. In their groups, the pupils talk about what they are giving, and what other people in the group are giving them.
- 4 Read the third example sentence. The pupils write lists of the presents.
- 5 Choose pupils to talk about what they are giving and receiving to the class.

ACTIVITY 2 Work in pairs and remember earlier units. Make true statements with relative clauses. 15 mins

- 1 Show pupils the sentences about Unit 1. Choose a pupil to read the sentences on the left. Choose another pupil to read the sentences on the right.

- 2 Read the example sentence to the pupils. Help the pupils to make sentences about the Unit 1 sentences, such as *Nidal and Hadeel were the ones who flew to Palestine for a holiday.*
- 3 In pairs, the pupils make sentences about Units 1–3.

ACTIVITY 3 Work in pairs. Remember Unit 8 period 1. Ask questions and give full answers. 15 mins

- 1 Take the part of Student A; demonstrate the questions with a pupil (Student B). Help the pupil to answer the questions using the information in Unit 8 period 1.
- 2 In pairs, the pupils take the parts of Student A and Student B and practise the questions and answers.
- 3 Call one pair of pupils up to the front to demonstrate their questions and answers to the class.

Period 10

! Note: There are several low-frequency words in this poem in this lesson:

chapter	a section of a book
cheer	to make someone happy
dream	thinking about something you like or you want
gladness	happiness
joy	great happiness
key	you use a key to open a door
locked away	in a secret place, and you need a key to open it
pass away	die

ACTIVITY 1 Look at the picture and read the poem's title. Guess the writer's meaning. 5 mins

- 1 Ask *What is the title of the poem?* (*The Book of Life*).
- 2 Ask *What can you see in the picture?* (*Three people walking, perhaps it's on the road of life*).
- 3 Read the question to the pupils. Elicit the answer.

Answer: b

ACTIVITY 2 Listen to the poem and do these activities. 5 mins

- 1 Explain to the pupils that they are going to listen to the poem. Read the two questions to the pupils.
- 2 Play recording 19. The pupils listen.
- 3 Ask the pupils if their ideas in activity 1 were correct.
- 4 Ask question 2. Help the pupils to identify the lines.

CD 3 Audio 19

The Book of Life

*Life is a book in chapters three
The Past, the Present and the Yet to Be,
The Past has gone, it could not stay,
It's in our dreams of yesterday,
Remembered sometimes for its sadness,
But also for its joy and gladness.
Live for the Present, live for today,
So quickly does it pass away.
Help one another along life's path,
cheer them up and make them laugh,
For the Past it soon will be,
Live it now, it's yours you see,
But what about the Yet to Be?
It's locked away, ... God holds the key.*

Margaret Curtis

Answer: *Help one another along life's path,
cheer them up and make them laugh.*

ACTIVITY 3 Listen to understand some new words. Then decide the meanings of these. 10 mins

- 1 Help the pupils find the new words and phrases (*Yet to Be, sadness, it's yours you see*) in the poem.
- 2 Play recording 19 again. Individually, the pupils choose the correct meanings.
- 3 Check the answers orally.

Answers: *Yet to Be: b sadness: a it's yours you see: b*

ACTIVITY 4 Answer these questions. 10 mins

- 1 Choose pupils to read the questions to the class.
- 2 Help the pupils to find the answers in the poem.

Answers: *1 It's gone to our dreams of yesterday. 2 We should live for the present, help one another, and cheer up other people. 3 It will go quickly. 4 Only God knows about the future.*

ACTIVITY 5 Listen again and read out the poem. 10 mins

- 1 Play recording 19 to the pupils again. Help them to understand the rhythm of the lines as they listen.
- 2 If you have time, help the pupils to mark the first pair of rhyming lines with a / a. Repeat with b / b for the second pair, and so on. Note that *path / laugh* is a half-rhyme, not a full rhyme.
- 3 Choose individual pupils to read the poem aloud to the class. Help the pupils to read it with appropriate stress, intonation and pronunciation.
- 4 In pairs, the pupils read the poem to each other.

Period 11

ACTIVITY 1 Listen and write down what you hear.

10 mins 

- 1 Explain to the pupils that they should write the two sentences they hear.
- 2 Play recording 20. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

CD 3 Audio 20

- 1 *The girls were happily getting to know each other, but at midday Sameera needed to go and fetch the children, so Hadeel suggested they go together and carry on chatting.*
- 2 *One of the speakers belongs to an international organization which sends food, medicine and rescue equipment to help save victims of natural disasters like earthquakes, floods and hurricanes.*

ACTIVITY 2 Listen to part 1. Number the students in the order that they speak. 5 mins

- 1 Read the names of the students to the pupils.
- 2 Play recording 21, part 1. The pupils listen.
- 3 Play recording again. The pupils number the students in the order that they speak.
- 4 Check the answers orally.

CD 3 Audio 21

Part 1

Teacher: All right, we've all listened to the poem The Book of Life, so let's talk about it a little. Adnan, let's have your ideas.

Adnan: Yes, I agreed with the poem.

Teacher: And you, Bassel, perhaps you could say something, too.

Bassel: Yes, well, I liked the poem, but my ideas are a little different.

Teacher: And you, Osama, let's hear what you think.

Osama: Right, well, I've got very different ideas!

Answers: 1 Adnan 2 Bassel 3 Osama

ACTIVITY 3 Listen to part 2. Listen for these expressions. Write A, O or B for the names of the speakers. 10 mins

- 1 Read the expressions for *Saying what you think* to the pupils.
- 2 Read the expressions for *Disagreeing with someone else* to the pupils.
- 3 Explain that the pupils have to write A (Adnan) O (Osama) or B (Bassel) next to each expression.

- 4 Play recording 21, part 2. The pupils listen.
- 5 Play recording again. The pupils write the letters.
- 6 Play recording a third time. The pupils check their sentences.
- 7 Check the answers orally.

CD 3 Audio 21 (continued)

Part 2

Teacher: Good, so let's begin. Adnan.

Adnan: Well, I really feel that people should live for today. Forget about the past, and don't worry about the future. That's what I say!

Bassel: Yes, but we can't just forget about the past, can we? As the poem says, 'It's in your dreams of yesterday.' Don't forget, it's our past which has brought us to our present, so it's very important.

Adnan: All right, I partly agree with you, but the important thing is still today. It seems to me that we should live each day as fully as we can. And we certainly shouldn't worry about the future.

Osama: I don't agree. I really believe that it's important to think about the future. Of course, we can't know the future, and it's true that anything might happen. But we still need to make plans, and we need to work towards the future that we've planned. We need to think about the things that we want for ourselves, our family and friends.

Adnan: I think that's completely wrong. I think that we have to let God decide our future. As the poem says, 'God holds the key.'

Answers: *Saying what you think:* O, A, A, A.
Disagreeing with someone else: B, A, O, A.

ACTIVITY 4 Work in pairs. Listen again. Decide who said these things – A, O or B. 5 mins

- 1 Read the statements to the pupils. Tell the pupils to listen for who says each one and write the letter next to it.
- 2 Play recording 21, part 2. The pupils listen.
- 3 Play recording again. The pupils write the letters.
- 4 Play recording a third time. The pupils check the letters.
- 5 Check the answers orally.

Answers: A, B, B, A, A, O, O, A

ACTIVITY 5 Write a paragraph. Give the main ideas of the different speakers. 10 mins

- 1 Read the first sentences of the paragraph to the pupils. Then read the instructions with the suggested verbs and connectors

UNIT 9

- 2 Elicit sentences about the opinions from the pupils. Help the pupils to use the suggested verbs and connectors, for example, *Adnan feels that people should live for today, but Bassel doesn't agree.*
- 3 The pupils write their paragraph, expressing the main ideas of the speakers.
- 4 Choose pupils to read their paragraphs to the class.

Period 12

ACTIVITY 1 Work in pairs. Think and discuss. 5 mins

- 1 Read the Unit task card to the pupils. Explain that they will be expressing their opinions about the past, the present and the future, and how we should think about those things.
- 2 Read the questions to the pupils.
- 3 Discuss them with the pupils, and help the pupils express their opinions. Write key ideas on the board.

ACTIVITY 2 Work in pairs. Do these tasks. 5 mins

- 1 Read the instructions to the pupils.
- 2 In pairs, the pupils discuss their opinions about what Adnan, Bassel and Osama said, and also explain how they feel about these things.

ACTIVITY 3 Prepare to add a paragraph to the one that you wrote in period 11. 10 mins

- 1 Explain that the pupils are going to write a paragraph with their opinions. This paragraph is to go after the paragraph they wrote about the opinions of Adnan, Bassel and Osama in the previous lesson.
- 2 Each pupil choose his / her own topic sentence.
- 3 Help the pupils to express their main ideas.
- 4 Help the pupils to link their ideas together with the connectors in the list. For example, *I don't think that we can forget about the future, because I feel we have to plan for our future.*

ACTIVITY 4 Write your paragraph. Then check your writing and make corrections. 15 mins

- 1 Read the checklist to the pupils.
- 2 The pupils write their paragraph.
- 3 The pupils check their paragraph, using the checklist, and write a final copy.
- 4 Choose pupils to read their paragraphs to the group.

ACTIVITY 5 Work in pairs. Think and discuss. 5 mins

- 1 Read the questions to the pupils. Elicit the pupils' opinions.
- 2 Arrange a class discussion. Give time for all the pupils to express their opinions.
- 3 Encourage the pupils to respect the opinions of others. If they don't agree, guide them to expressing why they don't agree politely.

Wildlife in danger

Aims: to be able to use the present continuous passive; use and understand the past continuous passive

Key language: *come down, go up, joke, keep, population, pound, price, section, supermarket, tuna cause, coast, destroy, disappear, discover, man-made, net, require, risk, species / action, death*

Language structures: present continuous passive; past continuous passive

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Show the picture to the pupils. Ask *Who are they?* (*Mrs Qadiri, Waleed and a market seller*) and *What are they doing?* (*They're looking at the fish stall*).
- 2 Talk with the pupils about buying food. Ask questions such as *Who buys the food in your family? Where does he / she buy the food? Is it better to buy in a market or a shop? Why?* etc. Help the pupils with the vocabulary they need to express their ideas.

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 22. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 3 Audio 22

*come down go up joke keep population
pound price section supermarket tuna*

ACTIVITY 2 Look at the picture on the next page.

Describe it. 8 mins

- 1 Tell the pupils to look at the picture on page 29. Ask *Who are the people?* (*Mrs Qadiri and Waleed*).
- 2 Read the beginning of sentence 1 (*The boy near the woman ...*). Help the pupils to match the rest of the sentence (*looks like / Waleed Qadiri*).
- 3 The pupils match the rest of the sentences.

Answers: 1 *The boy near the woman / looks like / Waleed Qadiri.*
2 *The woman / is probably / Waleed's mother, Mrs Qadiri.*
3 *She seems / to be shopping / for fish.* 4 *The man in the hat / is dressed / like a shop assistant.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 The pupils read the questions silently.
- 2 Play recording 23. The pupils answer the questions.
- 3 Play recording again. The pupils check their answers.

CD 3 Audio 23

- Narrator:** *Mrs Qadiri and Waleed were shopping at the fish section in a big supermarket.*
- Mrs Qadiri:** *How much is the tuna, please?*
- Assistant:** *It's twenty-five pounds a kilo.*
- Mrs Qadiri:** *Twenty-five pounds? You're joking!*
- Assistant:** *No, seriously, that's the price. It's the finest fish that you can buy!*
- Mrs Qadiri:** *But twenty-five pounds is more than the most expensive meat! Your prices keep going up and up!*
- Assistant:** *I'm sorry, but we're paying more and more, so our prices to you have to rise, too.*
- Mrs Qadiri:** *So why is it happening?*
- Waleed:** *It's because too many fish are being caught, Mum. I'm learning all this at school.*
- Mrs Qadiri:** *Tell me more.*
- Waleed:** *Well, all the adult fish are being caught. So young ones aren't being produced. And that means fish populations everywhere have been falling for years.*
- Mrs Qadiri:** *That sounds terrible. Is anything being done about it?*
- Assistant:** *Yes, something is being done. In Europe, people are being stopped from catching too many fish now. They're being stopped by the government, and they aren't allowed to go out in their boats as much as they used to.*
- Mrs Qadiri:** *So does that mean there will be more fish again in future?*
- Assistant:** *We hope there will – in the end. If not, I'll lose my job!*
- Mrs Qadiri:** *And will your prices come down?*
- Assistant:** *We certainly hope they will.*
- Mrs Qadiri:** *Well, I'm very sorry, but until then, we'll have to go somewhere else and buy something cheaper. Come on, Waleed. Let's go!*

Answers: 1 *She was trying to buy some tuna.* 2 *The tuna was very expensive.* 3 *Because fish populations are falling.*

ACTIVITY 4 Listen and read. Find the words and phrases from activity 1. 5 mins

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 23 again. The pupils look for the new words in the dialogue.
- 3 Say each of the words and ask a pupil to read the complete sentence with that word.

Everyday English Activity 3 mins

- 1 Read the expressions to the pupils, using appropriate stress and intonation.
- 2 The pupils repeat the expressions chorally and individually. Make sure they use appropriate stress and intonation.

Period 2

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What's the missing word? (supermarket)*.
- 2 The pupils complete the rest of the activity with the new words from period 1.

Answers: 1 supermarket, section 2 tuna, joking 3 price, pounds 4 population, going up 5 kept on, coming down

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 24. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

CD 3 Audio 24

- 1 A *(On the phone) Where are you in the supermarket? I'll come and find you.*
B *I'm in the magazine and newspaper section. See you soon!*
- 2 A *I'm going to buy some tuna for dinner. It's my favourite fish!*
B *Are you joking? It's far too expensive!*
- 3 A *What's the normal kind of price that you have to pay for fish in Britain?*
B *It's about eight pounds. That's about twelve dollars.*
- 4 A *What's the population of America at the moment?*
B *It's about 320 million, and it's going up: it'll be over 400 million by 2050.*
- 5 A *The team kept on climbing the mountain for a week.*
B *Yes, they got to the top yesterday and now they're coming down.*

ACTIVITY 3 Read again and answer the questions. 10 mins

- 1 Point to the dialogue in activity 4 of the previous period.
- 2 Elicit the names of the people in the picture.
- 3 The pupils read the dialogue silently, then they answer the questions individually.
- 4 Check the answers orally. When pupils say the correct answer, ask them to also read the line(s) in the dialogue where they found the answer.

Answers: 1 *They were in a supermarket, in the fish section.* 2 *Because he was learning about this at school.* 3 *Because adult fish are being caught, so young ones aren't being produced.* 4 *People are being stopped from catching too many fish.* 5 *He hopes there will be more fish in the future.* 6 *He will lose his job.* 7 *Prices will come down.* 8 *Until then, they will have to buy something cheaper.*

ACTIVITY 4 Work in groups. Listen again and practise the conversation. 10 mins

- 1 Arrange the pupils in groups of three. Assign the three roles – Mrs Qadiri, Waleed and the Assistant – to the pupils in each group.
- 2 Play recording 23 again. The pupils listen.
- 3 Choose a group of pupils to read the dialogue aloud.
- 4 In their groups, all the pupils practise reading the dialogue.

Period 3

ACTIVITY 1 Read the examples. 10 mins

- 1 Read the example sentences to the pupils. Show the pupils that the sentences are in pairs of active and passive forms.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*a – active*).
- 2 Repeat with the other sentences. Make sure the pupils understand how we can make the present continuous passive form from the present continuous active form.

Answers: 1 a 2 b 3 a 4 b

ACTIVITY 2 Work in pairs. Describe the activities in the present continuous passive. 15 mins

- 1 Read the introduction and number 1 to the pupils.
- 2 In pairs, the pupils rewrite each of the other sentences using the present continuous passive.
- 3 Point out to the pupils that *fish* is uncountable, so they should use the singular form of *be* (*is*) with it.

Answers: 1 Several things are being done at the same time.
 2 Fish is being taken off the boat. 3 Fish is being put in boxes.
 4 The weight of the boxes of fish is being checked. 5 The fish is being picked up and the boxes are being carried to the fish market. 6 The fish is being sold, and it is being bought by people from shops and restaurants.

ACTIVITY 3 Work in groups. Describe real activities. 15 mins

- 1 Read the situation and the list of suggested verbs to the pupils.
- 2 Help the pupils to make present continuous passive sentences about what is happening at the market, for example: *Meat is being brought into the market. / The ground is being swept.* etc
- 3 In groups, the pupils make sentences like this.
- 4 Arrange a feedback session, giving all the pupils a chance to say their sentences.

Period 4

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 25. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 3 Audio 25

cause coast destroy disappear discover
 man-made net require risk species/act action
 die death

Word formation

- 4 Show the pupils how we change the verb *act* into the noun *action* by adding *-ion*.
- 5 Show the pupils how *death* is the noun from the verb *die*.

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 8 mins

- 1 Play recording 26. Pupils listen.
- 2 Read number 1 to the pupils. Ask *What's the missing word? (discovering).*
- 3 The pupils complete the rest of the activity with the new words from activity 1.

CD 3 Audio 26

- 1 A Scientists are still discovering more new kinds of life in the deep oceans.
 B It's amazing! There are millions of different species.
- 2 A Pollution is causing a lot of damage to life in the oceans.
 B Yes, we risk losing many different species. It's becoming a huge man-made disaster.
- 3 A We have to do something! The whole world needs to take action!
 B Well, some countries now require fishing boats to catch fewer fish.
- 4 A Some people use very large nets to help catch the fish that they want.
 B But they also cause the destruction of other kinds of sea life, too.
- 5 A I love the old path along the coast above the sea. Let's go that way.
 B I'm sorry, but we can't. Parts of it were destroyed by the sea last winter. They fell into the sea and disappeared during some very bad weather.

Answers: 1 discovering, species 2 causing, risk, man-made
 3 action, require 4 nets, death 5 coast, destroyed, disappeared

ACTIVITY 3 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 26. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

ACTIVITY 4 Look at the pictures. Then listen and number the points 1–5 as you hear them. 15 mins

- 1 Point to the pictures and ask the pupils *What can you see? (a boy and a fisherman, an old fishing boat etc).* Explain that they are going to hear an old man talking about fishing when his grandfather was a fisherman, and how it was better when he was a fisherman.
- 2 Read the list of five points to the pupils.
- 3 Play recording 27. The pupils listen.
- 4 Play recording again. The pupils number the points in the order they hear them

CD 3 Audio 27

My name is Jim Webb, and my family have been fishermen for a hundred and fifty years. And I still remember my grandfather talking about the old days. He and his father before him risked their lives every time they went out to sea.

They didn't stay close to the coast. They went far out with their large nets to catch bigger species of fish. And out there they were really alone.

A lot of boats didn't come back. The sea destroyed them, and they disappeared. And when a boat sank like that, the cause was often never discovered.

So life was much harder in my grandfather's time than it was when I first went fishing sixty years ago. We were starting to get a lot of advantages that he never had when he was young.

First of all, they only had sails in the old days, and the wind was often in the wrong direction. But we had powerful engines to help sail fast in the right direction.

And in the old days, men needed to be really strong to get the heavy nets full of fish out of the water. But when I was young we already had special equipment to help get the heavy nets out of the water.

Another thing: they were very alone in bad weather in the old days. But we had radio to call for help if necessary and we were in trouble.

And talking about trouble, they didn't have any real way of knowing about bad weather in the coming days in my grandfather's time. But we had weather forecasts to give warnings of bad weather.

One more very important thing is this: in the old days, they didn't have any help in finding the right place to put our nets in the water, but we already did when I was young. We had modern technology to help find fish.

Answers: 5 Modern technology / 2 Special equipment / 1 Powerful engines / 4 Weather forecasts / 3 Radio to call

Period 5**ACTIVITY 1 Work in pairs. Talk about the pictures in the text and on the next page. 15 mins**

- 1 Point to each of the pictures. Read the first question to the pupils and elicit the answer (*There isn't as much coral*).
- 2 In pairs, the pupils ask and answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 *There isn't as much coral.* 2 *They've taken 30 years.*
3 *The answer is to stop over-fishing and to stop polluting the oceans.*

ACTIVITY 2 Read and mark the statements true (✓) or false (X). 15 mins

- 1 The pupils read the text silently.
- 2 Read number 1 to the pupils. Ask *Is that correct?* (Yes). The pupils write ✓ on the answer line.
- 3 The pupils read the other sentences and write ✓ or X.

Answers: 1 ✓ 2 X 3 X 4 ✓ 5 ✓

ACTIVITY 3 Listen and read aloud. 10 mins 

- 1 Play recording 28. The pupils listen.
- 2 Choose individual pupils to read a section each of the text aloud. Help these pupils with pronunciation, stress and intonation. Play sections of the recording again if necessary, to make these points clearer.
- 3 In pairs, the pupils take turns to read a section each of the text to each other.

CD 3 Audio 28**Will the oceans live or die?**

Fish and many other kinds of life, like coral, are disappearing from the oceans fast. There are sad changes everywhere. Near the coast, they are often caused by pollution. Farther out, the cause is often over-fishing. Fishing boats with huge nets catch and kill everything. We risk a terrible man-made disaster – the death of the oceans.

But could our recent action to save the whales give us hope? Two centuries ago, whales were already being caught for their oil and meat. By the 1940s, the job was being made easier by modern technology. From the 1950s to the 1980s, they were being caught everywhere and numbers were collapsing. Whole species of whales were quickly being destroyed, and they were not being protected anywhere.

Finally, the world took action. In 1985, almost every country agreed to stop catching whales. This means that whale populations are slowly rising again.

Could the same thing happen with fish and fishing? Sadly, almost certainly not. In Europe, people are required to catch smaller quantities now, but almost everywhere else they go on fishing freely – though it is getting harder. They cannot stop: too many hungry people need to eat.

Perhaps the only way to save the oceans is the one that our ancestors discovered long ago: farming. There are already many fish farms, and perhaps there will soon be many more along the world's coasts. People say the fish do not taste as good as wild fish. However, that is still much better than losing all the fish in the world.

Period 6

ACTIVITY 1 Read and complete the notes. 10 mins

- 1 Remind the pupils about the text on page 32 that they saw in the previous class, about the oceans.
- 2 Read the sections of activity 1 to the pupils (*Two big causes of damage to sea life are: / Whales are caught for their: etc.*).
- 3 The pupils read the text again, silently.
- 4 The pupils add information from the text for each section.
- 5 Check the answers orally.

Answers: *pollution and over-fishing / oil and meat / from the 1950s to the 1980s / to stop catching whales / catch smaller quantities / fishing freely / more fish farms*

ACTIVITY 2 Work in pairs. Take it in turns to make statements like these. 10 mins

- 1 Read the example statement to the pupils. Show how it is made from the first section of activity 1.
- 2 Elicit similar statements from the pupils, using the information in activity 1.
- 3 In pairs, the pupils say the statements.
- 4 Call one pair of pupils up to the front to demonstrate their statements to the class.

ACTIVITY 3 Read the passage again and do these tasks. 10 mins

- 1 Give the pupils time to read the text on page 32 again, silently.
- 2 Read number 1 and ask the pupils to find *they* in the text. Help the pupils to work out what *they* refers to (*the changes*).
- 3 The pupils work out the rest of the references and meanings.
- 4 Check the answers orally.

Answers: *1 the changes 2 Away from the coast 3 catching whales 4 fish and fishing cannot be helped in the same way 1 taking too many fish from the sea 2 all the fish, other animals and plants in the oceans will die 3 going down very fast 4 did something to help whales*

ACTIVITY 4 Work in pairs. Think and discuss. 10 mins

- 1 Read the text to the pupils. Elicit ideas from them in favour of the idea and against it.
- 2 In pairs, the pupils continue the discussion. Encourage the pupils to make notes of their ideas and opinions.
- 3 After the pupils have had time to discuss, arrange a feedback session. Write the best ideas and opinions on the board.

Period 7

ACTIVITY 1 Write the words correctly. Then add to the clouds. 10 mins

- 1 Help the pupils to unjumble the words and write them in the correct group.
- 2 Check the answers orally.

Answers: *1 man-made disasters: over-fishing, pollution natural disasters: flood, earthquake, hurricane*

ACTIVITY 2 Match the words with meanings that are almost the same. 5 mins

- 1 Read *enormous* to the pupils. Ask *What word is almost the same as enormous? (huge)*.
- 2 The pupils match the rest of the words with very similar meanings.
- 3 Check the answers orally.

Answers: *enormous – huge, close to – near, go up – rise, find – discover, number – quantity, difficult – hard*

ACTIVITY 3 Add pairs of words from activity 2. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What are the missing words? (numbers, quantities)*.
- 2 The pupils complete the rest of the sentences with words of similar meaning.
- 3 Check the answers orally.

Answers: *1 numbers, quantities 2 enormous, huge 3 near, close to 4 hard, difficult 5 found, discovered 6 gone up, risen*

ACTIVITY 4 Rewrite the sentences. Place the adverbs in brackets correctly in the underlined verb unit. 15 mins

- 1 Show the pupils example number 1.
- 2 Help the pupils to add the adverb to number 2 (*Whales were already being caught for their oil*).
- 3 The pupils write the rest of the sentences with adverbs.
- 4 The pupils check their sentences on page 32.

Answers: *1 Sad changes are often caused by pollution. 2 Whales were already being caught for their oil. 3 Whales were quickly being destroyed. 4 Their populations are slowly rising again.*

- 5 The pupils write the second set of sentences with adverbs.
- 6 Check the answers orally.

Answers: 1 Several species of whale were almost lost.
 2 Then catching whales was finally stopped by most countries.
 3 However whales are still being caught by two or three countries.
 4 These countries have also been trying to raise the numbers that they can catch. 5 Great damage is now being done to other ocean species, too. 6 For example, many kinds of life along the world's coasts are being badly damaged by pollution.

Period 8

ACTIVITY 1 Read the examples. 10 mins

- 1 Read the sentences to the pupils. Make sure the pupils are aware that all the sentences use the past continuous tense in active and passive forms

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*a – active*).
- 2 The pupils choose the best way to complete the rest of the statements.
- 3 Check the answers orally.

Answers: 1a 2b 3a 4b

ACTIVITY 2 Work in pairs. Describe the activities in the past continuous passive. 15 mins

- 1 Read the introduction and number 1 to the pupils.
- 2 Help the pupils change number 1 to past continuous passive (*A van full of fish was being driven out of the market*).
- 3 In pairs, the pupils change the rest of the sentences to past continuous passive.
- 4 Check the answers orally.

Answers: 1 *A van full of fish was being driven out of the market.*
 2 *More fish was being put into other vans.* 3 *Fish was still being paid for.* 4 *The market hall was being cleaned.* 5 *The big plastic boxes were being washed.* 6 *The Jenny was being sailed out to sea again.*

ACTIVITY 3 Work in groups. Describe real activities. 15 mins

- 1 Read the situation and the verbs in the box to the pupils.
- 2 Help the pupils make sentences with the verbs about what was happening in the market. Where possible, they should use the past continuous active, for example *Vegetables were being carried in big bags*.
- 3 In groups, the pupils make more sentences.
- 4 Choose pupils to say their sentences to the class.

Period 9

ACTIVITY 1 Work in pairs. Describe the activities in the present continuous passive. 10 mins

- 1 Point to the first picture. Read the example sentence to the pupils.
- 2 The pupils make sentences about the other pictures.
- 3 Check the answers orally.

Answers: 1 *Different kinds of fish are being prepared.* 2 *Various vegetables are being cooked.* 3 *Fish and vegetables are being put on plates.* 4 *Meals are being taken to the dining-room.*

ACTIVITY 2 Describe present changes at your school or in your local area. Use the present continuous passive. 10 mins

- 1 Read the example sentence to the pupils.
- 2 Elicit sentences about changes in the school or local area, for example, *The classrooms are being painted.* / *A new road is being built.*
- 3 Help the pupils to express their ideas using the present continuous passive.

ACTIVITY 3 Look at Jim Webb's photo of his father's boat and read his story. 10 mins

- 1 Choose pupils to read two or three sentences each of the story. Point out that the story uses *I*, *we* and the past continuous active.
- 2 Explain that the pupils have to rewrite this story as a report. They should use the third person and the passive.
- 3 Read the example sentence. Elicit the next sentence from the pupils (*He was being trained by his father to ... etc*).
- 4 The pupils rewrite the story as a report.
- 5 Check the answers orally.

Answers: *It was an exciting time for old Jim Webb. He was being trained by this father to take over the job of captain. At the same time, fishermen were being helped by to the government to make their boats more modern and efficient. His father was being given money to help with their old boat. // In the winter big changes were being made. The bottom of the boat was being cleaned. The sides of the boat were being painted. At the same time, the old engines were being taken out. Some new engines were being put into the boat instead. New equipment to look for fish was also being added.*

ACTIVITY 4 Describe past changes at your school or in your local area. Use the past continuous passive. 10 mins

- 1 Read the example sentence to the pupils.
- 2 Help the pupils to say sentences about past changes.

Period 10

! Note: There are several low-frequency words in this poem in this lesson:

cherish	to love and look after
creature	animal
fair	beautiful
forest	a lot of trees
preserve	look after and protect
rush	move quickly
skylark	a bird that flies very high and sings beautifully
stream	a very small river
strive	make a big effort
treasure	things that are valuable

A gift from above means a gift from God

ACTIVITY 1 Work in pairs. Look at the picture. Name as many natural things as you can. 5 mins

- 1 Elicit the names of some natural things in the picture, such as trees and bird.
- 2 In pairs, the pupils name all the natural things they can see.
- 3 Check the answers orally.

ACTIVITY 2 Listen to the poem. Listen for things in nature that you found in the picture. 5 mins

- 1 Explain to the pupils that they are going to listen to the poem. They have to listen for all the natural things they saw in the picture.
- 2 Play recording 29. The pupils listen.
- 3 Play recording again. The pupils write all the natural things they hear about in the poem.
- 4 Check the answers orally.

CD 3 Audio 29

The World with its Countries

*The world with its countries,
Mountains and seas,
People and creatures,
Flowers and trees,
The fish in the waters,
The birds in the air
Are calling to ask us
All to take care.*

*These are our treasures,
A gift from above,
We should say thank you
With a care that shows love
For the blue of the ocean,
The clearness of air,
The wonder of forests
And the valleys so fair.*

*The song of the skylark,
The warmth of the sun,
The rushing of clear streams
And new life begun
Are gifts we should cherish,
So join in the call
To strive to preserve them
For the future of all.*

John Cotton

Answers: mountains, seas, creatures, flowers, trees, fish, water, birds, air, ocean, forests, valleys, skylark, sun, streams

ACTIVITY 3 Read and match the summaries to verses 1–3. Say which words help you. 10 mins

- 1 Read the three summaries to the pupils.
- 2 The pupils read the poem and match each verse to one of the summaries.
- 3 Check the answers orally.

Answers: 3, 1, 2

ACTIVITY 4 Listen to understand some new words. Then work out the meanings of these. 10 mins

- 1 Help the pupils find the new words in the poem. Show the pupils the similar words they already know.
- 2 Play recording 29 again. Individually, the pupils work out the meanings. Using the words they already know will help them.
- 3 Check the answers orally.

Answers: *take care* – be careful / *care* – the act of caring for something / *clearness* – the quality of being clear / *wonder* – how we feel when we see something wonderful / *warmth* – the quality of being warm / *join in* – to be part of

ACTIVITY 5 Listen again and read out the poem.

10 mins 

- 1 Play recording 29 to the pupils again. Help them to understand the rhythm of the lines as they listen.
- 2 Choose individual pupils to read the poem aloud to the class. Help the pupils to read it with appropriate stress, intonation and pronunciation.
- 3 In pairs, the pupils read the poem to each other.

Period 11

ACTIVITY 1 Listen and write down what you hear.

10 mins 

- 1 Explain to the pupils that they should write the two sentences they hear.
- 2 Play recording 30. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

CD 3 Audio 30

- 1 *Although some fishermen are now catching fewer fish, fish populations everywhere are being destroyed, and so prices in shops and supermarkets keep going up.*
- 2 *Whales were being caught in very large numbers, and several species almost disappeared before most of the world's governments agreed to take action together.*

ACTIVITY 2 Work in pairs. Discuss the idea of new fish farms on the Gaza coast. 15 mins

- 1 Read the speech bubbles to the pupils. Also read the lists of problems with traditional fishing, and the advantages of fish farms.
- 2 Elicit opinions about fish farms from the pupils. Help them to use the phrases in the speech bubbles and the ideas in the lists. For example, *I've heard that there are lots of problems with fish populations. They say it's being caused by over-fishing. / I've read that if some new fish farms are built on the Gaza coast, they will produce food for lots of people.*
- 3 In pairs, pupils discuss the idea of fish farms.
- 4 Choose pupils to repeat parts of their discussion to the class.

ACTIVITY 3 Complete Waleed's school essay. 15 mins

- 1 Read the first part of Waleed's essay. Help the pupils to arrange the verbs and adverbs in the correct way (*experts were already reporting*).
- 2 The pupils copy and complete paragraph 1.
- 3 Check the answers orally.

Answers: 1 *were already reporting* 2 *were often being caught*
3 *are now being destroyed* 4 *has therefore become*

- 4 The pupils write about the problems with traditional fishing. They should use the ideas from activity 2a, and the sequence markers in the box.
- 5 The pupils write paragraph 3 about the advantages of fish farms. They should use the ideas from activity 2b and the sequence markers.

Period 12

ACTIVITY 1 Work in pairs. Describe the picture. 10 mins

- 1 Read the Unit task card to the pupils. Explain that they will be writing a letter with their opinions (in favour or against) of a local project.
- 2 Help the pupils to describe what the people are doing in the picture. (*They are constructing a lake. They are building a wall. The area is being flooded. People in cars are leaving their homes.*)

ACTIVITY 2 Work in pairs. Discuss this new man-made lake in your area. 10 mins

- 1 Read some of the opinions. For each one, ask *Is it for or against the project?*
- 2 The pupils write ✓ or ✗ in the box next to each opinion, as appropriate.
- 3 Read the speech bubbles to the pupils.
- 4 Help the pupils to express opinions using the phrases in the speech bubbles.
- 5 In pairs, the pupils express their opinions.
- 6 Have a vote to see who is for the project and who is against it.

ACTIVITY 3 Write a paragraph of a letter to the newspaper for or against the project. 20 mins

- 1 Read the start of the letter to the pupils.
- 2 Choose a pupil who is in favour of the project. Help the pupil to complete the start appropriately.
- 3 Repeat with a pupil who is against the project.
- 4 The pupils write the paragraph, using the arguments that support their opinions.
- 5 Choose one pupil who supports the project, and one who is against it. The pupils read their paragraphs to the class.

A garden for all

Aims: to be able to use tag questions with *be, will, can, do, did, would* and *should*

Key language: *aim, comment, create, fence, lovely, middle, notice, rubbish, tonight, waste / broken, meeting, past ashamed (of), carpenter, clean up, committee, energy, gardener, look forward to, repair, request, secretary / comment, discussion, lead*

Language structures: tag questions with *be, will, can, do, did, would* and *should*

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Show the picture to the pupils. Ask *Who is it?* (*Lana Qadiri*) and *What is she doing?* (*She's thinking about / planning a beautiful garden*). Explain to the pupils that they are going to hear Lana talking to her friend Lisa, and later her father is going to be with them at a meeting about a garden.
- 2 Talk with the pupils about gardens. Ask questions such as *Why do people like gardens? Are there any public gardens near your house? What do people do there? What time of day do they go there?* etc. Help the pupils with the vocabulary they need to express their ideas.

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 31. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 3 Audio 31

*aim comment create fence lovely middle
notice rubbish tonight waste / break broken
meet meeting pass past*

Word formation

- 4 Read the three sets of words.
- 5 Show the pupils how we change the verb *break* into the adjective *broken*.
- 6 Show the pupils how we change the verb *meet* into the noun *meeting* by adding *-ing*.
- 7 Show the pupils how we change the verb *pass* into the preposition *past*.

ACTIVITY 2 Look at the picture on the next page.

Describe it. 8 mins

- 1 Tell the pupils to look at the picture on page 41. Read the beginning of sentence 1 (*The picture ...*). Help the pupils to match the rest of the sentence (*shows a place / that Lana is imagining*).
- 2 The pupils match the rest of the sentences.

Answers: 1 *The picture / shows a place / that Lana is imagining.*
2 *It is a garden / with lots of flowers / and a play area for children.*
3 *We can see / two women who are / sitting and talking together.*
4 *We can also / see several children / who are playing happily.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 The pupils read the questions silently.
- 2 Play recording 32. The pupils answer the questions.
- 3 Play recording again. The pupils check their answers.

Teaching Tip

- Lisa says *They should do something about it ...* In this sort of context, *they* can be used to refer to the local authorities, the people running the city, the local community leaders etc.
- March can be a warm month in Palestine, but in the United Kingdom it is often cold and it sometimes snows.
- *right* can mean the same as *exactly*; for example, *right here* means exactly at this place; *right now* means exactly at this minute.

CD 3 Audio 32

Narrator: *One day, Lana and Lisa commented on a piece of waste ground that they always went past on their way to school.*

Lana: *Look at all the rubbish and broken glass. It isn't very nice, is it?*

Lisa: *No, it's horrible! They should do something about it, shouldn't they?*

Lana: *Maybe someone is doing something. Look at this notice on the fence.*

Lisa: *That's happening tonight, isn't it? I'd like to go. What about you?*

Lana: *Yes, but we can't go alone, can we? I'll ask Dad to go, too.*

Narrator: *Mr Qadiri was free that evening, so he went to the meeting with the girls.*

Speaker: *We're aiming to build a garden for everyone. For example, we want to make part of it a safe play area for children.*

- Lana: You can imagine the trees and flowers, can't you?
 Lisa: Yes, it'll look lovely right here in the middle of town, won't it?
 Mr Qadiri: Yes, it will. It's a good project.
 Speaker: Spring is coming, so we're starting this Sunday. Who'd like to join us?
 Lisa: But we can't start yet, can we? It's still early March, so it's too cold.
 Mr Qadiri: Oh, but we certainly can start. March is a busy time in the garden.
 Lana: Come on, Lisa. We can try it, can't we? Let's have a go. Let's say yes.

Answers: 1 They went past a piece of waste ground. 2 It invited them to come to a meeting. 3 Mr Qadiri, Lana and Lisa went to the meeting. They decided to join the project.

ACTIVITY 4 Listen and read. Find the words from activity 1.

5 mins 

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 32 again. The pupils look for the new words in the dialogue.
- 3 Say each of the words and ask a pupil to read the complete sentence with that word.

Everyday English Activity 3 mins

- 1 Read the expressions to the pupils, using appropriate stress and intonation.
- 2 The pupils repeat the expressions chorally and individually. Make sure they use appropriate stress and intonation.

Period 2

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What's the missing word? (fence)*.
- 2 The pupils complete the rest of the activity with the new words from period 1.

Answers: 1 fence 2 meeting, tonight 3 lovely, create
 4 comment, aim 5 notice, past, middle 6 broken, rubbish, waste

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 33. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

CD 3 Audio 33

- 1 A We need to build a fence round the garden.
 B Yes, but how high should it be? About 1.5 metres?
- 2 A We need to discuss things. Is everyone free for a meeting tomorrow night?
 B No, I'm not, but I could meet all of you tonight if you like.
- 3 A I think this room will look lovely if we paint these dark walls white.
 B I agree. That'll create a much nicer room. It'll look larger, too.
- 4 A We're at this meeting to discuss our plans for a community party, so please feel free to comment on them. Mrs Carter, would you like to speak first?
 B Thanks. Well, I think we should aim to have the best party of the year!
- 5 A Do you want me to put up this notice on the wall in the school hall?
 B But most people will just walk past it and not see it.
 A Well, let's put it up in the middle of the hall. Then everyone will see it!
- 6 A Don't walk over there. There's some broken glass.
 B Well, we can't leave dangerous rubbish like that. We need to sweep it up.
 A You're right. Let's put it safely in a box and then put that in a waste bin.

ACTIVITY 3 Read again and answer the questions. 10 mins

- 1 Point to the dialogue in activity 4 of the previous period.
- 2 Elicit the names of the people in the picture.
- 3 The pupils read the dialogue silently, then they answer the questions individually.
- 4 Check the answers orally. When pupils say the correct answer, ask them to also read the line(s) in the dialogue where they found the answer.

Answers: 1 There is a lot of rubbish and broken glass. 2 There was a notice about a meeting on the fence. 3 The writer was inviting people to come to a meeting. 4 The name was the Community Garden Group. 5 It was at the Community Hall on Tuesday, 4th March at 8:30. 6 It was the 4th March. 7 They wanted to join the project. 8 Because she thought it was very early and too cold to work in the garden.

ACTIVITY 4 Work in groups. Listen again and practise the conversation. 10 mins

- 1 Arrange the pupils in groups of four. Assign the four roles – Lana, Lisa, the narrator and Mr Qadiri – to the pupils in each group.
- 2 Play recording 32 again. The pupils listen.
- 3 Choose a group of pupils to read the dialogue aloud.
- 4 In their groups, all the pupils practise reading the dialogue.

Period 3

ACTIVITY 1 Read the examples. 15 mins

- 1 Read the example sentences to the pupils. Show the pupils the different forms of tag questions.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*a – agree*).
- 2 Repeat with the other sentences. Make sure the pupils understand that an affirmative sentence has a negative tag, and a negative sentence has an affirmative tag.

Answers: 1a 2b 3a 4a 5a

ACTIVITY 2 Match the sentences and tags. 10 mins

- 1 Read number 1 to the pupils. Help the pupils to find the correct tag (*d – aren't you?*).
- 2 The pupils match the rest of the sentences with the tags.
- 3 Check the answers orally.

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

ACTIVITY 3 Complete the questions with tags. Then match answers a–g to 1–7. 15 mins

- 1 Read number 1 to the pupils. Help them to write the tag (*mustn't it?*).
- 2 Help the pupils to match question number 1 with the answer (*c – Yes, it must*).
- 3 The pupils write the rest of the tags, then match the questions with the answers.
- 4 Check the answers orally.

Answers: 1 *mustn't it?* c 2 *can we?* e 3 *should we?* a 4 *won't it?* b 5 *will we?* d 6 *can't we?* f

- 5 Ask one pair of pupils to read a tag question and answer aloud to the group.
- 6 In pairs, the pupils practise the tag questions and answers.

ACTIVITY 4 Now work in pairs. Ask and answer about food, weather, hobbies, etc. using tag questions.

- 1 Read the example question. Choose a pupil to say the answer.
- 2 Repeat with other pupils and other questions.
- 3 In pairs, the pupils ask and answer questions.

Period 4

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 34. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 3 Audio 34

ashamed (of) carpenter clean up committee energy gardener look forward to repair request secretary / comment comment discuss discussion leader lead

Word formation

- 4 Show the pupils how the verb *comment* is the same as the noun *comment*.
- 5 Show the pupils how we change the verb *discuss* into the noun *discussion* by adding *-ion*.
- 6 Show the pupils how we change the verb *lead* into the noun *leader* by adding *-er*.

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 8 mins

- 1 Play recording 35. Pupils listen.
- 2 Read number 1 to the pupils. Ask *What's the missing word? (requests)*.
- 3 The pupils complete the rest of the activity with the new words from activity 1.

CD 3 Audio 35

- 1 A *This is 'Music all the Way' on Radio London, the programme that plays all your requests.*
B *Yes, we're looking forward to hearing from you. Just call us or text us.*
- 2 A *I hear you've just joined the garden project committee.*
B *Yes, I've agreed to become the secretary and take notes.*
- 3 A *We need to call a meeting and have a good, long discussion with everyone.*
B *Yes, and you're the head of the Committee, so you should start the meeting and lead the conversation.*
- 4 A *We'll need a carpenter – someone who can work with wood.*
B *Yes, of course, and his first job will be helping to repair the fence.*
A *Yes, and we'll need a gardener to choose the trees and other plants.*

- 5 A *I'm sorry my room is a mess. I feel quite ashamed of it!*
 B *Don't worry. I'll help you clean up everything. It won't take long.*
- 6 A *As Lana's class teacher, do you have any comments to make about her work?*
 B *Yes, she's got a lot of energy, and she works very hard.*

Answers: 1 requests, looking forward to 2 committee, secretary
 3 discussion, lead 4 carpenter, repair, gardener 5 ashamed of, clean up
 6 comments, energy

ACTIVITY 3 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 35. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

ACTIVITY 4 Listen and do the tasks. 15 mins

- 1 Explain that the pupils are going to hear the organizer of the garden project talking to the volunteers.
- 2 Show the pupils the information to fill in.
- 3 Play recording 36, part 1. The pupils listen.
- 4 Play recording again. The pupils add details of what to wear and what to bring.

Answers: To wear: 1 boots 2 gloves 3 a jacket or coat
 4 a hat or scarf To bring: 1 a picnic lunch 2 some hot tea or coffee

- 5 Show the pupils the answer line. Explain that they will listen to part 2 and add details of the time, day and date.
- 6 Play recording 36, part 2. The pupils add the details.

Answer: ten o'clock on Sunday, March 9th

CD 3 Audio 36

Part 2

Speaker: Tell me, are there any questions or comments on anything that we've discussed up to now?

Volunteer 1: I've got one important question.

Speaker: Please go ahead.

Volunteer 1: Well, we're going to clean up this site first, aren't we?

Speaker: Yes, that's right. And we're going to repair the fence, too.

Volunteer 1: And I'm sure the site is a terrible mess, isn't it?

Speaker: Right.

Volunteer 1: So what do you suggest that we wear?

Speaker: Good question. It's going to be cold, too, so here are my suggestions: boots ... gloves ... a jacket or coat ... and a hat or scarf.

Volunteer 1: Boots ... gloves ... jacket or coat ... hat or scarf ... Fine.

Volunteer 2: And I've got another question. Is there anything that we should bring?

Speaker: Two things, I think. A picnic lunch ... and some hot tea or coffee.

Volunteer: Picnic lunch, yes, and tea or coffee, right. But nothing else? No equipment – you know, things to work with?

Speaker: No, don't worry about that. The people on the Committee will bring everything like that.

Part 2

Speaker: It's fantastic so many of you want to come and help. Thank you so much!

Volunteer 1: So when do we start?

Speaker: Let's agree on a time. What about ten o'clock?

Volunteer 2: Ten sounds fine. And that's going to be this Sunday, isn't it? Is that March the eighth?

Speaker: No, this Sunday isn't the eighth, is it? It's the ninth, isn't it?

Volunteer 2: Yes, of course it is.

Speaker: So that's ten o'clock, Sunday, March the ninth. Well, just to finish our meeting, I'd like to say that we on the Committee all look forward to seeing everyone there. And thank you very much again for the time and energy that you're giving to our project!

Period 5

ACTIVITY 1 Work in pairs. Say what the pictures on the next page show. 15 mins

- 1 Point to each of the pictures. Ask *What does this picture show?* about the first picture.
- 2 In pairs, the pupils talk about what all three pictures show.
- 3 Check the answers orally.
- 4 The pupils read the comments and match the names with the pictures.
- 5 Check the answers orally.

Answers: *Picture 1 shows a woman looking sadly at a lot of rubbish / mess. (Susie Smith) Picture 2 shows people in a meeting in a community hall, talking about the new garden. (Jack Hill) Picture 3 shows two volunteers helping in the new garden: one man is a gardener and the other is a carpenter. (Bob Green)*

ACTIVITY 2 Read again and mark the statements true (✓) or false (X). 15 mins

- 1 The pupils read the comments again silently.
- 2 Read number 1 to the pupils. Ask *Is that correct? (No)*. The pupils write **X** on the answer line.
- 3 The pupils read the other sentences and write ✓ or **X**.

Answers: 1 X 2 X 3 ✓ 4 X 5 X

ACTIVITY 3 Listen and read aloud. 10 mins

- 1 Play recording 37. The pupils listen.
- 2 Choose individual pupils to read a section each of the webpage aloud. Help these pupils with pronunciation, stress and intonation. Play sections of the recording again if necessary, to make these points clearer.
- 3 In pairs, the pupils take turns to read a section each of the webpage to each other.

CD 3 Audio 37

- Narrator:** North London News. 10:00, Sunday 9th March: Work starts on the Garden Project on Western Road.
- Jack Hill:** Thank you to everyone who came to the meeting last night. All of us on the Committee were very surprised by the large numbers. And we had an excellent discussion, didn't we? We now have a great team of volunteers with lots of energy, so let's get on and do the work. See you all on Sunday! (Jack Hill, Committee Secretary)
- Susie Smith:** I'm looking forward to Sunday, too, but I must say one thing about the mess on our site: people shouldn't make a mess like that, should they? It's terrible! The ones who did it should be ashamed of themselves! It would be nice if they came to help clean up the place, wouldn't it? (Susie Smith)
- Zeinab Hussein:** If I remember correctly, we've never done a voluntary project like this in New Town before, but I hope it'll be the first of many. We didn't talk about this last night, did we? But perhaps we can next time. Anyway, I'm looking forward to seeing everyone again on Sunday. (Zeinab Hussein)
- Bob Green:** There's just one problem: We don't have people with the right skills to lead the work, do we? For example, we need a gardener, don't we? And a carpenter to help repair the fence, too. We should make a request on local radio. (Bob Green)
- Jack Hill:** That's a fantastic idea, Bob. I'll make a phone call today and request their help. (Jack Hill, Committee Secretary)

Period 6

ACTIVITY 1 Read again and complete the notes. 10 mins

- 1 Remind the pupils about the webpage on page 44 that they saw in the previous class, about the Garden Project.
- 2 Read the sections of activity 1 to the pupils (*wants to thank / is pleased that they now* etc).
- 3 The pupils read the text again, silently.
- 4 The pupils add names to each section and information from the text for each section about what each person said.
- 5 Check the answers orally.

Answers: 1 Jack wants to thank everyone who came to the meeting. He is pleased that they now have a great team of volunteers. 2 Susie is angry about the mess on the site. She thinks that they shouldn't make a mess like that. 3 Zeinab believes that the project is the first project like this in New Town. She hopes that it will be the first of many. 4 Bob says that they need a gardener and a carpenter. He suggests that they make a request on local radio. 5 Jack agrees that this is a fantastic idea. He adds that he'll make a phone call today.

ACTIVITY 2 Work in pairs. Make statements like these.

10 mins

- 1 Read the example pair of statements to the pupils. Show how it is made from the first section of activity 1.
- 2 Elicit similar statements from pairs of pupils, using the information in activity 1.
- 3 In pairs, the pupils say the statements.
- 4 Call one pair of pupils up to the front to demonstrate their statements to the class.

ACTIVITY 3 Read the website comments again and do these tasks. 10 mins

- 1 Give the pupils time to read the text on page 44 again, silently.
- 2 Read number 1 and ask the pupils to find *you all* in the text. Help the pupils to work out what *you all* refers to (*the volunteers*).
- 3 The pupils work out the rest of the references and meanings.
- 4 Check the answers orally.

Answers: 1 *the volunteers* 2 *the people who made the mess*
3 *talk about future projects* 4 *the people on local radio*
1 *the people who are organizing the project* 2 *a lot of people*
3 *making the garden* 4 *at the next meeting*

ACTIVITY 4 Work in pairs. Think and discuss. 10 mins

- 1 Read the questions to the pupils. Elicit ideas from them about rubbish and the people who make the rubbish problem.
- 2 In pairs, the pupils continue the discussion. Encourage the pupils to make notes of their ideas.
- 3 After the pupils have had time to discuss, arrange a feedback session. Write the best ideas on the board.

Period 7

ACTIVITY 1 Match opposites a–e to 1–5. 10 mins

- 1 Read the words in the two boxes to the pupils.
- 2 Ask *What is the opposite of badly? (d – well)*.
- 3 The pupils match the rest of the opposites.
- 4 Check the answers orally.

Answers: 1 *badly* d 2 *busy* b 3 *eastern* e 4 *finish* c
5 *proud of* a

ACTIVITY 2 Add pairs of opposites from activity 1. Make any changes needed. 10 mins

- 1 Read the first dialogue to the pupils. Ask *What are the missing words? (free, busy)*.
- 2 The pupils complete the rest of the dialogues with opposites.
- 3 Check the answers orally.

Answers: 1 *free, busy* 2 *badly, well* 3 *starts, finish*
4 *eastern, western* 5 *ashamed of, proud of*

ACTIVITY 3 Add the words to the correct groups. 10 mins

- 1 Read the heading of the two groups (*Expressions with do / Expressions with make*) to the pupils.
- 2 Read the examples, then ask *Where does some homework go? (do)*.
- 3 The pupils write the words in the correct groups.
- 4 Check the answers orally.

Answers: *Expressions with do:* some homework, a project, some work
Expressions with make: a mess, a phone call, a request

ACTIVITY 4 Use expressions from activity 3 to complete the sentences. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What's the missing expression from activity 3? (do a project)*.
- 2 The pupils add the rest of the missing expressions.
- 3 Check the answers orally.

Answers: 1 *do a project* 2 *made a mess* 3 *did some shopping*
4 *make a request* 5 *do some homework* 6 *make a cake*
7 *make a phone call* 8 *do some work*

Period 8

ACTIVITY 1 Read the examples. 10 mins

- 1 Read the sentences to the pupils. Make sure the pupils are aware that all the sentences use question tags.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*b – do*).
- 2 The pupils choose the best way to complete the other statements.

Answers: 1b 2a 3a 4b 5a

ACTIVITY 2 Match the sentences and tags. 10 mins

- 1 Read the first sentence beginning to the pupils. Help the pupils to match it with the question tag (*c – don't you?*).
- 2 The pupils match the rest of the sentences beginnings with the tags.
- 3 Check the answers orally.

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

ACTIVITY 3 Complete the questions with tags. Then match answers a–f to 1–6. 10 mins

- 1 Read the first sentence beginning to the pupils. Help the pupils to complete it with a question tag (*didn't they?*).
- 2 Match the tag question with an answer (*b*).
- 3 The pupils complete the rest of the sentence beginnings with tags and match them to the answers.
- 4 Check the answers orally.

Answers: 1 *didn't they?* b 2 *do they?* d 3 *don't I?* f
4 *did we?* e 5 *does she?* a 6 *doesn't he?* c

ACTIVITY 4 Work in pairs. Ask and answer the tag questions in activity 3. 10 mins

- 1 Ask one pair of pupils to read a tag question and answer from activity 3 aloud to the group.
- 2 In pairs, the pupils practise the tag questions and answers.

Period 9

ACTIVITY 1 Complete the exchanges with the correct tag questions and replies. 10 mins

- 1 Read the example exchange to the pupils.
- 2 The pupils complete the rest of the tag questions and replies.
- 3 Check the answers orally.

Answers: 1 *doesn't he?* / *Yes, he does.* / *don't they?* / *Yes, they do.* / *isn't it?* / *Yes, it is.* 2 *was he?* / *No, he wasn't.* / *wasn't he?* / *Yes, he was.* / *wasn't he?* / *Yes, he was.* 3 *didn't he?* / *Yes, he did.* / *did he?* / *No, he didn't.* / *didn't he?* / *Yes, he did.*
4 *was it?* / *No it wasn't.* / *wasn't there?* / *Yes there was.* / *didn't he?* / *Yes he did.*

ACTIVITY 2 Work in pairs. Practise the dialogues in activity 1. 5 mins

- 1 Demonstrate the dialogues with one of the pupils.
- 2 In pairs, the pupils practise the dialogues.

ACTIVITY 3 Work in pairs. Ask and answer *Wh* questions with past forms of *be* and *do*. 10 mins

- 1 Remind pupils about the history notes they made earlier in this unit.
- 2 Demonstrate the dialogue with a pupil. Help the pupil to answer correctly.
- 3 In pairs, the pupils ask and answer *When*, *What* and *Where* questions about history.

ACTIVITY 4 Write tag questions to ask your partner. 10 mins

- 1 Elicit ideas for tag questions from the pupils, for example, *You're older than me, aren't you?*
- 2 The pupils write tag questions.

ACTIVITY 5 Work in pairs. Ask and answer your questions. Correct any mistakes. 5 mins

- 1 Choose a pair of pupils to demonstrate their tag questions and answers.
- 2 In pairs, all the pupils practise asking and answering tag questions.

Period 10

ACTIVITY 1 Look at the garden and answer the questions.

5 mins

- 1 Read the questions to the pupils. Elicit their answers.

ACTIVITY 2 Listen and do the tasks. 15 mins

- 1 Explain that the pupils have to listen for the headings for each picture.
- 2 Play recording 38, part 1. The pupils listen for the headings and write them above the pictures.

CD 3 Audio 38

Part 1

Volunteer 2: *What do you think we'll need to do first?*
Speaker: *Well, the Committee have had a discussion about that, and we think we need to do some things as quickly as we can. And other things will come later. So we've got a first and a second schedule. The first is a list of things to do by the middle of April. And the second includes things that we have to do from the middle of April to the middle of June. You see, we want to open the garden then, in the middle of June.*

Answers: 1 To do by the middle of April 2 To do by the middle of June

- 3 Play recording 38, parts 2 and 3. The pupils listen and number the activities.
- 4 Play recording again. The pupils check their numbering
- 5 Check the answers orally.

CD 3 Audio 38 (continued)

Part 2

Volunteer 1: *So what are we going to do first?*
Speaker: *First, we have a request from the supermarket for us to repair the old fence. It looks a mess, and their customers don't like it.*
Volunteer 2: *It's a pity we don't have a carpenter in our group. That would be very useful!*
Speaker: *Well, we'll do the best we can with no carpenter ... Now the next thing of course is this: we need to start cleaning up the site.*
Volunteer 3: *I've seen the place. That's going to be a big job!*

Speaker: *You're right. And after that, we have to get rid of the rubbish. And then we'll have our site ready to start the interesting work. And we think the next thing is this: we need to build the new paths. That will start to give the garden its shape.*

Volunteer 4: *And it'll be a lot easier to move round and carry things on the paths.*

Speaker: *That's right. And so that's our first schedule. We need to do all those things as quickly as we can – by the middle of April.*

Part 3

Volunteer 1: *What about the jobs to do between the middle of April and the middle of June?*

Speaker: *Right, Schedule 2. Well, first, we need to prepare the ground for planting. We have to prepare well or things just won't grow well.*

Volunteer 2: *Can we start planting then?*

Speaker: *Yes, we need to begin planting the trees and flowers. April is already late for some things.*

Volunteer 3: *What about the play area?*

Speaker: *Yes, we have to get on with that fast, too. And first, we need to construct the play area.*

Volunteer 1: *And then we'll be able to put up the play area equipment, won't we?*

Speaker: *Right, and by that time, the flowers will look lovely and the trees will be green. We'll be ready to open the community garden to everyone!*

Answers: 1 From top to bottom 1, 4, 3, 2. 2 From top to bottom 7, 8, 5, 6.

- 6 Read the activities in the boxes. The pupils match the activities with the numbers of the pictures.
- 7 Check the answers orally.

Answers: *clean up the site 2, build new paths 4, get rid of the rubbish 3, repair the old fence 1 / construct the play area 7, plant the trees 6, prepare the ground for planting 5, put up the play equipment 8*

ACTIVITY 3 Work in pairs. Talk about the jobs. 10 mins

- 1 Read the example dialogue to the pupils.
- 2 Demonstrate the dialogue with one of the pupils. Use another activity from activity 2, for example, *I would like to repair the old fence.*
- 3 Help the pupil to respond appropriately.
- 4 In pairs, all the pupils practise the dialogue, using all the activities in activity 2.

ACTIVITY 4 Practise your pronunciation: the sounds of s.

10 mins 

- 1 Say the two sounds of s to the pupils.

- 2 Play recording 39, part 1. The pupils tick the sound they hear.
- 3 Play recording again. The pupils check their answers.
- 4 Check the answers orally.
- 5 Play recording 39, part 2. The pupils repeat the sentences.

Answers: 1 /s/ 2 /z/ 3 /z/ 3 /s/

CD 3 Audio 39

Part 1

- 1 First, a request
- 2 easier to carry things
- 3 all those things
- 4 our site ready to start

Part 2

- 1 First, we have a request from the supermarket.
- 2 It'll be easier to carry things on the paths.
- 3 We need to do all those things as quickly as we can.
- 4 We'll have our site ready to start the interesting work.

Period 11

ACTIVITY 1 Listen and write down what you hear.

10 mins 

- 1 Explain to the pupils that they should write the two sentences they hear.
- 2 Play recording 40. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

CD 3 Audio 40

- 1 Someone has put up a notice about a project to create a lovely garden on a piece of waste ground that is covered with rubbish.
- 2 The secretary of the committee is full of energy, and he is really looking forward to repairing the broken fence and cleaning up the site.

ACTIVITY 2 Copy and complete the start of Lisa's letter.

Choose from these letter 'pieces'. 5 mins

- 1 Read the letter 'pieces' to the pupils.
- 2 The pupils write the letter 'pieces' for the start of the letter in the correct order.
- 3 Check the answers orally.

Answers: 17, Wood Street, London N13 8BC, 5th March, 20. Dear Mark, Thanks for your last letter and all your news. It was good to hear from you.

ACTIVITY 3 Copy and complete the next paragraph. 5 mins

- 1 The pupils copy the next part of the letter and complete it.
- 2 Check the answers orally.

Answers: Guess what! I've just joined a local group of volunteers, and we're going to build a garden on a piece of land near my school. We're going to start on Sunday, March 9th.

ACTIVITY 4 Write a paragraph about the schedule. Use your period 10 work. 10 mins

- 1 The pupils complete the next paragraph, using the dates and activities from the previous period.
- 2 Check the answers orally.

Answers: By the middle of April we're going to repair the fence and build the new paths. We're also planning to clean up the site and get rid of the rubbish. Then we're going to construct the play area, put up the play equipment, prepare the ground for planting and plant the trees and flowers. Then, by the middle of June, if all goes well, it should look like this.

- 3 The pupils do a simple picture of the garden as Lana imagines it.

ACTIVITY 5 Copy and complete the end of the letter. Use letter 'pieces' from activity 1. 10 mins

- 1 The pupils write the end of the letter, using the last of the 'letter pieces' from activity 1.
- 2 Choose pupils to read out the complete letter to the class.

Period 12

ACTIVITY 1 Work in pairs. Do these tasks to design a garden. 10 mins

- 1 Read the Unit task card to the pupils. Explain that they will be designing a garden and writing about it.
- 2 Read the dialogue to the pupils.
- 3 In pairs, the pupils use the dialogue to choose a location.
- 4 Each pupil draws a plan of the garden.
- 5 In pairs the pupils use the dialogue to discuss what else they need for the garden. They add the details to the plan.

ACTIVITY 2 Work in pairs. Plan a project schedule. 10 mins

- 1 The pupils discuss
 - the jobs that have to be done
 - the order they have to be done in
 - a date for each job to be finished
- 2 They make notes of this information for each job.

ACTIVITY 3 Work in different pairs. Describe your design and schedule to each other. 10 mins

- 1 Change the pairs. The pupils describe and discuss their ideas with their new partner.

ACTIVITY 4 Write a letter to your cousin in Australia. Do these tasks. 10 mins

- 1 Help the pupils to invent a name and address in Australia.
- 2 Read the first line of the letter. The pupils copy the first line. They continue with the rest of the paragraph about the garden. They can use the introduction from activity 3 in the previous lesson as a model.
- 3 The pupils write a paragraph about the schedule. They can use the schedule from activity 4 in the previous lesson as a model.
- 4 The pupils add their drawing of the garden.
- 5 The pupils finish the letter.
- 6 When the pupils have finished, arrange a feedback session. The pupils put up their plans on the noticeboard for the others to see.
- 7 If there is time, arrange a class vote for the best garden plan.

Be happy!

Aims: to be able to use expressions of agreement with *to*, *not ... either*, *so* and *neither*

Key language: *be down*, *cheer up*, *cheerful*, *depressed*, *do well/badly*, *how come*, *mood*, *no one*, *result*, *suddenly*, *attention*, *definite(ly)*, *dramatic*, *explode*, *ignore*, *negative*, *positive*, *scream*, *selfish*, *Madrid*, *Manama*, *Melbourne* / *upset* (v)

Language structures: expressions of agreement with *to*, *not ... either*, *so* and *neither*

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Show the pictures to the pupils. Ask *Who are they?* (*Lana and her friend Lisa*), *How does Lisa look in the first picture?* (*Unhappy*) and *How does Lisa look in the second picture?* (*Much happier*).
- 2 Talk with the pupils about helping our friends. Ask questions such as *What can make your friends unhappy?* *How can you help your friends when they are unhappy?* etc. Help the pupils with the vocabulary they need to express their ideas.

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 1. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 4 Audio 1

*be down cheer up cheerful depressed do well / badly
how come mood no one result suddenly*

ACTIVITY 2 Look at the pictures on the next page.

Describe them. 8 mins

- 1 Tell the pupils to look at the pictures on page 53. Ask *Who are the people?* (*Lana and Lisa*).
- 2 Read the beginning of sentence 1 (*Lana and Lisa ...*). Help the pupils to match the rest of the sentence (*are walking together / and talking a lot*).
- 3 The pupils match the rest of the sentences.

Answers: 1 *Lana and Lisa / are walking together / and talking a lot.* 2 *It is a wet day, / so they are wearing coats / and carrying umbrellas.* 3 *In the first picture / Lana looks quite happy / but Lisa looks depressed.* 4 *But in the second one, Lisa and Lana / both look cheerful.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 The pupils read the questions silently.
- 2 Play recording 2. The pupils answer the questions.
- 3 Play recording again. The pupils check their answers.

CD 4 Audio 2

Narrator: *One cold, wet, grey day, Lana and Lisa were talking on their way home from school.*

Lana: *Are you all right, Lisa? You don't look very happy.*

Lisa: *I don't feel very happy, either. I'm depressed!*

Lana: *What's the matter?*

Lisa: *Well, I didn't do very well in our French test this afternoon.*

Lana: *I didn't, either. But listen, no one got good results, and we all did badly. Everyone says the test was too hard. So come on! Cheer up!*

Lisa: *But there's another thing. It's this weather. I don't like it.*

Lana: *Neither do I. But you have to try to keep smiling.*

Lisa: *How come you're so cheerful?*

Lana: *Well, the weather forecast says that spring is almost here, and I love spring.*

Lisa: *Oh, so do I! I can't wait for sunny days and blue skies again.*

Lana: *Neither can I. And listen, if the weather's better on Saturday, I'd like to go and help at the community garden again. What about you?*

Lisa: *Good idea! I enjoyed working with everyone last weekend.*

Lana: *I did, too. I'm really happy about our new garden.*

Lisa: *So am I. It'll look lovely in three months from now. And do you know what? I'm suddenly in a much better mood.*

Lana: *Good! Now you sound more like the normal Lisa!*

Lisa: *And I'll tell you the thing that really makes me happy.*

Lana: *Oh? What's that?*

Lisa: *It's having a friend like you – someone who can cheer me up when I'm down.*

Answers: 1 *They were going home.* 2 *She was trying to cheer Lisa up.* 3 *They agreed to help at the community garden again.*

ACTIVITY 4 Listen and read. Find the words and phrases from activity 1. 5 mins

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 2 again. The pupils look for the new words in the dialogue.
- 3 Say each of the words and ask a pupil to read the complete sentence with that word.

Everyday English Activity 3 mins

- 1 Read the expressions to the pupils, using appropriate stress and intonation.
- 2 The pupils repeat the expressions chorally and individually. Make sure they use appropriate stress and intonation.

Period 2

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What's the missing word? (did badly)*.
- 2 The pupils complete the rest of the activity with the new words from period 1.

Answers: 1 *did badly, 're doing well* 2 *mood, cheerful*
3 *how come, no one* 4 *depressed, was down, cheered up, results, suddenly*

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 3. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

CD 4 Audio 3

- 1 A *Your team did badly in the competition last year, didn't they?*
B *Yes, we lost every game. But this year, we're doing well. We're winning every game!*
- 2 A *What kind of thing puts you in a good mood?*
B *Oh, being with my friends. Then I always feel cheerful.*
- 3 A *You only left to go to your meeting twenty minutes ago, so how come you're home again already?*
B *Because no one else was there! The place was empty!*
- 4 A *You looked really depressed yesterday.*
B *Yes, I was down because the doctor sent Grandma to hospital. I was worried.*
A *Well, it's good to see that you've cheered up a lot today. You look much happier. But why?*

B *Because they've done some medical tests on her now, and the results are very good. Now they're suddenly saying that she can come home again!*

ACTIVITY 3 Read again and answer the questions. 10 mins

- 1 Point to the dialogue in activity 4 of the previous period.
- 2 Elicit the names of the people in the pictures.
- 3 The pupils read the dialogue silently, then they answer the questions individually.
- 4 Check the answers orally. When pupils say the correct answer, ask them to also read the line(s) in the dialogue where they found the answer.

Answers: 1 *She hadn't done very well in the French test.*
2 *Everyone else had done badly.* 3 *The weather was also getting her down.* 4 *She didn't like it either.* 5 *She was looking forward to spring.* 6 *She'd like to go and help at the community garden again.* 7 *It'll look lovely.* 8 *Having a friend like Lana makes Lisa really happy.*

ACTIVITY 4 Work in pairs. Listen again and practise the conversation. 10 mins

- 1 Arrange the pupils in pairs. Assign the two roles – Lana and Lisa – to the pupils in each pair.
- 2 Play recording 2 again. The pupils listen.
- 3 Choose a pair of pupils to read the dialogue aloud.
- 4 In their pairs, all the pupils practise reading the dialogue.

Period 3

ACTIVITY 1 Read the examples. 10 mins

- 1 Read the example sentences to the pupils. Show the pupils the different ways we agree in affirmative and negative answers

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*a – positive*).
- 2 Repeat with the other sentences. Help the pupils to understand what words we use with affirmative answers, and what words we use with negative answers.

Answers: 1a 2b 3a 4b 5a 6b 7a

ACTIVITY 2 Work in pairs. Agree with each other. Use *too* or *either*. 15 mins

- 1 Read the example dialogue to the pupils.
- 2 Make a sentence with one of the cues in the table, for example *I love spring*.

- 3 Choose a pupil to agree with you using *too*. Help the pupil to express the answer *I do too*.
- 4 Repeat with other sentences from the cues in the table, and other pupils. Make sure the pupils use only *too* or *either* when they agree.
- 5 In pairs, the pupils practise the dialogue and agree with each other.

ACTIVITY 3 Work in pairs. Agree with each other. Use *So* or *Neither*. 15 mins

- 1 Read the example dialogue to the pupils.
- 2 Make a sentence with one of the cues in the table, for example *I love warm weather*.
- 3 Choose a pupil to agree with you using *So*. Help the pupil to express the answer *So do I*.
- 4 Repeat with other sentences from the cues in the table, and other pupils. Make sure the pupils use only *So* or *Neither* when they agree.
- 5 In pairs, the pupils practise the dialogue and agree with each other.

Period 4

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 4. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 4 Audio 4

*attention definite definitely dramatic explode
ignore negative positive scream selfish
Madrid Manama Melbourne/upset upset*

Word formation

- 4 Show the pupils how the verb *upset* is the same as the adjective *upset*.

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 8 mins

- 1 Play recording 5. Pupils listen.
- 2 Read number 1 to the pupils. Ask *What's the missing word? (dramatic)*.
- 3 The pupils complete the rest of the activity with the new words from activity 1.

CD 4 Audio 5

- 1 A *That was a dramatic end to the film, wasn't it?*
B *Yes, it was very exciting! In fact I almost screamed several times!*
- 2 A *Fuad talks a lot because he likes to be the centre of attention.*
B *And he really only thinks about himself. He's very selfish.*
- 3 A *What was that loud noise? Something exploded.*
B *Oh, ignore it. It was just the people at work in the quarry over there.*
- 4 A *Are you definitely going to your cousin's party?*
B *Yes, I'm sure now. It'll upset her if I don't, so I really have to.*
- 5 A *Why is Susie so negative? She doesn't want to do anything we suggest.*
B *And it's strange because she used to be the complete opposite. She used to be very positive about everything.*

Answers: 1 *dramatic, screamed* 2 *attention, selfish*
3 *exploded, ignore* 4 *definitely, upset* 5 *negative, positive*

ACTIVITY 3 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 5. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

ACTIVITY 4 Listen and complete the notes. 15 mins

- 1 Point to Rami in the picture and ask *Who is he?* Explain that the pupils are going to listen to Rami giving advice to his friend Tom.
- 2 Read the notes to the pupils.
- 3 Play recording 6. The pupils listen.
- 4 Play recording again. The pupils complete the notes with the information they hear.

CD 4 Audio 6

- Rami: *Hi, Tom.*
Tom: *Oh, hi, Rami.*
Rami: *Are you all right?*
Tom: *I'm OK. Why do you ask?*
Rami: *Because you seem very down. What's the matter?*
Tom: *It's nothing really. It's just a little thing at home.*
Rami: *Do you want to talk about it?*
Tom: *I expect you're going to try and cheer me up? You're always so cheerful!*
Rami: *Well, I just try to be positive about life. It's more fun than being negative.*

- Tom: Anyway, there's a situation at home that I'd like to change, but I can't.
- Rami: How come? Maybe you really should explain.
- Tom: Well, you know that I'm the oldest, don't you?
- Rami: Yes, you have a little brother and two little sisters, don't you?
- Tom: That's right. And the thing is, I feel my parents ignore me all the time.
- Rami: Really? Why's that?
- Tom: Because they give all their attention to the younger ones.
- Rami: So what do you do when that happens?
- Tom: I just go to my room quietly. But I sometimes want to scream!
- Rami: That's really no good. If I were in that situation, I'd talk to my parents.
- Tom: I don't feel I can. They're always too busy to listen.
- Rami: Well I think you're wrong. But if you don't believe me, here's a suggestion.
- Tom: What's that?
- Rami: Get some advice from other people.
- Tom: You mean I should ask my other friends?
- Rami: No. I suggest you contact the problems page in Your World magazine. The problems page is called Help, World!
- Tom: Mm, I don't know. How does it work?
- Rami: They put your letter in the magazine, and people who read it send their ideas and advice. Their letters are often from people who have had the same problem, so they can be very helpful.
- Tom: I see. Well, maybe I should try it.

Answers: He's the oldest of four brothers and sisters. / He feels his parents ignore him. / They give all their attention to the younger ones. / He goes to his room quietly. / He sometimes wants to scream. / Ask other people for their advice. Contact the problems page in a magazine called Your World.

Period 5

ACTIVITY 1 Work in pairs. Talk about the picture on the next page. 15 mins

- 1 Point to the picture. Read the first question to the pupils and elicit the answer (It shows a boy who is being ignored by his family).
- 2 In pairs, the pupils ask and answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 It shows a boy who is being ignored by his family.
2 It could be Tom.

ACTIVITY 2 Read and mark the statements true (✓) or false (X). 15 mins

- 1 The pupils read the magazine page silently.
- 2 Read number 1 to the pupils. Ask *Is that correct?* (No). The pupils write X on the answer line.
- 3 The pupils read the other sentences and write ✓ or X.

Answers: 1 X 2 X 3 ✓ 4 X 5 ✓

ACTIVITY 3 Listen and read aloud. 10 mins

- 1 Play recording 7. The pupils listen.
- 2 Choose individual pupils to read a section each of the magazine page aloud. Help these pupils with pronunciation, stress and intonation. Play sections of the recording again if necessary, to make these points clearer.
- 3 In pairs, the pupils take turns to read a section each of the magazine page to each other.

CD 4 Audio 7

Help, World!

Bring your personal problems to Help, World! We're all here to help each other!

Tom: Dear All

I'm the oldest of four, and my parents give all their attention to the younger ones. They just ignore me. I'm feeling very down because of that. I love them, so I don't say anything. I just go to my room alone. But I sometimes want to scream! Would it help if I did something dramatic? If I don't do something soon, I'll explode!

Upset

Carrie: Dear Upset

As you're the oldest, your parents probably think you can look after yourself. I'm sure they don't think they're ignoring you: they're just very busy. I don't think you should do anything selfish or dramatic since that would just make things worse.

Carrie (Melbourne, Australia)

Fuad: Dear Upset

I really understand your feelings since I've got six small brothers and sisters! But please don't 'explode' as that would just upset everyone. Try my way: talk to your parents. Say, 'I know you love me, but I feel you give me less attention than the other children.' It worked for me, so I'm sure it will for you, too. My parents understood immediately, and they changed completely.

Fuad (Manama, Bahrain)

Rosa: *Dear Upset
Your parents aren't the whole cause of the problem.
You're part of it, too, because it's very negative to hide
in your room. Try to be positive instead and help look
after the children. Your parents will love that, and you'll
do a lot together. Because of that, they'll definitely stop
ignoring you!*

Rosa (Madrid, Spain)

Period 6

ACTIVITY 1 Read and complete the table. 10 mins

- 1 Remind the pupils about the magazine page on page 56 that they saw in the previous class, about Tom's problem with his family.
- 2 Read the sections of activity 1 to the pupils (*that the writer understands the difficulty; about the writer's experience of the same situation etc*).
- 3 The pupils read the magazine page again, silently.
- 4 Ask *Which letter(s) tell(s) Tom that the writer understands the difficult situation?* Help the pupils to find the answer (*b*).
- 5 The pupils find the letters with the other information in.
- 6 Check the answers orally.

Answers: 1 b 2 b 3 a 4 a, b 5 b, c 6 c

ACTIVITY 2 Work in pairs. Ask and answer tag questions.

10 mins

- 1 Read the example pair of statements to the pupils. Show how it is made from the first section of activity 1.
- 2 Elicit similar statements from pairs of pupils, using the information in activity 1.
- 3 In pairs, the pupils say the statements.
- 4 Call one pair of pupils up to the front to demonstrate their statements to the class.

ACTIVITY 3 Read the letters again and do these tasks.

10 mins

- 1 Give the pupils time to read the text on page 56 again, silently.
- 2 Read number 1 and ask the pupils to find *that* in the text. Help the pupils to work out what *that* refers to (*his parents ignoring him*).
- 3 The pupils work out the rest of the references and meanings.
- 4 Check the answers orally.

Answers: 1 *his parents ignoring him* 2 *his parents* 3 *the problem*
1 *get very angry and shout* 2 *don't need your parents' help*
3 *what Fuad did*

ACTIVITY 4 Work in pairs. Following the advice in the letters, do a role play. 10 mins

- 1 Read the conversation between Tom and one of his parents to the pupils. Elicit ideas from them about what else can be said in the conversation between Tom and his parents.
- 2 In pairs, the pupils role play the conversation.
- 3 After the pupils have had time to talk, arrange a feedback session. Help the pupils to express what happened in their conversation.

Period 7

ACTIVITY 1 Complete the statements with expressions from the box. Make any changes needed. Then practise the dialogues. 10 mins

- 1 Read the expressions in the box. Make sure the pupils understand the differences between the pairs of expressions.
- 2 The pupils complete the sentences with the pairs of expressions.
- 3 Check the answers orally.

Answers: 1 *get me down, felt really depressed* 2 *cheers me up / felt really cheerful* 3 *make me depressed, felt really depressed*

ACTIVITY 2 Work in pairs. Practise the dialogues together.

10 mins

- 1 Choose a pair of pupils to say one of the dialogues.
- 2 In pairs, all the pupils practise the dialogues.

ACTIVITY 3 Choose from the prepositions in brackets.

10 mins

- 1 Read number 1 to the pupils. Help them to choose the correct preposition.
- 2 The pupils complete the rest of the sentences with the correct prepositions.
- 3 Check the answers orally.

Answers: 1 *in* 2 *for* 3 *with* 4 *about* 5 *on* 6 *in*

ACTIVITY 4 Match pairs of opposites. Then complete the statements with the pairs. 10 mins

- 1 Show the pupils the matched pair of opposites. Ask *What is the opposite of positive? (negative)*.
- 2 The pupils match the pairs of opposites. Check the answers orally.

Answers: *children – parents, positive – negative, together – alone, ignore – attention*

- 3 Read number 1 and ask *What are the missing words?* (positive, negative).
- 4 The pupils complete the rest of the sentences with opposites.
- 5 Check the answers orally.

Answers: 1 positive, negative 2 parents, children 3 alone, together 4 ignore, attention

Period 8

ACTIVITY 1 Read the examples. 10 mins

- 1 Read the sentences to the pupils. Make sure the pupils are aware that all the sentences use connectors: *because, since, as* and *because of*.

Look at the examples again. Add the correct words to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*as, since*).
- 2 The pupils complete the rest of the statements.
- 3 Check the answers orally.

Answers: 1 *as, since* 2 1, 2 and 3, 4 3 *because of that* 4 5, 6 5 *so, cause*

ACTIVITY 2 Add the correct connector – *because/as/since* or *so*. 15 mins

- 1 Read the first sentence to the pupils. Help the pupils to complete it with one of the connectors (*so*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *so* 2 *because/as/since* 3 *so* 4 *because/as/since* 5 *because/as/since* 6 *so*

ACTIVITY 3 Change the second sentences. Use *Because of that*. 15 mins

- 1 Read the first two sentences to the pupils. Help the pupils to see how the second sentence can be rewritten with *Because of that*.
- 2 The pupils change the rest of the sentence pairs with *Because of that*.
- 3 Check the answers orally.

Answers: 1 *I could see dark rain clouds. Because of that, I took my umbrella.* 2 *I worked hard to get ready for the test. Because of that I got good marks.* 3 *The trip takes four hours. Because of that, we're taking a picnic lunch.* 4 *My sister is using our computer. Because of that, I can't go online.*

Period 9

ACTIVITY 1 Agree with A. Use *too* or *not ... either* to give answers like B1. 10 mins

- 1 Read the example dialogue number 1 to the pupils. Make sure they understand that two people, B1 and B2, have to agree with each statement.
B1 uses *too* or *not ... either*
B2 uses *So* or *Neither*
- 2 Help the pupils agree with number 2 (*No, I don't, either. / Neither do I*).
- 3 The pupils agree with the rest of the statements.

Answers: 1 *Yes, I would, too. / So would I.* 2 *No, I don't, either. / Neither do I.* 3 *Yes, I would, too. / So would I.* 4 *Yes, I have too. / So have I.* 5 *No, I don't either. / Neither do I.* 6 *No, I haven't, either. / Neither have I.* 7 *Yes, I am, too. / So am I.* 8 *No, I can't either. / Neither can I.*

ACTIVITY 2 Work in groups. Take the parts of A, B1 and B2. Practise the dialogues. 5 mins

- 1 Arrange the pupils in groups of three.
- 2 Choose one group to demonstrate the dialogues.
- 3 In groups, all the pupils practise the dialogues.

ACTIVITY 3 Add the correct connector – *because/as/since* or *so*. 5 mins

- 1 Read number 1 to the pupils. Elicit the correct connector (*because, as* or *since*).
- 2 The pupils add connectors to the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *because/as/since* 2 *Because/As/Since* 3 *so* 4 *because/as/since* 5 *so* 6 *so* 7 *Because/As/Since* 8 *because/as/since*

ACTIVITY 4 Match a–f to 1–6. Then choose the correct connectors and expand a–f. 10 mins

- 1 Read number 1 to the pupils. Help them to choose the rest of the sentence, and link it with the correct connector (*Jamie and Waleed went training as they wanted to be ready for the big match*).
- 2 Check the answers orally.

Answers: 1 *Jamie and Waleed went training as they wanted to be ready for the big match.* 2 *Jamie had been sick for a week so he knew that it was dangerous.* 3 *Waleed was worried because Jamie did not look well.* 4 *Then Jamie collapsed so Waleed called the teacher.* 5 *He needed the first aid kit so the teacher sent Waleed to get it.* 6 *He stopped Jamie from training again since he wasn't well enough yet.*

ACTIVITY 5 Match a–d to 1–4. Expand 1–4 and a–d. Join them with *Because of that, ...* 10 mins

- 1 Read number 1. Help the pupils to make a sentence (*The match on Saturday was very important*).
- 2 Help the pupils to match it with cues from a–d and make a sentence with *Because of that, ...* (*Because of that, everyone wanted to do their best*).
- 3 The pupils make the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *The match on Saturday was very important. Because of that, everyone wanted to do their best.* 2 *The teacher didn't feel the team was fit enough. Because of that, he wanted them to do more training.* 3 *Jamie was still not fully fit on Saturday. Because of that, someone else played instead of him.* 4 *Jamie played in the last ten minutes and scored. Because of that, they won.*

Period 10

Note: There are several low-frequency words in this poem in this lesson:

abuse (n)	insults
ankle	the end of your leg, where it joins your foot
be born	to come into the world as a baby
blast down	destroy
blow up	destroy
cure	make healthy
fill	takes all the space in something
grave	where a dead body is put
refugee	a person who leaves his country because of war
tank	a big military vehicle with a big gun
winger	an attacking footballer who plays wide

ACTIVITY 1 Listen to the poem and do these tasks.

10 mins 

- 1 Play recording 8. The pupils listen.
- 2 Show the pictures to the pupils. Help the pupils to match each picture with a verse.
- 3 Ask the pupils which words helped them to find the correct verses.
- 4 Help the pupils identify the happy, positive stories in the pictures (1, 4) and the unhappy, negative stories (2, 3).
- 5 Ask *Which ones does the writer like?* (*the happy, positive ones*).

Answers: 1 Verse 7 (*that celebrates its hundredth birthday*)
2 Verse 4 (*kicks the legs from under wingers*) 3 Verse 2 (*that orders tanks into cities*) 4 Verse 6 (*news that's just been born*)

ACTIVITY 2 Listen to understand some new words. Then decide the meanings of these. 10 mins

- 1 Help the pupils find the new words (*homeless, lose*) in the poem.
- 2 Play recording 8 again. Individually, the pupils choose the correct meanings.
- 3 Check the answers orally.

CD 4 Audio 8

The News

*I don't like news
that explodes
leaves refugees
crying, homeless*

*that orders tanks
into cities
blasting down
schools and houses.*

*News that blows up
hospitals
news that kills
and fills deep graves.*

*I don't like news
that screams abuse
kicks the legs
from under wingers*

*taps their ankles
argues back
news that won't learn
how to lose.*

*I like news
that's just been born
news that puts
food in stomachs*

*news that rescues
news that cures
that celebrates
its hundredth birthday*

*news that will make today
happier than the day before.*

David Harmer

Answers: *homeless: b lose: b*

ACTIVITY 3 Work in pairs. Listen to each verse. Describe it.

10 mins 

- 1 Explain to the pupils that they are going to talk about each verse in detail.
- 2 Read the comments for Student A and Student B.

- 3 Play recording 8. The pupils listen.
- 4 Elicit sentences about verse 1, for example: *This verse describes things that are violent / cruel / horrible. / Yes, it's the kind of news that makes you depressed.*
- 5 In pairs, pupils talk about the verses one by one.
- 6 Choose pairs of pupils to say their comments to the class.

ACTIVITY 4 Listen again and read out the poem.

10 mins 

- 1 Play recording 8 to the pupils again. Help them to understand the rhythm of the lines as they listen.
- 2 Choose individual pupils to read the poem aloud to the class. Help the pupils to read it with appropriate stress, intonation and pronunciation.
- 3 In pairs, the pupils read the poem to each other.
- 4 If you have time, discuss good and bad recent news with the pupils. Encourage them to talk about local, national and international news.

Period 11

ACTIVITY 1 Listen and write down what you hear.

10 mins 

- 1 Explain to the pupils that they should write the two sentences they hear.
- 2 Play recording 9. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

CD 4 Audio 9

- 1 *Lisa was depressed because the weather was bad, so Lana talked about spring to cheer her up, and suddenly Lisa was in a much better mood.*
- 2 *Tom was given advice not to 'explode' or do anything selfish or dramatic, and to be more positive in order to get more attention from his parents.*

ACTIVITY 2 Write an email. Read the situation and do the tasks. 30 mins

- 1 Read the situation to the pupils.
- 2 The pupils write the top of the email with the details in their notebooks.

Answers: From: Ed Hill To: Your World magazine Subject: Letter for the Help, World! page (the time now) (the date)

- 3 Read the first three sentences to the pupils.
- 4 The pupils number the remaining sentences in the correct order.

Answers: 6, 5, 4

- 5 The pupils choose connectors to complete the sentences.

Answers: 1 because, so 2 When 3 Although 4 because 5 but, even though 6 Because of that, to

- 6 The pupils write the start of the email. They should use Tom's letter on page 56 as a model.
- 7 The pupils add the sentences from activity 2, then end the paragraph in the same way as Tom ended his letter.
- 8 The pupils add a suitable name for Ed to use.

Period 12

ACTIVITY 1 Work in groups. Discuss Ed's email. Think about these questions. 8 mins

- 1 Arrange the pupils in groups. Read the Unit task card to the pupils. Explain that they will be writing an email. It will be a reply to Ed, about his plan to send an email to Istanbul about his brother.
- 2 The pupils discuss the questions about Ed's plan and email from the previous lesson. Circulate round the groups as they are discussing the questions.
- 3 Help the pupils to express their ideas and opinions.

ACTIVITY 2 Work in pairs. Discuss and make notes of the advice you would like to give Ed. 8 mins

- 1 Write the four headings for the notes on the board.
- 2 In pairs, the pupils copy the headings in their notebooks.
- 3 The pupils add notes (from their discussion) under each heading.
- 4 The pupils explain and discuss their notes with their partner.

ACTIVITY 3 Work in groups again. Share and compare your notes. 8 mins

- 1 The pupils get back into their original groups.
- 2 The pupils share their notes with each other. They explain and discuss the details.

ACTIVITY 4 Write your email. Start and finish like Carrie and the others on page 56. 8 mins

- 1 Show the pupils Carrie's email on page 56. Explain that they can use this as a model, particularly for how to start and end their email.
- 2 The pupils write their email, using their notes.

ACTIVITY 5 Check your email. 8 mins

- 1 The pupils check their email, following steps 1–7.
- 2 The pupils write a corrected version of the email.
- 3 Choose four or five pupils to write their emails.
- 4 If there is time, arrange a class vote for the best advice.

Good news from the hospital

Aims: to be able to use reported speech – statements, requests, *Yes / No* questions and *Wh* questions

Key language: *able to, am / pm, around, favour, just, patient, successful / luckily, possibly, urgently, artificial, athlete, be born, experience, explain, manage (to), nervous, ordinary, realize, rely on / amazed, disability, without*

Language structures: reported speech – statements, requests, *Yes / No* questions and *Wh* questions

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Show the picture to the pupils. Ask *Who are they?* (*Hadeel, Sameera and Sameera's mother*) and *What are they doing?* (*They're talking to Sameera's mother in the hospital*).
- 2 Talk with the pupils about hospitals. Ask questions such as *How can we help people in hospital? How do people in hospital feel when they are leaving? How can we help them when we get home?* etc. Help the pupils with the vocabulary they need to express their ideas.

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 10. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 4 Audio 10

*able to am / pm around favour just
patient successful / lucky luckily possible possibly
urgent urgently*

! Note: Let pupils know *am / pm* can also be written as *a.m. / p.m.*

Word formation

- 4 Show the pupils how we change the adjective *lucky* into the adverb *luckily*.
- 5 Show the pupils how we change the adjective *possible* into the adverb *possibly*.
- 6 Show the pupils how we change the adjective *urgent* into the adverb *urgently*.

ACTIVITY 2 Look at the picture on the next page. Describe it. 8 mins

- 1 Tell the pupils to look at the picture on page 65. Ask *Who are the people?* (*Sameera, Hadeel and Sameera's mother*).
- 2 Read the beginning of sentence 1 (*This seems to be ...*). Help the pupils to match the rest of the sentence (*a picture of Mrs Masri / Sameera and Hadeel*).
- 3 The pupils match the rest of the sentences.

Answers: 1 *This seems to be / a picture of Mrs Masri / Sameera and Hadeel.* 2 *Mrs Masri seems / to be a patient / in hospital.* 3 *She and Sameera / look very happy / to see Hadeel.* 4 *Perhaps the bag / that Hadeel has brought / is for Mrs Masri.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 The pupils read the questions silently.
- 2 Play recording 11. The pupils answer the questions.
- 3 Play recording again. The pupils check their answers.

CD 4 Audio 11

Narrator: *Sameera's mother had been sick for several weeks when she finally went to hospital for a big stomach operation. Luckily, it was successful, and she was soon able to get up and walk around. Then one day Sameera called Hadeel from the hospital.*

Sameera: *The doctor's saying that my mum can go home. And they're asking when I can take her.*

Hadeel: *That's just fantastic!*

Sameera: *But it's just so sudden. And they're asking how soon they can have my mum's bed. They're saying they need it urgently for another patient by 2:00 pm and it's 11:00 am now. They're asking me to take my mum as soon as possible!*

Hadeel: *What's the problem?*

Sameera: *I haven't brought her any clothes! Can I ask a favour?*

Hadeel: *Of course.*

Sameera: *Could you get my mum's clothes? They're on her bed.*

Hadeel: *But I was planning to fetch the children from summer camp for you.*

Sameera: *Could Nidal and Rami do that? And please, could they not be late?*

- Narrator:** The boys were out, so Hadeel called Nidal.
Hadeel: Sameera's mum is coming home today, but she needs my help, and she needs yours, too. She wants me to get her mum's clothes.
Nidal: Fine, what does she need us to do?
Hadeel: She wants you to fetch the children from summer camp. And she's asking you not to be late.
Nidal: We'll go straight there.
Narrator: An hour later, Hadeel reached the hospital with Mrs Masri's things.
Mrs Masri: Hello, Hadeel! It's lovely to see you.
Hadeel: And it's lovely that you can go home now.

Answers: 1 She went for a stomach operation. 2 Mrs Masri is going home. 3 Mrs Masri hasn't got any clothes, and someone has to fetch the children from the summer camp.

ACTIVITY 4 Listen and read. Find the words and phrases from activity 1. 5 mins

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 11 again. The pupils look for the new words in the dialogue.
- 3 Say each of the words and ask a pupil to read the complete sentence with that word.

Everyday English Activity 3 mins

- 1 Read the expressions to the pupils, using appropriate stress and intonation.
- 2 The pupils repeat the expressions chorally and individually. Make sure they use appropriate stress and intonation.

Period 2

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What are the missing words? (able to)*.
- 2 The pupils complete the rest of the activity with the new words from period 1.

Answers: 1 able to 2 favour, possible 3 urgent, patients 4 pm, am 5 successful, Luckily 6 around, just

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 12. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

CD 4 Audio 12

- 1 A When are you going to get up? It's nearly midday!
B But I'm still so tired! I wasn't able to sleep until 5:00 this morning.
- 2 A Nurse, I know it's late, but can I ask a big favour? Can I see my dad?
B I'm sorry, but that's not possible. He's sleeping now.
- 3 A When will the doctor be back? I need to see her, and it's very urgent.
B She'll be here soon. She's seeing some other patients right now.
- 4 A I hear you start work at the hospital at 8:00 pm and work all night.
B That's right. I finish at 8:00 am the next day.
- 5 A I saw that your brother was trying to mend his car. Was he successful?
B Yes. Luckily, he was able to change the part that was broken.
- 6 A There were flowers all around the room, ready for the wedding party.
B Yes, and everything looked just beautiful!

ACTIVITY 3 Read again and answer the questions.

10 mins 

- 1 Point to the dialogue in activity 4 of the previous period.
- 2 Elicit the names of the people in the picture.
- 3 The pupils read the dialogue silently, then they answer the questions individually.
- 4 Check the answers orally. When pupils say the correct answer, ask them to also read the line(s) in the dialogue where they found the answer.

Answers: 1 She had been sick for several weeks. 2 She had a stomach operation. 3 They went well. 4 It was needed for another patient. 5 She wanted Hadeel to get her mother's clothes from her house. 6 She wanted them to fetch the children from summer camp. 7 He promised to go straight to the summer camp. She got there an hour later.

ACTIVITY 4 Work in pairs. Listen again and practise the conversations. 10 mins

- 1 Arrange the pupils in groups of four. Assign the four roles – Sameera, Hadeel, Nidal and Mrs Masri – to the pupils in each group.
- 2 Play recording 11 again. The pupils listen.
- 3 Choose a group of pupils to read the dialogue aloud.
- 4 In their groups, all the pupils practise reading the dialogue.

Period 3

ACTIVITY 1 Read the examples. 10 mins

- 1 Read the example sentences to the pupils. Make sure the pupils understand that the sentences on the right are reports of the sentences on the left.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*b – my*).
- 2 Repeat with the other sentences. Help the pupils to understand that there are a variety of changes to make when we report a sentence. These changes depend on the sentence we are reporting.

Answers: 1b 2b 3b 4a 5b

ACTIVITY 2 Work in pairs. Put these requests into reported speech. 15 mins

- 1 Read number 1 to the pupils. Help the pupils to put it into reported speech (*They are asking me to ... etc*).
- 2 In pairs, the pupils put both requests into reported speech.
- 3 Tell the pupils to find these requests in the text on page 64.

Answers: 1 *They want me to take my mother as soon as possible.*
2 *She wants Nidal and Rami to fetch the children.*

ACTIVITY 3 Work in pairs. Report the doctor's requests.

15 mins

- 1 Read the situation and the speech bubbles to the pupils.
- 2 Read number 1. Show how it is reported in the speech bubble.
- 3 Read number 1. Help the pupils to report the request (*He's asking her not to try to do too much at first.*)
- 4 In pairs, the pupils report all the requests.

Answers: 1 *He's asking her not to try to do too much at first.*
2 *He wants her to take things very slowly at first.* 3 *He's telling her not to start doing housework yet.* 4 *He would like her to get lots of rest and sleep.* 5 *He is telling her not to forget to take her medicine.* 6 *He's asking her to call her local doctor if anything seems wrong.*

Period 4

ACTIVITY 1 Listen and repeat. 7 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 13. The pupils listen.

- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD 4 Audio 13

*artificial athlete be born experience explain
manage (to) nervous ordinary realize rely on/
amazing amazed disabled disability with without*

Word formation

- 4 Show the pupils how we change the adjective *amazing* into the adjective *amazed*.
- 5 Show the pupils how we change the adjective *disabled* into the noun *disability*.
- 6 Show the pupils how we change the adverb *with* into the adverb *without*.

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 8 mins

- 1 Play recording 14. Pupils listen.
- 2 Read number 1 to the pupils. Ask *What are the missing words? (rely on).*
- 3 The pupils complete the rest of the activity with the new words from activity 1.

CD 4 Audio 14

- 1 A *Who can we rely on to help us?*
B *No one. We'll have to do the job without any help from anyone.*
- 2 A *I'm nervous about using this machine. There's too much to remember.*
B *No, it's really quite simple. I'll explain it to you again.*
- 3 A *Have you had any experience of sailing before?*
B *Yes, but only in an ordinary little boat – not a huge racing boat like this!*
- 4 A *Khaled is an amazing athlete!*
B *I realize that now, too. I've just seen him running for the first time.*
- 5 A *Is that an artificial hand that Ali is wearing?*
B *Yes, Ali was born with no left hand. He's had that disability all his life.*
A *But he manages to live quite a normal life. I'm amazed!*

Answers: 1 *rely on, without* 2 *nervous, explain* 3 *experience, ordinary* 4 *athlete, realize* 5 *artificial, was born, disability, manages to, amazed*

ACTIVITY 3 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 14. The pupils listen and check their answers.
- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogues to the class.

4 In pairs, all the pupils practise reading the dialogues.

ACTIVITY 4 Listen and complete the notes. 15 mins 

- 1 Explain that the pupils are going to listen to a reporter from *Your World*. Her name is Jenan Rashidi, and she's talking to Dr Jabir.
- 2 Read the notes to the pupils.
- 3 Play recording 15. The pupils listen.
- 4 Play recording again. The pupils add the information they hear to the table.

CD 4 Audio 15

Dr Jabir: Jabir here.

Jenan: Hello, Dr Jabir. My name is Jenan Rashidi.

Dr Jabir: How can I help you?

Jenan: Well, I come from Britain, but my grandmother and grandfather are Palestinian, and I'm here to visit them. My grandfather gave me your name. He knows you.

Dr Jabir: Oh, yes, my old friend Sami Rashidi! I hope he's well.

Jenan: Yes, very well, thank you. And he sends you his best wishes.

Dr Jabir: And please give him mine. So ... how can I help you?

Jenan: Well, I work for a magazine called *Your World*. It's for young people, and I want to write about Palestine while I'm here.

Dr Jabir: Good, but I'm not sure that I can help.

Jenan: Oh, but you can! I want to write about patients at your hospital. I mean ordinary people who are going through difficult times. I want to write about their personal experiences. I realize it's a lot to ask, but I'm really hoping you can help me.

Dr Jabir: I'd be happy to try. When would you like to visit us?

Jenan: Would next Tuesday or Wednesday be all right?

Dr Jabir: Let's say midday next Wednesday. What kinds of patients do you want to meet?

Jenan: It would be good to talk to someone who has just had a big operation.

Dr Jabir: A big operation – like one of my stomach patients, for example.

Jenan: Yes, that would be great. And also someone who's just had a baby.

Dr Jabir: A young mother with a new-born baby then.

Jenan: I'm also thinking of someone with a disability – someone with an artificial leg or an artificial arm, perhaps.

Dr Jabir: Well, I'll try to find the right people. Let's hope I can manage it.

Jenan: Thank you so much!

Dr Jabir: I look forward to meeting you next Wednesday.

Answers: Jenan Rashidi, Britain, *Your World*, ordinary people / difficult times, midday, next Wednesday, a big operation, a baby, artificial arm or leg

Period 5

ACTIVITY 1 Work in pairs. Talk about the pictures below and on the next page. 15 mins

- 1 Point to each of the pictures. Read the first question to the pupils and elicit the answer (*They show the reporter Jenan Rashidi talking to people*).
- 2 In pairs, the pupils ask and answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 *They show the reporter Jenan Rashidi talking to people who are in a hospital.* 2 *They show that Dr Jabir has managed to arrange some appointments for Jenan.*

ACTIVITY 2 Read and mark the statements true (✓) or false (X). 15 mins

- 1 The pupils read the text silently.
- 2 Read number 1 to the pupils. Ask *Is that correct?* (Yes). The pupils write ✓ on the answer line.
- 3 The pupils read the other sentences and write ✓ or X.

Answers: 1 ✓ 2 ✓ 3 X 4 X 5 ✓

ACTIVITY 3 Listen and read aloud. 10 mins 

- 1 Play recording 16. The pupils listen.
- 2 Choose individual pupils to read a section each of the magazine article aloud. Help these pupils with pronunciation, stress and intonation. Play sections of the recording again if necessary, to make these points clearer.
- 3 In pairs, the pupils take turns to read a section each of the magazine article to each other.

CD 4 Audio 16

Hospital stories

By Jenan Rashidi

Today, I'm visiting a large Palestinian hospital to ask patients how their time there has helped them. And I want to find out how they feel about their experiences and about changes in their lives.

First, I talk to Mrs Amal Masri. She's leaving after a successful stomach operation, and I ask whether she was nervous before she had it. 'I was,' she explains, 'but then I realized that I must just trust my doctor and rely on God. Now I feel I must use my new life well.'

Next, I meet Samar and Anas Rammal. Samar's just become a mother – with twins who were safely born today. I ask if they get worried about the hard work ahead. 'Not really,' she says. 'Right now, we're just very pleased to have two beautiful, healthy babies.'

Finally, I see young Osama Yousifi. He lost his lower legs in an accident, and I ask whether he's managed to build a new life with this disability. 'It was hard at first,' he says, 'because I used to do a lot of sport. Without legs, it seemed I'd lost all that. But,' he continues, 'look at the new artificial legs that they've given me today. With these, I'll be faster than most other athletes. I'm really happy that I can live a normal life again!'

It's amazing, isn't it? There are so many ordinary people who are so brave, so strong and so full of hope and love. I'm proud to be a human being!

Period 6

ACTIVITY 1 Read and complete the notes. 10 mins

- 1 Remind the pupils about the magazine article on page 68 that they saw in the previous class, about people who've been at the hospital in Palestine.
- 2 Read the sections of activity 1 to the pupils (*First patient: Name, Has just had, Feels* etc).
- 3 The pupils read the magazine article again, silently.
- 4 Ask *What is the name of the first patient? (Mrs Masri).*
- 5 The pupils complete the information about the other people.
- 6 Check the answers orally.

Answers: 1 *Mrs Masri, a stomach operation, she must use her new life well* 2 *Samar Rammal, twins, very pleased*
3 *Osama Yousifi, new artificial legs, really happy to have a normal life again*

ACTIVITY 2 Work in pairs. Take the parts of Dr Jabir and Jenan Rashidi. 10 mins

- 1 Read the example dialogue to the pupils. Show how it is made from the first section of activity 1.
- 2 Elicit ideas for continuing the conversation from the pupils, using the information in activity 1.
- 3 In pairs, the pupils have conversations about the people in the magazine article.
- 4 Call one pair of pupils up to the front to demonstrate their conversations.

ACTIVITY 3 Read the passage again and do these tasks.

10 mins

- 1 Give the pupils time to read the text on page 68 again, silently.
- 2 Read number 1 and ask the pupils to find *it* in the text. Help the pupils to work out what *it* refers to (*the operation*).
- 3 The pupils work out the rest of the references and meanings.
- 4 Check the answers orally.

Answers: 1 *the operation* 2 *she was nervous* 3 *the sports part of his life* 4 *the people at the hospital*
1 *in the future* 2 *a different way of living* 3 *In the days and months immediately after the accident* 4 *The stories of these people make her feel that human beings are good.*

ACTIVITY 4 Work in pairs. Think and discuss. 10 mins

- 1 Read the situation to the pupils. Elicit ideas from them about what it is like to be a doctor or nurse.
- 2 In pairs, the pupils continue the discussion. Encourage the pupils to make notes of their ideas and opinions.
- 3 After the pupils have had time to discuss, arrange a feedback session. Write the best ideas and opinions on the board.

Period 7

Teaching Tip

Adjectives and adverbs

Sometimes an adverb has a very different meaning to the adjective it comes from.

late is the opposite of *early*: *I was late for school.*

lately means *recently*: *I've been eating a lot of fruit lately.*

hard is the opposite of *soft*: *I don't like these chairs. They're very hard.*

hardly means *a very small amount*: *I can hardly hear that.*

ACTIVITY 1 Add the adjectives to the tables. Then form the adverbs. 10 mins

- 1 Read the adjectives in the box to the pupils.
- 2 Show the pupils the pairs of adjectives and adverbs in the table.
- 3 The pupils write the adjectives in the table, and add adverbs to them.
- 4 Check the answers orally.

Answers:

Adjective	Adverb	Adjective	Adverb
nervous	nervously	lucky	luckily
brave	bravely	easy	easily
strange	strangely	happy	happily
strong	strongly	healthy	healthily

Adjective	Adverb	Adjective	Adverb	Adjective	Adverb
successful	successfully	possible	possibly	hard	hard
beautiful	beautifully	gentle	gently	early	early
final	finally	sensible	sensibly	fast	fast
normal	normally	simple	simply	late	late

ACTIVITY 2 Add pairs of adjectives and adverbs from activity 1. 10 mins

- 1 Read number 1 to the pupils. Ask *What are the missing words? (Luckyly, lucky).*
- 2 The pupils complete the rest of the sentences with adjective / adverb pairs.
- 3 Check the answers orally.

Answers: 1 *Luckyly, lucky* 2 *gentle, gently* 3 *fast, fast*
4 *final, finally* 5 *strange, strangely*

ACTIVITY 3 Work in pairs. Practice the dialogues in activity 2. 10 mins

- 1 Choose a pair of pupils to read one of the dialogues.
- 2 In pairs, all the pupils practise reading the dialogues.

ACTIVITY 4 Match examples a–d to definitions 1–4. 10 mins

- 1 Read the dictionary entry with the different meanings of *by* to the pupils.
- 2 Read the first sentence (*The hospital needs the bed by 2:00*) to the pupils. Ask *Which meaning is that – 1, 2, 3 or 4? (3).*
- 3 The pupils work out the meanings of *by* in the other pairs of sentences.
- 4 Check the answers orally.

Answers: a 3 b 2 c 4 d 1

Period 8

ACTIVITY 1 Read the examples. 10 mins

- 1 Read the sentences to the pupils. Make sure the pupils are aware that all the sentence are pairs of questions and reported questions.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Read number 1 to the pupils. Elicit the answer (*b – statement form*).
- 2 The pupils choose the best way to complete the statements.

Answers: 1 b 2 b 3 a 4 b 5 a

ACTIVITY 2 Work in pairs. Put these Wh questions into reported speech. 15 mins

- 1 Read the first question to the pupils. Help them to change it to a reported question.
- 2 In pairs, the pupils write the second question as a reported question.
- 3 The pupils check their answers in the passage on page 64.

Answers: 1 *They are asking when I can take her.*
2 *They are asking how soon they can have Mum's bed.*

- 4 The pupils change the rest of the questions to reported questions.
- 5 Check the answers orally.

Answers: 1 *I am asking Mrs Masri how she is feeling now.*
2 *I am asking the Rammal family what they are going to call the babies.* 3 *I am asking Osama Yousifi when he had his terrible accident.*

ACTIVITY 3 Work in pairs. Report Dr Jabir's questions. 15 mins

- 1 Read the introduction to the pupils. Read the first question and help them to change it to a reported questions (*He's asking if this is my first visit to Palestine*).
- 2 In pairs, the pupils write the questions as reported questions.
- 3 Check the answers orally.

Answers: 1 *He's asking if this is my first visit to Palestine.*
2 *He wants to know whether I have been here for very long.*
3 *He's asking if I am planning to stay in Palestine all summer.*
4 *He wants to know whether I am going to write about other things in Palestine.* 5 *He wants to know if my grandmother still makes her wonderful maftool.* 6 *He's asking whether they have ever visited me or my family in London.* 7 *He wants to know if all of us would like to come and eat with his family.*
8 *He's asking whether I will be free to come for dinner next Friday evening.*

Period 9

ACTIVITY 1 Work in pairs. Take the parts of Julie Marsh and Jenan Rashidi. 20 mins

- 1 Explain the situation to the pupils.
- 2 Arrange the pupils in pairs. One pupil is Julie Marsh, the other is Jenan Rashidi.
- 3 Read number 1 to the pupils. Demonstrate the activity with one pair of pupils. One of them, Julie Marsh, says the sentence (*Your hospital story is in the new magazine*). The other pupil, Jenan Rashidi, reports what Julie Marsh said (*She says my hospital story is in the new magazine*).
- 4 In pairs, the pupils say all the sentences and report them.

Answers: 1 *She says my hospital story is in the new magazine.*
 2 *She thinks our readers will be very interested in it.* 3 *She wants to know if I have planned my next piece yet.* 4 *She wants me to write something about Osama Yousifi.* 5 *She asks / is asking if I talked to any more people at the hospital.* 6 *She would like you to help find more patients for me to meet.* 7 *She asks / is asking me to send photos of the patients next time.* 8 *She asks / is asking how soon I can send them my next piece.* 9 *She wants to know if I am going to write about other things in Palestine.*
 10 *She asks / is asking what else I am planning to write about while I am here.*

ACTIVITY 2 Work in groups. Send and report messages. 20 mins

- 1 Arrange the pupils in groups of three.
- 2 Read the speech bubbles to the pupils.
- 3 Choose one group of pupils to demonstrate this dialogue.
- 4 Choose another group of pupils to demonstrate a dialogue with another question, such as *What is (X's) favourite colour? Where does (X) live? How old is (X)?*
- 5 In their groups, all the pupils practise sending and reporting messages, starting with different questions.

Period 10

ACTIVITY 1 Read the abbreviations. Then listen and write the times and dates. 10 mins

- 1 Ask pupils to read the entries in the table. The pupils should use the complete words (*Monday, Tuesday* etc).
- 2 Play recording 17. The pupils listen.
- 3 Play recording again. The pupils write the times and dates next to the events.
- 4 Play recording again. The pupils check the times and dates.

CD 4 Audio 17

1

Jenan: Hello, this is Jenan Rashidi, and I'm calling about my meeting at Radio Ramallah. I need the date and time that you can manage.

PA: Ah, yes, Ms Rashidi. I've got it here. Just a moment, please . . . Yes, we can meet you at 2:30 in the afternoon on Wednesday the twenty-third. Is that all right with you?

Jenan: Let me see . . . 2:30 pm . . . on Wednesday the twenty-third. Yes, that's fine. Thank you.

2

Jenan: Good morning. My name is Jenan Rashidi. I'm phoning you to make sure about our meeting at Jenin Community Centre. We said 10:00 am on Monday, the 21st, didn't we? Is that still all right?

Director: Ah, yes, I'm pleased you've called now because something has just happened. I have to see someone else at that time.

Jenan: Oh, no! Does that mean we can't meet?

Director: I hope not. But can you manage to come a little later instead?

Jenan: Yes, that's no problem.

Director: Good, well let's say 11:00 am. Is that all right?

Jenan: Fine. So that's 11:00 am on Monday, the 21st. Thank you!

3

Jenan: Hello, Mr Yousifi. It's Jenan Rashidi here. Do you remember me?

Osama: Yes, of course I do. We talked at the hospital.

Jenan: That's right. And the people at my magazine liked what I wrote, and they want me to write some more about you.

Osama: Really? Well, OK.

Jenan: When can we meet?

Osama: I'm very busy training this week. I'm training for a big international competition, you see.

Jenan: With your new artificial legs?

Osama: That's right, so what about a meeting next Thursday. That's Thursday the 17th. I'm free after three o'clock in the afternoon.

Jenan: Good, well, let's meet at 3:00 pm . . . on Thursday the 17th.

Answers: 1 2:30 pm, Wed 23rd 2 11:00 am, Mon 21st
 3 3:00 pm, Thursday 17th

ACTIVITY 2 Listen and complete the notes. 10 mins

- 1 Explain to the pupils that they are going to listen to Jenan talking to Osama Yousifi, the boy with artificial legs from the hospital.
- 2 Play recording 18. The pupils listen.

- 3 Play recording again. The pupils write notes for each section.
- 4 Play recording again. The pupils check their notes

CD 4 Audio 18

- Jenan: So how did you get on in that international competition last week?*
- Osama: Oh, it was amazing. I won! Those new artificial legs are wonderful, and I just keep going faster and faster!*
- Jenan: Great! But now, let's talk about the problems of your disability.*
- Osama: Well, there are some things that are really difficult. But I try to be positive. People are only really disabled if they allow themselves to feel disabled.*
- Jenan: Yes, that's a very important point.*
- Osama: And as far as possible, I've tried to develop ways of staying strong and cheerful.*
- Jenan: You lost your lower legs in a car accident, didn't you?*
- Osama: Yes, and I'm afraid the car was even more of a mess than me!*
- Jenan: And when was that? When did it happen?*
- Osama: It was two years ago.*
- Jenan: Were you always a runner before your accident?*
- Osama: Yes, running was my big thing. But I couldn't run after my car crash. So instead I did swimming. That helped me to get fit again, and I've raced in several competitions.*
- Jenan: And now you're running again, too. Well done!*

Answers: 1 Osama Yousifi 2 He was in a car accident.
3 Two years ago 4 running and swimming

ACTIVITY 3 Practise your pronunciation: word stress.7 mins 

- 1 Play recording 19. The pupils listen.
- 2 Play recording again. The pupils mark the syllables that are stressed.
- 3 Check the answers on the board.
- 4 Play recording again. The pupils listen and repeat the words chorally.

CD 4 Audio 19

able disabled disability

Answers: able disabled disability

ACTIVITY 4 Listen and mark the stress in these words (on the 1st, 2nd or 3rd syllables). 8 mins 

- 1 Play recording 20. The pupils listen.
- 2 Play recording again. The pupils mark the syllables that are stressed.
- 3 Check the answers on the board.
- 4 Play recording again. The pupils listen and repeat the words chorally.

CD 4 Audio 20

accident amazing artificial competition develop important international positive possible

Answers: accident amazing artificial competition
develop important international positive possible

ACTIVITY 5 Work in pairs. Read and act out the conversation. 5 mins

- 1 In pairs, the pupils read out the conversation.

Period 11**ACTIVITY 1 Listen and write down what you hear.**10 mins 

- 1 Explain to the pupils that they should write the two sentences they hear.
- 2 Play recording 21. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

CD 4 Audio 21

- 1 *Luckily, the doctors were able to do an urgent operation. It was successful, so next day it was already possible for the patient to get up and move around.*
- 2 *I was amazed when I realized that disabled athletes manage to do all kinds of sports almost as well as ordinary people without disabilities or artificial body parts.*

ACTIVITY 2 Prepare to write a formal letter from Julie Marsh to Dr Jabir. Do these tasks. 15 mins

- 1 The pupils follow the instructions.
Note that this is revision: the layout and content for a formal letter was presented in Level 8 Unit 12.
Help the pupils to match the alphabet letters with the parts of the formal letter.

Answers:

18 River Street
London EC3 9DH
2nd September 20..

Dr S Jabir
Central Hospital
PO Box 7426
Ramallah
Palestine

Dear Dr Jabir

Thank you from Your World.

I am writing to thank you for helping Jenan Rashidi. This helped her write two excellent pieces for our magazine. Many of our readers were very interested in your patients.

Here are one or two of their many comments, questions and requests. Luke Greens asks if Mrs Masri is completely better now and he hopes she is enjoying her new life. Joe and Ellen Carter want us to send some information about Osama Yousafi. Carrie Shaw asks what Samar and Anas called their twins.

Thank you again for helping our readers to meet your patients through the pages of Your World magazine.

Yours truly
Julie Marsh
J Marsh (Mrs)
(Head of News and Travel)

ACTIVITY 3 Write out the complete letter. 15 mins

- 1 The pupils combine all their writing into one letter.

Period 12**ACTIVITY 1 Prepare to give the phone messages. Do these tasks. 10 mins**

- 1 Read the card about the Unit task to the pupils. Make sure they understand that they will be saying and passing on phone messages.
- 2 Individually, the pupils write four things to ask their partner, following the instructions in 1.1 and 1.2.

ACTIVITY 2 Work in pairs. Have phone conversations.

20 mins

- 1 In pairs, Student A is the mother or father, and Student B is the caller.
- 2 Demonstrate the phone conversation with one pair of pupils. Help Student B to give a message and Student A to record it.
- 3 Help the pupils to use all the phrases in the diagram, plus others. For example, in addition to saying *Please tell him that ...* Student A can also ask *Can you ask him if ...*, *Can you ask him which ...*, *Can you ask him if he can ...*

ACTIVITY 3 Work in pairs. Check your messages. 10 mins

- 1 In pairs, the pupils compare Student B's original notes from activity 1, with the mother's / father's notes from the phone call.

Revision 2

Aims: to review the key vocabulary and language structures of Units 8–13

Key vocabulary: the vocabulary from Units 8–13

Language structures: the language structures from Units 8–13

Materials: Pupil's Book, CD

Period 1

ACTIVITY 1 Look at the picture on the next page. Describe it. 10 mins

- 1 Show the picture to the pupils. Read the beginning of sentence 1 (*This picture seems ...*). Help the pupils to match the rest of the sentence (*to show the garden / that Lana and Lisa helped create.*)
- 2 The pupils match the rest of the sentences.

Answers: 1 *This picture seems / to show the garden / that Lana and Lisa helped create.* 2 *It now looks green / and much more lovely / than it did in March.* 3 *Lots of people / have come to the park, / and they are in a large group.* 4 *A woman seems / to be talking to them, / and they are listening to her.*

ACTIVITY 2 Read the title of the passage. Say what this month should be. 5 mins

- 1 Ask the pupils *What's the title of the passage?* (*Beautiful new community garden opens.*)
- 2 Ask *What month do you think it is?* (*June, because that's when the garden was going to be ready.*)
- 3 The pupils find the date on the North London News website.

ACTIVITY 3 Read and mark the statements true (✓) or false (X). 15 mins

- 1 The pupils read the text silently.
- 2 Read number 1 to the pupils. Ask *Is that correct?* (*No*). The pupils write X on the answer line.
- 3 The pupils read the other sentences and write ✓ or X.

Answers: 1 X 2 X 3 ✓ 4 X 5 X

ACTIVITY 4 Look and describe. Say what has happened in the park since March. 10 mins

- 1 The pupils look at the picture again. Help them to identify the changes.
- 2 Help the pupils to make sentences about the changes with the present perfect: *The flowers have grown, They've planted trees* etc.

Period 2

ACTIVITY 1 Read again and answer the questions. 15 mins

- 1 Choose pupils to read the questions to the class. The pupils read the text again silently.
- 2 Elicit the answer to question number 1 (*Three months ago it looked horrible, but now ...* etc).
- 3 The pupils answer the questions.

Answers: 1 *Three months ago it looked horrible, but now there are trees and flowers there.* 2 *The children can play there safely.* 3 *Because the city authorities will pay the gardeners.* 4 *She keeps asking if the garden is ready, and she keeps asking Susan to take her there.* 5 *She wants everyone to keep the place tidy and beautiful.*

ACTIVITY 2 Read the passage again and do these tasks.

10 mins

- 1 The pupils read the text again silently.
- 2 Read number 1 to the pupils. The pupils find the line in the text.
- 3 Help the pupils to work out the meaning.
- 4 Repeat with the other words and phrases.

Answers: 1 *three months* 2 *she will love going there* 3 *because there is now a children's area* 1 *to officially say that people can start using it* 2 *there are a lot of good things, but this thing is better than all the others* 3 *she is saying it, but everyone thinks the same*

ACTIVITY 3 Form the adverbs from adjectives in the passage. 5 mins

- 1 Read the first adjective. Ask the pupils to make an adverb from it (*finally*).
- 2 The pupils make adverbs from all the adjectives.

Answers: 1 *finally* 2 *tidily* 3 *horribly* 4 *hard*

ACTIVITY 4 Complete the sentences. Use pairs of words from activity 3. 10 mins

- 1 Read the first dialogue to the pupils. Ask *What's the missing word? (tidily)*.
- 2 The pupils complete the other dialogues.

Answers: 1 *tidily, tidy* 2 *hard, hard* 3 *finally, final*
4 *horrible, horribly*

Period 3

ACTIVITY 1 Work in groups. Play the 'If ...' game. 10 mins

- 1 Read the dialogue to the pupils. Make sure they understand that each pupil has to add one more activity to the list.
- 2 Elicit ideas for more things to do in the garden – *prepare the soil, plant trees, make more paths* etc.
- 3 The pupils play the game in groups.

ACTIVITY 2 Make statements with relative clauses. Match sentences a–h to sentences 1–8. 10 mins

- 1 Choose pupils to read the sentences in the box to the class.
- 2 Read number 1. Ask *What sentence does that go with? (e)*.
- 3 Help the pupils to combine the sentences with a relative clause (*Those are the amazing twins who look just like each other*).
- 4 The pupils match the rest of the sentences, then combine the sentences with relative clauses.

Answers: 1 *e Those are the amazing twins who look just like each other.* 2 *c When are you going to give Ali the toy boat which you made for him?* 3 *g Mariam and Mona are the musicians who you should ask to play at your wedding party.* 4 *a I've been reading a new sports magazine which has a story about our local football team.* 5 *f Have you seen the old table which was standing in the garden?* 6 *b This book is about the first woman who flew in space.* 7 *h You should meet our wonderful old neighbour who I've known ever since we first moved here.* 8 *d Rania finally found the CD which I left under the chair in the dining room.*

ACTIVITY 3 Complete the tag questions and answers. Then practise in pairs. 10 mins

- 1 Read the first line to the pupils. Help them to complete the tag question and the answer (*wasn't she? Yes, she was*).
- 2 The pupils complete the other tag questions and the answers.
- 3 Check the answers orally.
- 4 In pairs, the pupils practise the dialogues.

Answers: *wasn't she? / she was / didn't they? / they did / can it? / it can't*

ACTIVITY 4 Work in groups. Agree with each other. Use *too, not ... either* and *so, neither*. 10 mins

- 1 Read the instructions to the pupils. Elicit ideas for sentences to write (*I love salads, I can't speak Japanese* etc).
- 2 Read the example dialogues to the pupils.
- 3 Demonstrate the dialogues with pupils. Help the pupils to answer appropriately.
- 4 In pairs, the pupils take turns to express opinions and to agree with each other.

Period 4

ACTIVITY 1 Work in pairs. Look at Ann's list and make statements with *because of that*. 15 mins

- 1 Choose pupils to read items from Ann's list to the class.
- 2 Read the example dialogue to the pupils.
- 3 Elicit other dialogues about what Ann is doing and why. Make sure they use *because of that*.
- 4 The pupils practise the dialogues in pairs.

ACTIVITY 2 Change from active to passive. Use *by + agent* if it is needed. 10 mins

- 1 Choose a pupil to read the passage at the beginning.
- 2 Read the sentences and the example answers.
- 3 The pupils change the rest of the sentences to the passive.
- 4 Check the answers orally.

Answers: 1 *Food is being dropped over the camp by a large plane.* 2 *Bags of food are being carried somewhere safe.* 3 *Equipment is being set up by two engineers to provide clean water.* 4 *Plans for a new road are being looked at.* 5 *Simple homes are being built for families who are arriving.* 6 *Babies and young children are being checked by a nurse.* 7 *Wood is being cut up to use for cooking.* 8 *People are being asked questions by a newspaper reporter.*

ACTIVITY 3 Play a memory game. Remember what was being done at the camp. 15 mins

- 1 Tell the pupils to cover their books. Help them to remember some of the things from activity 2.
- 2 The pupils write as much as they can remember.
- 3 Choose pupils to read their sentences out to the class.

Period 5

ACTIVITY 1 Make statements with two objects. 10 mins

- 1 Show pupils the pictures and word cues. Read the example sentence.
- 2 Help the pupils to make more sentences with them, for example, *She has made a hat for Fuad's wife Maha.*
- 3 Read the dialogue to the pupils.
- 4 Choose pairs of pupils to have similar dialogues about the other objects.

ACTIVITY 2 Work in groups. Report requests and Yes / No questions. 10 mins

- 1 Arrange the pupils in groups.
- 2 Help the pupils to write three requests, similar to the example request.
- 3 Help the pupils to write six questions – Yes/No questions or Wh questions, similar to the example question.
- 4 Read the speech bubbles to the pupils. In their groups, the pupils
 - make requests or ask questions
 - report the requests or questions
 - respond to the requests or questions.

ACTIVITY 3 Complete the conversations. Use these expressions. 5 mins

- 1 Choose a pupil to read the expressions.
- 2 The pupils complete the conversations with the expressions.
- 3 Check the answers orally.

Answers: 1 *If you like,* 2 *Who'd like to, Let's say yes.* 3 *You're joking! Come on!*

ACTIVITY 4 Listen and check. Then practise in pairs.

5 mins 

- 1 Play recording 22. The pupils listen and check their answers.
- 2 In pairs, all the pupils practise the dialogues.

CD 4 Audio 22

- 1 A *I'm getting hungry.*
B *If you like, we can stop and get something to eat.*
- 2 A *Who'd like to go sailing with me?*
B *Let's say yes. It looks fun!*
- 3 A *Climb that mountain in two hours? You're joking!*
B *No, I'm not. Come on! Let's go!*

ACTIVITY 5 Listen and write down what you hear.

10 mins 

- 1 Explain to the pupils that they should write the three sentences they hear.
- 2 Play recording 23. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

CD 4 Audio 23

- 1 *If you accidentally stain some material, first try removing the stain with soap and water and then, if necessary, try using a gentle chemical cleaner.*
- 2 *Hassan belongs to a voluntary organization which provides food and medicine for victims of natural disasters such as earthquakes, hurricanes and floods.*
- 3 *The world took successful action to protect whales because whole species were disappearing, but we are now discovering that many fish populations are being destroyed by over-fishing.*

Period 6

ACTIVITY 1 Look at the picture and answer these questions. 5 mins

- 1 Read the questions to the pupils. Help them to express their ideas.

Answers: 1 *It's Lana and Lisa and they might be in the new community garden.* 2 *They might be talking to a reporter about the garden.*

ACTIVITY 2 Listen to part 1 and check your answers to question 2 in activity 1. 5 mins

- 1 Play recording 24. The pupils listen and see if their ideas were correct.

CD 4 Audio 24

Part 1

Reporter: *Hello, I'm Susan White from the North London News, and I want to write about your beautiful community garden here. So can I ask you a few questions?*

Lisa: *Fine.*

Lana: *Sure.*

Reporter: *First, can I take your names?*

Lana: *I'm Lana Qadiri.*

Reporter: *That's Q-a-d-i-r-i, isn't it?*

Lana: That's right.
 Lisa: And my name is Lisa Kucharska.
 Reporter: I'm sorry, but could you spell that for me, please?
 Lisa: Yes, it's K-u-c-h-a-r-s-k-a.
 Reporter: K-u-c-h-a-r-s-k-a. Thanks. Now, when did this project start?
 Lana: We began work on the ninth of March.
 Reporter: Oh, and it's the fourteenth of June now. So you started just over three months ago.
 Lana: That's right.
 Reporter: So what did you have to do?
 Lisa: Well, first, we tidied up the rubbish. The place looked just terrible!
 Lana: And next, we built the paths, so then we could move around easily even when the ground was wet.
 Lisa: Later, we prepared the ground for planting.
 Lana: Then, of course, we were able to start planting.
 Reporter: I expect that was a big job!
 Lisa: It certainly was.
 Lana: And we can tell you just how many things we planted if you like. We've counted them all.
 Reporter: Go on then. What about the trees?
 Lana: Twenty-seven.
 Reporter: And the flowers?
 Lisa: Two thousand, five hundred and sixty-four!
 Reporter: Wow!

ACTIVITY 3 Listen to part 1 again and complete the notes.

Number the jobs in order 1–4. 10 mins 

- 1 Show the table to the pupils.
- 2 Play recording 24. The pupils write in the information.
- 3 Play recording again. The pupils check the information.
- 4 Check the answers orally.

Answers: 1 Lana Qadiri, Lisa Kucharska, 3, 2, 4, 1, 9th March, 14th June, 27, 2,563

ACTIVITY 4 Listen to part 2 and complete the notes.

10 mins 

- 1 Show the table to the pupils.
- 2 Play recording 25. The pupils write in the information.
- 3 Play recording a second time. The pupils check the information.
- 4 Check the answers orally.

CD 4 Audio 25

Part 2

Reporter: So what was it like? Was it very hard?
 Lana: Well, at the start, it was wet and cold.
 Lisa: And when the weather was very bad in late March, we even had a flood.
 Reporter: How did you feel about the project at that time?
 Lisa: To be honest, I was very depressed about it.
 Reporter: I'm sure it was very difficult to keep going week after week.
 Lisa: Yes, it was sometimes hard to come out here on those cold days in March.
 Lana: But things got better later.
 Lisa: Yes, spring finally came.
 Lana: It was nice to see the sun and blue skies again!
 Lisa: And then we soon cheered up.
 Reporter: Good! And now of course, you've got lots to smile about.
 Lana: Yes, the garden looks lovely now. And everyone seems to like what we've done.
 Lisa: And so we really are very pleased.

Answers: At the start: cold and wet, had a flood, Lisa was very depressed Later: Spring finally came, The girls cheered up Now: The garden looks lovely, Very pleased

ACTIVITY 5 Revision unit writing task: Telling a true story.

10 mins

- 1 Explain that in the Revision unit task the pupils are going to write a story.
- 2 Help the pupils to think of an event in their lives to write about.
- 3 Make sure it's the sort of story that is being asked for – about something that was difficult at the start, got easier with time, and now you're happy with it.
- 4 Read the example ideas to the pupils. Help them to express their own ideas.
- 5 Ask the pupils to suggest words and phrases they can use, such as words to describe your feelings, verbs to say what happened, etc.
- 6 In pairs, the pupils tell each other their stories. Encourage the partners to ask for more details, explanations etc.
- 7 The pupils write their stories in a paragraph beginning *This is what happened when ...*

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