



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

TEACHER'S BOOK **8**

Authorship & Curriculum Advisory Committee

Mr Ali Manassra (General Supervision)	Ministry of Education
Mr Othman Diab Amer (Coordinator)	Ministry of Education
Mrs Reem Ayoush	Ministry of Education
Dr Samir M Rammal	Birzeit University
Dr Hazem Y Najjar	Bethlehem University
Mr Hassan Karableyeh	Ministry of Education
Ms Rula Naji Khalil	Ministry of Education
Ms Basima Adel Al-Arooqi	Ministry of Education
Ms Ruqayyah Abdul-Rahman Abu Al-Rub	Ministry of Education
Ms Lina Rasheed Bitar	Ministry of Education
Ms Samiya Qasim Khaleel Obeid	Ministry of Education

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Introduction

COURSE COMPONENTS

English for Palestine Grade 8 consists of the following components:

- 2 Pupil's Books (8A and 8B), each containing both language presentation and practice material
- 1 Teacher's Book
- 4 Audio CDs

Objectives

The objectives of Grade 8 are:

- the introduction of high-frequency English words
- to introduce simple and increasingly more complex key grammatical structures
- to provide opportunities for children to engage in meaningful and authentic activities in English
- to practise and extend children's 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 pages 8–9.

The Pupil's Book

There are two Pupil's Books for Grade 8, covering 14 units in the course of a year. Pupil's Book 8A contains Units 1–7; once the class has completed this, it moves on to Pupil's Book 8B, 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. A Palestinian wedding, A taste of Palestinian culture. The themes have been taken from the Palestine curriculum to meet the needs and interests of children 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 recognise 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 practise activities using the grammar point. These can 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. The main part of the period focuses on developing listening skills; at the end, the listening activity may lead on to a speaking activity

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 range of vocabulary activities – finding words in the text from the previous less, 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. They do a range of grammar activities to practise the grammar point(s), and there is often a speaking activity at the end of the period, using the new grammar.

Period 9

The pupils continue to practise the second grammar point. They use a variety of grammar activities. This period often ends with a speaking activity, which gives the pupils the chance to use the new grammar communicatively.

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 four units, the listening in Period 10 focuses on a poem.

Period 11

The first activity in this period is a dictation. In the earlier units, this may be completing a framework with a few words. In later units, the pupils must write down three complete, lengthy sentences. After that, the activities concentrate on guided writing. First, there is a focus on some aspect of writing, such as the use of paragraphs, or connectors. 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 may have a written or spoken outcome. 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 such as telling a story.

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 children's input, giving them plenty of opportunity to develop their listening and speaking skills.

METHODOLOGY

English for Palestine Grade 8 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 groups 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 recognise and understand many more words than they can actually use when speaking. The vocabulary sets in each unit contains 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 8: the Discovery Technique

Grammar plays a key role in the process of learning a language. In each of the regular units in Level 8, Period 3 and Period 8 present and practise new grammar points.

The pupils are not given explicit rules about 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 completed sentences become part of a self-constructed grammar manual of English.

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.

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 practice 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 8 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 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"/>
9 Have I taken note of anything special which I need to cover next time?	<input type="checkbox"/>	<input type="checkbox"/>
10 Was the lesson appropriate and successful?	<input type="checkbox"/>	<input type="checkbox"/>

English for Palestine Grade 8 Language overview

Pupil's Book 8A

Unit and contexts	Language	Page
1 Hello World! – the present simple and the present continuous	<i>at the moment, channel, documentary, family, forecast, go online, Grandma, hurricane, information, landline (phone), like (= such as), Mr, Mrs, nationality, on the phone, project, serious, so, speed</i>	10
2 A taste of Palestinian culture – the present simple with 'sense' verbs – <i>can, can't, could, couldn't</i> with <i>when</i> to talk about abilities in the past and now – <i>used to</i> to talk about past habits	<i>age, classical, culture, develop, feel, feeling, feel like, folk song, guitar, instrument, music, musical, musician, poem, pizza, quite, rock music, seem, sing, singer, song, sound, taste, the 1950s, the heart of, used to</i>	19
3 Going to a National Park – the present perfect: with <i>just</i> and <i>already</i> in affirmative sentences; with <i>yet</i> and <i>never</i> in negative sentences; with <i>ever</i> in questions; with <i>for</i> and <i>since</i> in time expressions	<i>campsite, cut down, damage, entrance, every, far, go camping, go hiking, go white water rafting, hear of, join, national, pass, so (= very), trip, volunteer, waterfall, white water rafting, wildlife</i>	27
4 How to get healthy – the present continuous; – make suggestions and give advice using <i>should, could, what about, why not, had better</i>	<i>awake, dislike, exercise, fit, get on, go on, had better, healthy, instead (of), junk food, just (= only), like, miss, put on weight, real, Really?, recently, something, study, test, wake up, weight, unhealthy</i>	36
5 People and games – possessive pronouns – <i>too</i> and <i>either</i> to agree with an opinion – <i>someone, something, somewhere, everyone, everything, every where</i>	<i>club, coach, compete, either, everything, everywhere, invent, kick, miss, part, practise, proud, rule, soccer, somewhere, sports bag, training, whose</i>	45
6 Friends – the zero conditional for things that are always true – the first conditional for consequences of an event	<i>adult, alone, at first, completely, danger, embarrass, embarrassed, horrible, if, immediately, in fact, natural, scare, scared, secret, situation, support, trust, worried</i>	54
7 Revision 1	Revision of the language in Units 1–6	63

Pupil's Book 8B

Unit and contexts	Language	Page
<p>8 Different people, different clothes</p> <ul style="list-style-type: none"> – comparative and superlative adjectives for making comparisons – comparative and superlative adverbs; comparatives with <i>(not) as ... as</i> 	<p><i>assistant, centimetre, coat, comfortably, crazy about, dollar, during, gloves, grade, hard, hard hat, just, safety boots, size, smart, thick, tidily, uncomfortable, uniform</i> <i>Canada, Kuwait, Mexico</i></p>	69
<p>9 The world of food</p> <ul style="list-style-type: none"> – <i>some, any, much, many, how much, how many</i> with countable and uncountable nouns; to use <i>a / an / the / some / zero</i> article 	<p><i>can, carton, climate, each, export, ground meat, import, jar, list, litre, probably, produce, quality, quantity, regular, spaghetti, tomato paste, tub, wheat</i> <i>American, Brazil, China, India, Italian, Japan, Kuwait, Russia</i></p>	79
<p>10 Back home in Palestine</p> <ul style="list-style-type: none"> – prepositions of place – <i>in</i> and <i>with</i> for clothes and possessions – relative clauses with <i>who, which, that</i>; using <i>the one</i> and <i>the ones</i> for examples from a group 	<p><i>area, backpack, beard, centre, construct, crop, curly, deep, farm, farmer, farming, glasses, hotel, human being, include, including, moustache, side, straight, tour, tourism, tourist, tower, various, wife / wives</i></p>	89
<p>11 A Palestinian wedding</p> <ul style="list-style-type: none"> – <i>Would you like ... / I would like ... / I'd prefer</i> for polite requests – <i>to</i> and <i>in order to</i> to talk about purpose 	<p><i>all right, as, bride, celebrate, congratulations, custom, dough, DVD, follow, full, groom, guest, hold, husband, purpose, ring, spirit, stick</i> <i>Scotland, Spain, the Philippines</i></p>	98
<p>12 Finding out about names</p> <ul style="list-style-type: none"> – reported speech (with no change of verb tenses) in affirmative and negative sentences and <i>wh...</i> questions 	<p><i>ancestor, began, check, counsellor, date of birth, discuss, Dr, given name, long ago, message, once, on the line, personal details, son, student, wrong, zero</i> <i>Germany, German, Haifa, Rome</i></p>	107
<p>13 When Islam came to Spain</p> <ul style="list-style-type: none"> – phrasal verbs without an object, with a noun object, and with a pronoun object 	<p><i>architecture, disease, housework, hurry up, Islam, land, look up, medical, Muslim, operation, pick up, put down, rich, set up, turn off, take over, work on, work out</i> <i>Al-Andalus, Alhambra, Baghdad, Cordoba, Granada</i></p>	117
<p>14 Revision 2</p>	<p>Revision of the language in Units 8–13</p>	126

Hello World!

Aims to understand the different forms of the present tense in English: to understand and use the present simple and the present continuous

Key language *at the moment, channel, documentary, family, forecast, go online, Grandma, hurricane, information, landline (phone), like (= such as), Mr, Mrs, nationality, on the phone, project, serious, so, speed*

Language structures present simple for habits and routines; stative verbs; present continuous for what is happening now; present continuous for things that are changing over time.

Materials Pupil's Book, CD

Period 1

INTRODUCTION ACTIVITY 4 mins

- 1 Welcome the class back to school for the new term. Use language such as:
Hello (name). How are you? Welcome back! It's nice to see you again. Did you enjoy your holiday? What did you do during the holiday? Did you study English during the holiday? Did you forget all your English during the holiday?
- 2 Choose pupils to ask the questions of other pupils. If they need help, write cue words for the questions on the board:
Did ... enjoy? What ... do? Did ... study English? Did ... forget English?
- 3 Remember that the pupils may not have spoken English for several weeks. Help them to start speaking English again, and make sure you keep the atmosphere light and happy.

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

CD1 Audio 1

*at the moment family go online Grandma
landline (phone) Mrs on the phone project so*

ACTIVITY 2 Describe the pictures on page 5. 5 mins

- 1 Point to the picture on the page 5. Ask the pupils to identify Nadia, her mother, her father and her brother.

- 2 Read the beginning of sentence number 1: The girl ... The pupils complete the sentence. (... is chatting on a mobile phone)
- 3 Repeat for the other people in the pictures.

Answers: 1 *The girl is chatting on a mobile phone.*

- 2 *The boy is using a computer.* 3 *Their father is watching TV.*
4 *Their mother is speaking on landline phone.*

ACTIVITY 3 Listen and answer the questions. 10 mins

- 1 Point to the picture on page 5. Explain that the girl on the phone is Nadia.
- 2 Read the questions to the pupils. Play recording 2. The pupils listen to the questions.
- 3 Play recording 3. The pupils listen.
- 4 Play recording 3 again. In pairs, the pupils answer the questions.
- 5 Play recording 3 again. The pupils check their answers to the questions.
- 6 Check the answers orally.

CD1 Audio 2

- 1 *What do you know about Nadia and her family?*
- 2 *Who is Tina?*
- 3 *Is Nadia using her mobile or the family landline?*
- 4 *What is Nadia's mother doing in the kitchen?*

CD1 Audio 3

Narrator: *Nadia's family are from Palestine, but they are living in London at the moment. Tina is her friend.*

Nadia: *Hello. Nadia speaking.*

Tina: *Hi, Nadia. It's Tina. How are you?*

Nadia: *Fine, thanks. And you?*

Tina: *I'm fine, too. Listen, we need to plan our school project.*

Nadia: *Right. But why are you calling my mobile? That's expensive.*

Tina: *I tried your landline, but it was busy.*

Nadia: *Ah, yes. Mum's using the phone in the kitchen to call her mother. Grandma lives in Jenin, and they talk on the phone every week.*

Tina: *Well, let's email each other.*

Nadia: *Sorry, but we can't at the moment. My brother Sami is using the computer. He's chatting to his friends online.*

Tina: *Oh, no!*

Nadia: *Sami always goes online in the evening.*

Tina: *So let's carry on with your mobile.*

Nadia: Yes, but not here. Dad's watching the sport on TV.
 Tina: Ah, so are you moving to the next room?
 Nadia: Yes ... But guess what! Mum's finishing.
 Tina: So we can change to the landline. Great!

Answers: 1 They're from Palestine, but they're living in London now. 2 She's Nadia's friend. 3 She's using her mobile. 4 She's talking to Nadia's grandmother on the landline.

ACTIVITY 4 Listen and read. Find the words and phrases from activity 1. 9 mins

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 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

INTRODUCTION ACTIVITY 4 mins

- 1 Review the new words and phrases from the previous period with a dictation.
- 2 Call a pupil up to the front and say one of the new words or phrases.
- 3 The pupil writes the word or phrase on the board.
- 4 Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 5 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 6 mins

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

Answers: 1 project 2 going online 3 Grandma 4 so
 5 landline 6 family 7 at the moment, on the phone

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording. The pupils listen and check their answers.

- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogue to the class.
- 4 In pairs, all the pupils practise reading the dialogue.

CD1 Audio 4

Narrator: 1

Girl 1: What's your history project about?

Girl 2: It's about our town 100 years ago.

Narrator: 2

Boy 1: What's Ali doing at the computer?

Boy 2: He's going online to send an email.

Narrator: 3

Girl 1: This is a photo of Grandma.

Girl 2: Is she your mother's mum or your father's?

Narrator: 4

Boy 1: Could you quickly email a family photo to me, please?

Boy 2: Well, Huda is using the computer, so I can't. I'll send one later.

Narrator: 5

Girl 1: I'll call Majeda on her mobile.

Girl 2: She's at home, so you can call her on the landline (phone).

Narrator: 6

Boy 1: How big is the Kamal family?

Boy 2: There are four of them. Mr and Mrs Kamal, Sami and Nadia.

Narrator: 7

Boy 1: Is Tariq watching TV at the moment?

Boy 2: No, not now. He's on the phone with one of his friends.

ACTIVITY 3 Read again and answer the questions. 10 mins

- 1 Point to the dialogue in activity 4 of period 1.
- 2 Elicit the names of the people in the picture.
- 3 Choose pupils to read the questions aloud.
- 4 The pupils read the conversation between Nadia and Tina again.
- 5 The pupils answer the questions individually.
- 6 Check the answers orally.

Answers: 1 She's calling about the project. 2 She calls every week. 3 He's sending emails to his friends. He does that every evening. 4 Because her father is watching TV. 5 Because her mother is finishing her call. 6 Tina and Nadia are going to talk on the landline.

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

- 1 Play recording 4 again. The students listen.
- 2 Choose a pair of pupils to read the dialogue aloud.
- 3 In pairs, all the pupils practise reading the dialogue.

Period 3

INTRODUCTION ACTIVITY 4 mins

- 1 Ask questions about Nadia and her family: **What is her brother's name? Where do they live? Where are they from? Where does their grandmother live? Who is Nadia's friend?**
- 2 In pairs, all the pupils ask each other questions about Nadia and her family.

ACTIVITY 1 Read sentences 1–6. 12 mins

- 1 Read the sentences to the pupils. Focus on the verb forms.

Look at the sentences again. Add the present simple or present continuous. 10 mins

- 2 Read the instruction to the pupils. Elicit examples of verbs in the present simple (I study, you study, he studies) and the present continuous (I am studying, you are studying, he is studying).
- 3 Read number 1 to the pupils. Help them to work out that the sentences are in the present continuous.
- 4 Repeat with the other sentences.
- 5 Elicit more examples of sentences with each tense from pupils.

Answers: 1 *present continuous* 2 *present simple*
3 *present simple, present continuous*

- 6 Help the pupils to understand the different ways the verbs are used.

ACTIVITY 2 Complete the sentences. Use the present simple or the present continuous. 10 mins

- 1 Read number 1 to the pupils. Read the two verbs in brackets (speak, give).
- 2 Help the students to complete the second blank (are giving).
- 3 The students complete the rest of the sentences.

Answers: 1 *is speaking, are giving* 2 *calls, have* 3 *is talking, are doing* 4 *meets, chat* 5 *lives, works* 6 *is working, is living*

ACTIVITY 3 Work in pairs. Talk about people you know. Ask and answer questions. 12 mins

- 1 Read the example conversation to the pupils.

- 2 Repeat using other people, other activities, and other answers, for example **Does your sister ever listen to music?**
- 3 Choose pairs of pupils to ask and answer questions about other people and other activities.
- 4 In pairs, all the pupils practise the conversation.

Period 4

INTRODUCTION ACTIVITY 4 mins

- 1 Write *Present simple* and *Present continuous* on the board. Revise the two tenses in the following way.
- 2 Point to *Present simple* and ask pupils questions such as **What do you do every day?/ What does your mother / father / brother / sister do every day?** Help the pupils to answer correctly.
- 3 Point to *Present continuous* and pupils questions such as **What is your mother / father / sister / brother doing now?** Help the pupils to answer correctly.

ACTIVITY 1 Listen and repeat. 8 mins

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

CD1 Audio 5

*channel documentary forecast hurricane
information like (= such as) nationality serious
speed*

Word formation

- 4 Read the two words *fish* and *fishing*.
- 5 Make sure the pupils understand that both are nouns: fish are animals; by adding *...ing* we make *fishing*, which is the activity.

ACTIVITY 2 Listen. Add the new words from activity 1. Make any changes needed. 10 mins

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

CD1 Audio 6

Narrator: 1

Boy 1: *That car is going very fast.*Boy 2: *You're right. It's travelling at a very high speed.*

Narrator: 2

Girl 1: *I've never heard Sameera laugh.*Girl 2: *Yes, she always looks very, very serious!*

Narrator: 3

Girl 1: *Look at that huge lake. It looks like the sea.*Girl 2: *Yes, and they say there are lots of fish, so let's go fishing.*

Narrator: 4

Boy 1: *You remember the great football player Pele? Do you know his nationality?*Boy 2: *Brazilian, I think. But you can find that kind of information on the internet.*

Narrator: 5

Boy 1: *I've heard that a huge hurricane is coming in our direction.*Boy 2: *Yes, and the latest weather forecast says the wind speeds will be very high.*

Narrator: 6

Girl 1: *There's going to be a TV documentary about Palestine at 7:30.*Girl 2: *Oh, I'd like to watch that. Which channel is it on?*

Answers: 1 speed 2 serious 3 like, fishing 4 nationality, information 5 hurricane, forecast 6 documentary, channel

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

- 1 Play recording 6. 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 people in the pictures. Then do these tasks. 5 mins 

- 1 Point to the people in the pictures. Ask questions about each one: **What's his/her name? Where is he/she from? What can you see in the pictures?** (Ali is a young man. He's near a lake. There's a boat on the lake. Anna is a young woman. Lyn and Mark are a girl and a boy. Sameer and Hanan are a boy and a girl. They're at home. Hanan is watching television.)

- 2 The pupils do the tasks, writing their answers in their notebooks. Play recording 7 part 1 for question 1 and part 2 for question 3. For more countries and nationalities, refer the pupils to the world map on the inside cover of Pupil's Book 8A.
- 3 Go through the examples orally; write important words on the board.

CD1 Audio 7

Narrator: Part 1

1. *Ali Magrabi is from Morocco.*2. *Anna Torres is from the USA.*3. *Lyn and Mark Lomax are from Australia.*4. *Sameer and Hanan Qudsi are from Palestine.*

Narrator: Part 2

*Ali is Moroccan.**Anna is American.**Lyn and Mark are Australian.**Sameer and Hanan are Palestinian.*

Answers: 1 Ali is from Morocco. Anna is from the USA. Lyn and Mark are from Australia. Sameer and Hanan are from Palestine. 3 Moroccan, American, Australian, Palestinian
4 Examples: Brazilian, Canadian, Indonesian, Jordanian
5 Examples: Kuwaiti, Lebanese, Greek, Turkish

Period 5**INTRODUCTION ACTIVITY 4 mins**

- 1 Review the new words from the previous period with a dictation.
 - Say each of the words once. The pupils listen.
 - Say each of the words a second time. The pupils write the words in their notebooks.
 - Say each of the words the third time. The pupils check their answers.
- 2 Write the words on the board. The pupils correct their answers.

ACTIVITY 1 Look at pictures 1–4 on page 7 and texts A–D below. Do these tasks. 15 mins

- 1 Point to each text. Ask the pupils to find nationality words.
- 2 The pupils find the nationality words. Either elicit the nationality *American* or refer the pupils to the map on the inside cover of Pupil's Book 8A.
- 3 Help the pupils to say sentences about nationality. (Anna is American. / She's from America. etc.)
- 4 As the pupils find the four common patterns of nationality words and give examples. Build a table on the board under the headings:

<i>-ian/an/n</i>	<i>-ese</i>	<i>-i</i>	<i>-ish</i>
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- 5 Focus on these irregular nationality words:
French, Greek, Swiss
 Pupils try to work out the country names.

ACTIVITY 2 Read and mark the sentences 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 ✓ in the answer box.
- 3 The pupils read the other sentences and write ✓ or X.

Answers: 1 ✓ 2 ✓ 3 X 4 X 5 X

Work in pairs. Check your answer and correct the false ones.

- 1 In pairs, the pupils check their answers.
- 2 They correct the false sentences. (3, 4 and 5)
- 3 Check the answers orally.

Answers: 3 They think their children should watch serious programmes like documentaries. 4 Ali takes his phone on the boat and calls different markets. 5 Their mobiles are always busy because they call and text their friends a lot.

ACTIVITY 3 Listen and read aloud. 10 mins

- 1 Play recording. Pause CD after each sentence for pupils to read aloud.
- 2 Pupils listen and read the texts aloud.

CD1 Audio 8

TV presenter: Welcome to Young World, and this week we're asking people of different nationalities, 'How are modern communications changing our lives?'

Anna: There are lots of bad TV programmes, but the weather forecasts are good. We get bad hurricanes here in America, and they're getting worse. But modern satellites are collecting better information on their speed and direction, and forecasts are getting better. So we understand hurricanes better now, and we now know when and where one will arrive.

Sameer: We get Palestinian TV and hundreds of other satellite channels, too. Hanan and I love watching cartoons all day! That's bad, I know. But now Mum and Dad say we can only watch serious programmes like documentaries. We think that's bad, too!

Ali: Like a lot of Moroccan people, my job is fishing, and my mobile is very important in my work. It's expensive, but I can now call different markets from my boat. That means I can find the best market for my fish and take them there. My mobile is giving my family a better life.

Lyn: Australian farms are big, and our parents like to stay in contact, so they've given us mobiles. But now we're calling and texting friends more and more, and Mum and Dad are getting angry. They say we're always on the phone when they want to talk – and we shouldn't be! ... Oh, someone's calling now. Excuse me!

Period 6

INTRODUCTION ACTIVITY 4 mins

- 1 Ask the pupils questions about the four people they read about in the previous period: **What's her name? What's his job?** etc.
- 2 Choose pupils to ask questions about the people. Choose other pupils to answer.

ACTIVITY 1 Read and complete the table. 9 mins

- 1 Show the pupils the headings in the table (Name(s), From, Talking about, Good thing, Bad thing).
- 2 Choose a pupil to read the text about Anna aloud.
- 3 Help the pupils to complete the information about Anna.
- 4 The pupils complete the rest of the table individually.
- 5 Check the answers orally.

Answers: 1 Anna, USA, television, weather forecasts, lots of bad programmes 2 Sameer and Hanan Qudsi, Palestine, TV, serious programmes like documentaries, cartoons 3 Ali, Morocco, mobile phones, gives his family a better life / can find the best market for his fish, expensive 4 Lyn and Mark Lomax, Australia, mobile phones, they can stay in contact, their Mum and Dad get angry because they're always on the phone

ACTIVITY 2 Work in pairs. Ask and answer questions for Young World. 9 mins

- 1 Read the example dialogue with a pupil.
- 2 Repeat with another pupil; the pupil chooses another person from the texts.
- 3 In pairs, the pupils practise the dialogues, using all the people from the texts.

ACTIVITY 3 Read again and answer the questions. 9 mins

- 1 Read the first question to the pupils. Help them to answer correctly. (They're getting worse.)
- 2 The children answer the rest of the questions individually.
- 3 Check the answers orally.

Answers: 1 *They're getting worse.* 2 *They're getting better, because modern satellites collect better information.* 3 *They like cartoons.* 4 *They prefer documentaries.* 5 *No, he doesn't.* 6 *He can phone different markets and sell his fish in the best place.* 7 *No, they live on a farm.* 8 *No, they're using them to text and call their friends.*

ACTIVITY 4 Work in pairs. Discuss good and bad things about a) television and b) mobile phones. 9 mins

- 1 Elicit good and bad things about television in the texts. (the weather forecasts are good, watching cartoons all the time is bad etc.)
- 2 Ask the pupils to suggest other good and bad things about television.
- 3 In pairs, the pupils discuss good and bad things about television.
- 4 Have a feedback session; write the pupils' ideas on the board.
- 5 Repeat with good and bad things about mobile phones.

Period 7**INTRODUCTION ACTIVITY 4 mins**

- 1 Ask the pupils to say words for countries. Write the words on the board.
- 2 For each of the country words, elicit the nationality (*Palestine – Palestinian* etc.). Write the word on the board.
- 3 Say country words and elicit nationality words from the pupils, and *vice versa*.

ACTIVITY 1 Read again and find the opposites. 5 mins

- 1 Read the list of adjectives to the pupils. Show that *young* is the opposite of *old*.
- 2 Show the pupils where *young* is in the texts on page 8 (in *Young World*).
- 3 The pupils find the other opposite adjectives in the texts.
- 4 Check the answers orally.

Answers: 1 *young* 2 *asking* 3 *modern* 4 *worse*
5 *arrive* 6 *serious* 7 *expensive* 8 *always*

ACTIVITY 2 Complete the following. Use pairs of opposites from activity 1. Make any changes needed. 8 mins

- 1 Read number 1 to the pupils. Elicit adjectives from activity 1 to complete the sentences (*serious, funny*).
- 2 The pupils complete the rest of the sentences.

Answers: 1 *serious, funny* 2 *leave, arrive* 3 *better, worse*
4 *old, young* 5 *expensive, cheap* 6 *ask, answer* 7 *modern, ancient* 8 *never, always*

- 3 Ask **What's the opposite of old?** Elicit *young*.
- 4 Repeat with other adjectives.
- 5 In pairs, the pupils take turns to ask **What's the opposite of ...?** questions about the adjectives.

ACTIVITY 3 Work in pairs. Practise the conversations in activity 2. 5 mins

- 1 Read part A of conversation number 1 in activity 2. Choose a student to read part B.
- 2 Repeat with another conversation and another student.
- 3 In pairs, the pupils practise the conversations.

ACTIVITY 4 Match the names and kinds of TV programme. Give more examples from Palestinian TV. 8 mins

- 1 Read the types of TV programmes to the pupils.
- 2 Read number 1 (Tom and Jerry) to the pupils. Ask **What type of programme is it?** (a cartoon) Ask the pupils for the names of other cartoons on TV.
- 3 Repeat with the other programmes.

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

ACTIVITY 5 Work in pairs. Ask and answer questions. 8 mins

- 1 Read the first question to the pupils. Choose a pupil to answer.
- 2 In pairs, the pupils take turns to ask and answer the questions.

Period 8**Introduction 4 mins**

- 1 Review the adjectives from the previous period with the pupils: say one of the adjectives, for example, *young*. The pupils say the opposite (*old*).
- 2 Choose pupils to say adjectives. Choose other pupils to say the opposites.

ACTIVITY 1 Read the explanation. 8 mins

- 1 Read the explanation to the pupils.

- 2 Make sure that they understand we are talking about a special group of verbs: *prefer, like, dislike* etc.
- 3 Read the two example sentences. Help the pupils find more examples of sentences with these verbs in the texts B, C and D on page 8.

The sentences are:

Hanan and I love watching cartoons.

We think that's bad.

Our parents like to stay in contact.

When they want to talk.

ACTIVITY 2 Read the sentences. 8 mins

- 1 Choose pupils to read the sentences.
- 2 Ask the pupils which tense these sentences are in (the present continuous).

Look at the sentences. Tick (✓) the best way to complete sentences 1–3.

- 1 Read number 1 to the pupils. Elicit the answer (present continuous).
- 2 Repeat with the other sentences. Help the pupils to understand that we use the present continuous for things that are happening now (*someone is calling now*) and for things that are changing over a longer time (*the hurricanes are getting worse, the forecasts are getting better*).

Answers: 1 b 2 b 3 a

ACTIVITY 3 Read again. Find more sentences with the same verb tense (present continuous). 8 mins

- 1 Show the students another sentence from Text A about things changing over a longer time (*modern satellites are collecting better information*).
- 2 The pupils find more examples of verbs like this. These are:
This week we're asking ...
My mobile is giving my family a better life.
We're calling and texting friends more and more.
Mum and Dad are getting angry.

ACTIVITY 4 Match and write sentences 1–3 and a–c. Write the verbs in the correct form. 8 mins

- 1 Read number 1 to the pupils. Elicit what it goes with in the second column (b).
- 2 Help the pupils to make two sentences with the present continuous.
- 3 The pupils make the other sentences.

Answers: 1 Hurricanes are growing bigger. Wind speeds are growing, too. 2 The number of mobile phones is rising. However, the number of landlines is falling. 3 Computers are getting smaller. At the same time, they are getting faster.

ACTIVITY 5 Work in pairs. Say what is changing in your life.

4 mins

- 1 Ask a pupil **What is changing in your life?** Help the pupil make answers.
- 2 Repeat with two or three other pupils.
- 3 In pairs, the pupils talk about what is changing in their lives.

Period 9

INTRODUCTION ACTIVITY 4 mins

- 1 Review the ways we use the present continuous in English. First, ask pupils **What are you doing now?** (*We're learning English, We're listening to the teacher* etc.).
- 2 Then, ask pupils **What is changing in your life now?** (*I'm getting good marks in Maths, I'm playing for the school football team* etc.).

ACTIVITY 1 Write the verbs in brackets in the correct forms – present simple or present continuous. 9 mins

- 1 Read the first sentences to the pupils. Show that the verb in brackets (do) has been written in the present continuous.
- 2 The pupils write the other verbs in the correct tense.
- 3 Check the answers orally.

Answers: 1 are getting 2 likes 3 is sitting 4 is spending
5 love 6 does 7 isn't doing 8 is 9 doesn't always use
10 writes

ACTIVITY 2 Work in pairs. Act out the conversation in activity 1. 9 mins

- 1 Read the conversation in activity 1 with a pupil.
- 2 In pairs, all the pupils act out the conversation.

ACTIVITY 3 Write the replies. Use the correct tense of the verbs. 9 mins

- 1 Read number 1 to the pupils. Show how the words are made into a question.
- 2 Help the pupils make number 2 into the answer.
- 3 The pupils write the rest of the questions and answers.

Answers: 1 Does Nadia often email her friends, too?
2 No, she doesn't. She prefers to call them. 3 She is talking to a friend on her mobile in the living room now. 4 Does she always phone people on her mobile even at home? 5 No, she usually talks on this phone at home. 6 But she can't do that now because I am using it!

ACTIVITY 4 Work in pairs. Act out the conversation in activity 3. 9 mins

- 1 Read the conversation in activity 3 with a pupil.
- 2 In pairs, all the pupils act out the conversation.

Period 10

INTRODUCTION ACTIVITY 4 mins

- 1 Review the language of the unit with a game of noughts and crosses. Write these words in the noughts and crosses squares on the board: *do, does, doesn't, go, goes, is ...ing, isn't ...ing, are ...ing, aren't ...ing*
- 2 Divide the class into two teams, X and O. Pupils from the teams take turns to choose squares and make sentences or questions with the words.
- 3 If the sentence or question is correct, put the team's mark, X or O, in the square.
- 4 The first team to make a straight line of three squares gets a point.
- 5 If you have time, repeat until all the pupils have had a turn, then announce the winning team.

ACTIVITY 1 Listen to part 1 of the conversation and answer the questions. 5 mins

- 1 Point to the picture of Sami. Ask **Who is it?**
- 2 Ask pupils to read the questions.
- 3 Play recording. The pupils listen.
- 4 Play recording again. The pupils answer the question.
- 5 Check the answers orally.

CD1 Audio 9

Narrator: Part 1

Sami: Hello. Sami Kamal speaking.

Mike: Hi, Sami. It's Mike. Listen, we need to talk about our school project on Jerusalem.

Sami: You're right. Time is getting short.

Mike: Yes, let's make a plan.

Narrator: Part 2

Sami: Fine, so where do we start? Is there anything about Jerusalem on TV?

Mike: Yes, there's a documentary about Jerusalem tomorrow.

Sami: Great! When is it on?

Mike: It's on at 11.30 in the morning, and I'm going to watch it. It's on for an hour. Have you got time to watch it, too?

Sami: Yes, so the two of us are going to watch that. And it's on at 11.30 tomorrow morning.

Mike: Good.

Sami: And I've got cousins in Jerusalem. I can send an email and ask them for some information. I'll do that tomorrow, just after I finish watching the documentary – at one o'clock.

Mike: OK. So you're going to send an email, and you're going to do that at one o'clock tomorrow.

Sami: Right.

Mike: And I can borrow some books from my uncle. He's got thousands of books about all kinds of things. And I'm going with my family to see him on Sunday evening.

Sami: Good. So you're going to borrow some books from your uncle. And you're going to do that on Sunday evening.

Mike: That's right.

Sami: And we can get information from the internet, too. You can do that, and I can do the same thing, too. And we can do that at any time.

Mike: Yes, so the two of us are going to get information from the internet. And we can do that tomorrow or on Sunday or at any time.

Sami: That's it. And then we need to meet and share our information.

Mike: Well, I'm busy on Monday after school, so let's meet after school on Tuesday.

Sami: Fine. So we're going to meet and share our information on Tuesday afternoon.

Mike: That's it. Good, so now we've got a plan!

Answers: 1 Sami and Mike 2 They're going to talk about their project.

ACTIVITY 2 Listen to part 2 of the conversation and complete the table. 10 mins

- 1 Ask pupils to read the tasks in the table.
- 2 Play recording 9 part 2. The pupils listen.
- 3 Play recording again. The pupils answer the questions.
- 4 Play recording again. The pupils check their answers.
- 5 Check the answers orally.

Answers: Watch the TV documentary: Mike and Sami at 11.30 tomorrow morning, Send an email and ask for information: Sami at one o'clock tomorrow, Borrow some books from an uncle: Mike on Sunday evening, Go on the Internet for more information: Sami and Mike, at any time, Meet and share our information: Mike and Sami, Tuesday afternoon

ACTIVITY 3 Practise your pronunciation: p in pairs of letters. 8 mins

- 1 Point to the three example words (*speaking, plan, project*) and say the words.
- 2 Emphasise the pronunciation of *p* in *sp, pl* and *pr*.

- 3 Play the first part of the recording. The students listen and repeat each word chorally and individually.
- 4 Play the next part of recording. The students repeat the words chorally.
- 5 Play the final part of the recording. Choose pupils to say the tongue twisters as fast as they can.
- 6 The pupils can practise saying the tongue twisters in pairs. Then have a class competition to see who can say them best.

CD1 Audio 10

Narrator: 1
speaking plan project

Narrator: 2
sport speak spell spend place please play
plastic programme prefer present promise

Narrator: 3
Let's plan the sports programme.
Please promise to speak to the project leader.

ACTIVITY 4 Work in pairs. Read and act out part 1 of the conversation. 5 mins

- 1 Choose a pair of pupils to read the first part of the telephone conversation.
- 2 In pairs, all the pupils practise the conversation.

ACTIVITY 5 Work in pairs. Talk about the answers to the questions. 8 mins

- 1 Elicit ideas for projects from the pupils. Elicit sources of information for their ideas.
- 2 In pairs, pupils decide on an idea and list sources of information.
- 3 Have a feedback session: one pupil from each pair talks about what their project is about and where they can get information about it.

Period 11

Introduction 4 mins

- 1 Ask pupils questions about the projects they planned in the previous period.
- 2 Call individual pupils to the front to talk about their plans.

ACTIVITY 1 Rewrite the sentences with the correct punctuation. Use spaces between the words, capital letters, a comma and a full stop. 5 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.

Answer: *Nadia, Sami and their parents are from Palestine.*

ACTIVITY 2 Listen and write down what you hear. 5 mins

- 1 The pupils read the incomplete sentences.
- 2 Play recording. The pupils listen.
- 3 Play recording again. The pupils complete the sentences.
- 4 Play recording a third time. The pupils check their answers.
- 5 Check the answers orally.

CD1 Audio 11

- 1 *In the evening, I often email my friends.*
- 2 *We always watch the news on TV.*
- 3 *Hanan is talking to her cousin on the phone in the kitchen at the moment.*

Answers: 1 evening, email, friends 2 always watch, news
3 talking, phone, kitchen, moment

ACTIVITY 3 Look at the text on page 15. How many paragraphs are there? 8 mins

- 1 Read the box about paragraphs to the pupils. Show them the paragraphs in longer texts in the Pupil's Book, for example on page 20.
- 2 Show the pupils how each paragraph contains two or more sentences.
- 3 Find examples of pronoun reference in the text.
- 4 Show them the text on page 15. The pupils count the paragraphs.

Answer: 5

ACTIVITY 4 number the sentences in the correct order 1–5. 5 mins

- 1 Choose individual pupils to read the sentences.
- 2 Read the sentence for number 1 (*Sami and Nadia Kamal are brother and sister.*) to the pupils.
- 3 Ask **What sentence is next?**
- 4 The pupils work out the correct order of the sentences.

Answers: 3, 2, 5, 4, 1

ACTIVITY 5 Write a paragraph about Sami and Nadia. Use the sentences in activity 4. 8 mins

- 1 Call pupils to the front to write a sentence each from activity 4 as a paragraph on the board.
- 2 Show the pupils how the sentences make a logical, easy-to-understand paragraph.

ACTIVITY 6 Say what the underlined words refer to in activity 4. 5 mins

- 1 Read the example to the pupils.
- 2 Ask **Who does 'she' in sentence 2 refer to?** (Nadia)
- 3 The pupils work out what the rest of the words refer to.

Answers: *there – Westhill School He – Sami she – Nadia they – Sami and Nadia the language – English there – England at that time – when they first arrived in Britain their – Sami and Nadia's*

Period 12

INTRODUCTION ACTIVITY 4 mins

- 1 Explain that in this period the pupils are going to write emails from and to friends in Australia and Canada.
- 2 Ask the pupils if they have friends in Australia or Canada. Help the pupils to talk about these friends.
- 3 Ask about friends in any other countries.

ACTIVITY 1 Choose a pen friend and write a message. Use the information cards to help you. 10 mins

- 1 Show the pupils the two students in the pictures. Ask questions about them, for example:
How old is Jack?
Where is Jo from?
How many sister's has Jack got?
What does Jo like?
What is Jack learning?
- 2 Ask the pupils to choose a pen friend for themselves – Jack or Jo.
- 3 Show the pupils the outline email. Explain that it is an email from their pen friend.
- 4 Show the pupils how to start filling in the email with information about Jack or Jo.
- 5 The pupils write the email from their pen friend.
- 6 Call pupils up to the front to write their emails on the board.

ACTIVITY 2 Complete your information card. Then work in pairs. Ask and answer the questions in your pen friend's message. 10 mins

- 1 Write an information card on the board, like this:
Name: _____
How old: _____
School year: _____
From: _____
etc.
The pupils copy the form and add information about themselves.

- 2 Show the pupils the four questions at the end of the pen friend's email:
Can you tell me about yourself?
And what about your family?
What do you like doing?
Are you learning anything new at the moment?
- 3 Ask a pupil the questions.
- 4 In pairs, all the pupils ask one another the questions.

ACTIVITY 3 Plan your reply in three paragraphs. Start like this. 8 mins

- 1 The pupils work out what they can say in their reply to their pen friend.
- 2 They should use the information in the information card, and the answers to their classmate's questions.

ACTIVITY 4 Write your answer to the email. 8 mins

- 1 The pupils write their answer to their pen friend's email.
- 2 They can add their photo to the frame.
- 3 Ask pupils to read their emails to the class.

A taste of Palestinian culture

Aims to understand using the present simple with 'sense' verbs; to understand and use *can, can't, could, couldn't* with *when* to talk about abilities in the past and now; to understand and use *used to* to talk about past habits

Key language *age, classical, culture, develop, feel, feeling, feel like, folk song, guitar, instrument, music, musical, musician, pizza, poem, quite, rock music, seem, sing, singer, song, sound, taste, tasty, the heart of, the 1950s, used to*

Language structures using the present simple with 'sense' verbs; *can / can't / could / couldn't + when ...*; *used to* (all forms)

Materials Pupil's Book, CD

Period 1

INTRODUCTION ACTIVITY 4 mins

- 1 Read the title of the unit to the pupils. Explain that they will be talking about Palestinian food and music.
- 2 Talk with the pupils about Palestinian food. Ask questions such as **What's your favourite type of Palestinian food? Do you always eat Palestinian food in your house?**
- 3 Talk with the pupils about Palestinian music. Ask questions such as **Do you listen to Palestinian music? Do you play a Palestinian musical instrument?**

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

CD1 Audio 12

*age culture develop feel like guitar pizza
quite seem sound*

ACTIVITY 2 Describe the picture on page 17. 8 mins

- 1 Point to the picture on page 17. Ask **Where are they?** (in a restaurant) **What are they doing?** (they're eating a meal, they're talking).
- 2 Read the beginning of sentence 1 (*Everyone at the table*). Help the pupils to match the rest of the sentence (*looks happy*).
- 3 The students match the rest of the sentences.

Answers: 1 *Everyone at the table looks happy.* 2 *The place looks like a restaurant.* 3 *The Arab girl is looking at the girl next to her.* 4 *The two girls seem to be friends.*

ACTIVITY 3 Listen and answer the questions. 8 mins

- 1 Read the questions to the pupils. Play recording 13. The pupils listen to the questions.
- 2 Play recording 14. The pupils listen.
- 3 Play recording 13 again. In pairs, the pupils answer the questions.
- 4 Play recording 14 again. The pupils check their answers to the questions.
- 5 Check the answers orally.

CD1 Audio 13

- 1 *Who are the people at the restaurant?*
- 2 *What kind of restaurant is it?*
- 3 *Who is asking most of the questions?*
- 4 *What could Mr Kamal do when he was young?*

CD1 Audio 14

Narrator: *Tina and Mike are having dinner with the Kamal family at an Arab restaurant.*

Tina: *This looks good. It looks like a pizza.*

Nadia: *But it isn't. It's sfeeha.*

Sami: *And here's the next thing – kebabs.*

Mike: *They smell delicious.*

Mrs Kamal: *They taste delicious, too. Everyone, please start.*

Tina: *Can you cook Arab food, Nadia?*

Nadia: *I can make things like kebabs, but I can't cook a big meal.*

Mike: *Listen! That drum music sounds great. Is it Arab?*

Mr Kamal: *Yes, that drum is a tabliah. ... And now you can hear an 'oud.*

Mike: *That 'oud sounds like a guitar, Mr Kamal. Is it?*

Mr Kamal: *Well, modern guitars developed from the 'oud long ago.*

Tina: *It's exciting music. I feel like dancing!*

Mrs Kamal: *I'm not surprised. You see, it's a wedding dance.*

Mike: *You seem to know a lot about the 'oud, Mr Kamal. Do you play it, too?*

Mr Kamal: *I could play it quite well at the age of 18, but not now. Work got busy, so I couldn't find time to play.*

Sami: *But Dad, you still play at parties, and you're the best!*

Narrator: *It is a happy evening, and Mike and Tina are enjoying their first taste of Arab culture.*

Answers: 1 Tina and Mike, with the Kamal family 2 It's an Arab restaurant. 3 Mike 4 He could play the 'oud.

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

10 mins 

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 14 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

INTRODUCTION ACTIVITY 4 mins

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 8 mins

- 1 Read number 1 to the pupils. Ask **What's the missing word?** (*seems*). Make sure the pupils understand they must adapt the word *seem* to fit the sentence.
- 2 The pupils complete the rest of the activity with the new words from period 1.

Answers: 1 *seems* 2 *develop* 3 *age* 4 *very* 5 *quite*
6 *culture* 7 *sounds* 8 *feel like, pizza*

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

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

CD1 Audio 15

Narrator: 1

Girl 1: *Is Fuad happy at his new school?*

Girl 2: *He seems happy, but I'm not sure.*

Narrator: 2

Boy 1: *When did writing first start to develop?*

Boy 2: *It started about 5000 years ago.*

Narrator: 3

Girl 1: *When did you learn to play music?*

Girl 2: *I first started playing the tablah at the age of four.*

Narrator: 4

Boy 1: *Have a cake. They taste very good.*

Boy 2: *Mmm! You're right. This is very tasty.*

Narrator: 5

Girl 1: *I'm quite hungry, so may I have three kebabs, please?*

Girl 2: *Well, I'm very hungry, so I'd like five kebabs, please!*

Narrator: 6

Boy 1: *Is Palestinian culture very different from the way we do things in Britain?*

Boy 2: *Yes, the food, the music and many other things are all different.*

Narrator: 7

Girl 1: *Listen! That traditional Spanish music sounds beautiful! Can you hear it?*

Girl 2: *Yes, I can. And yes, I love that kind of guitar music, too.*

Narrator: 8

Boy 1: *What would you like to eat? Do you feel like having a burger maybe?*

Boy 2: *Thanks, but I'd love a pizza with lots of cheese and tomato and olives.*

ACTIVITY 3 Read again and answer the questions. 10 mins

- 1 Point to the dialogue in activity 4 of period 1.
- 2 Elicit the names of the people in the picture.
- 3 Choose pupils to read the questions aloud.
- 4 The pupils read the conversation again.
- 5 The pupils answer the questions individually.
- 6 Check the answers orally.

Answers: 1 *sfeeha and kebabs* 2 *She can cook kebabs, but she can't cook a big meal.* 3 *Because the music is exciting.* 4 *No, he didn't. He played the 'oud.* 5 *Quite* 6 *Because he couldn't find time to play.* 7 *He still plays at parties.* 8 *No, he doesn't. He thinks his dad plays very well.*

ACTIVITY 4 Work in groups of five. Listen again and practise the conversation. 8 mins

- 1 Play recording 14 again. The students listen.
- 2 Choose three pupils to read the dialogue aloud.
- 3 In groups of three, all the pupils practise reading the dialogue.

Period 3

INTRODUCTION ACTIVITY 4 mins

- 1 Talk with the pupils about the story episode in the previous period. Ask questions such as **Who was at the restaurant? What food did they eat?**
- 2 Elicit what the people at the restaurant said about the food, for example, *It looks like a pizza.*
- 3 Elicit what the people at the restaurant said about the music, for example, *That drum music sounds great.*

ACTIVITY 1 Read sentences 1–5. Use the verbs to label the picture. 10 mins

- 1 Read the sentences to the pupils. Focus on the verb forms.
- 2 Read the first sentence again. Say **Looks – what part of the brain is it?** (the eyes)
- 3 The pupils write *looks* on the label next to the eyes.
- 4 The pupils label the other parts of the picture with the verbs from the sentences.

Look at the sentences again. Answer the questions.

- 5 Remind pupils about the stative verbs they saw in Grade 7. Help them to remember the verbs. Help them to remember what is special about stative verbs (we almost always use them in the present simple, not in the present continuous).
- 6 Explain that this is another group of stative verbs – in this case, verbs of senses and verbs of understanding.
- 7 Read number 1 to the pupils. Help them to work out the answer.
- 8 Repeat with the other question.

Answers: 1 a) *present simple* 2 b) *feeling about things and c) understanding things*

ACTIVITY 2 Write what these people are saying. 7 mins

- 1 Read the word in brackets in number 1 (*beautiful*). Read the example answer to the pupils.
- 2 Help the students to write the second sentence.
- 3 The pupils write the rest of the sentences.

Answers: a *They look beautiful.* b *I feel hot.*
c *She seems /looks sad.* d *That smells delicious.*
e *This tastes fantastic.* f *It sounds terrible.*

ACTIVITY 3 Read the sentences. 7 mins

- 1 Read the sentences to the pupils. Focus on the modal verbs: *can, can't, could, couldn't.*
- 2 With each model, ask **Is it present or past?** (1 present, 2 and 3 past)

Look at the sentences. Add past or present.

- 1 Read sentence 1 to the pupils. Help them to complete it.
- 2 Repeat with sentence 2.

Answers: 1 *present* 2 *past*

ACTIVITY 4 Say what Ahmad *could* and *couldn't* do. 12 mins

- 1 Read the words in line 1 to the pupils (*two, walk, run*)
- 2 Show the pupils how this can be made into the example sentence: *When he was two, he could walk but he couldn't run.*
- 3 The pupils say the rest of the sentences.

Answers: 1 *When he was two, he could walk but he couldn't run.*
2 *When he was six, he could write his name but he couldn't write a paragraph.* 3 *When he was eight, he could read a short story but he couldn't read a long book.* 4 *When he was ten, he could sing lots of songs but he couldn't play the shibbabah.*

- 4 Help the pupils to talk about their abilities at different ages.
- 5 Collect pupil responses on the board. Have pupils write statements for themselves.

Period 4

INTRODUCTION ACTIVITY 4 mins

- 1 Revise some of the language from Period 3, like this:
 - Choose a pupil and say **Tell me something you can do.** Help the pupil to reply appropriately.
 - Say **Tell me something you can't do.** Help the same pupil to reply appropriately.
 - Choose another pupil. Say **Tell me something you could do when you were six/seven/eight** etc. Say *Tell me something you couldn't do when you were six/seven/eight* etc. Help the pupil to reply appropriately to both.
- 2 Repeat with other pupils.

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

CD1 Audio 16

classical folk song instrument poem rock music
the heart of the 1950s used to

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 10 mins 

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

CD1 Audio 17

Narrator: 1

Boy 1: *Is music important to Arab people?*

Boy 2: *Very. It's at the heart of their culture.*

Narrator: 2

Girl 1: *Do you know anything about classical Arab music?*

Girl 2: *It grew out of ancient poems and the traditional music of different cultures.*

Narrator: 3

Boy 1: *What's Tariq going to do when he leaves school?*

Boy 2: *He loves music, so he wants to be a musician.*

Narrator: 4

Girl 1: *How many instruments does he play?*

Girl 2: *He plays the 'oud and tablaha, and he's a good singer, too.*

Girl 1: *Great! Perhaps he'll sing some songs at my brother's wedding!*

Narrator: 5

Boy 1: *I love listening to traditional folk songs.*

Boy 2: *Me, too. The old songs show how people used to live long ago.*

Narrator: 6

Girl 1: *Can you learn to play a musical instrument at your school?*

Girl 2: *Yes, I can. For example, I can learn the piano or the guitar.*

Narrator: 7

Boy 1: *I love the poems of Mahmoud Darwish.*

Boy 2: *Me, too. His feelings of love for Palestine are very clear in his words.*

Narrator: 8

Girl 1: *Tell me about rock music. It developed in America.*

Girl 2: *Yes it developed there in the 1950s. But young people quickly started playing the new kind of music round the world.*

Answers: 1 the heart of 2 classical 3 musician
4 instruments, singer, songs 5 folk songs, used to
6 musical 7 poems, feelings 8 rock music, the 1950s

ACTIVITY 3 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording 17. 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 Find information and make notes. 5 mins

- 1 Point to the pictures on page 20. Ask the pupils to read the names (Oum Kalthoum, Farid Al-Atrash)
- 2 The pupils add the names to the notes.
- 3 Play recording. The pupils listen.
- 4 Play recording again. The pupils complete the rest of the notes.
- 5 Play recording a third time. The pupils check their answers.
- 6 Check the answers orally.

CD1 Audio 18

Now, here we have pictures of two very great people in the world of Arab music.

First, on the left, we have Oum Kalthoum, and she lived from 1904 to 1975. She was Egyptian and she lived in Egypt all her life. She was the most famous singer in the Arab World, and millions of people still love and listen to her music today.

Next, on the right, we have Farid Al-Atrash, and he lived from 1910 to 1974. His family moved to Egypt when he was a small boy, and so he got Egyptian nationality. Like Oum Kalthoum, he was very famous, too. He was a famous singer, and he was also a famous 'oud player.

Answers: Name: Oum Kalthoum, lived from 1904 to 1975, nationality Egyptian, famous – most famous singer
Name: Farid Al-Atrash, lived from 1910 to 1974, nationality Egyptian, famous – singer and 'oud player

Period 5**INTRODUCTION ACTIVITY 4 mins**

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Work in pairs. Look at the photos in activity 2 and do this task. 8 mins

- 1 Point to the pictures of the singers in activity 2. Elicit their names from the pupils.
- 2 In pairs, the pupils talk about the singers' lives. They use their notes from period 4.
- 3 In pairs, the pupils talk about what is happening in the photos.
- 4 Choose pupils from two or three groups to report what they said.

ACTIVITY 2 Read and mark the sentences 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** in the answer box.
- 3 The pupils read the other sentences and write ✓ or X.

Answers: 1 X 2 ✓ 3 X 4 X 5 ✓ 6 X

Work in pairs. Check your answers and correct the false ones.

- 4 In pairs, the pupils check their answers.
- 5 They correct the false sentences (1, 3, 4 and 6).
- 6 Check the answers orally.

Answers: 1 *The writer thinks music is amazing.* 3 *Singers and singing were very important.* 4 *Arab music instruments have changed – the 'oud for example, developed a thousand years ago.* 6 *The guitar developed from the 'oud of the Arab world.*

ACTIVITY 3 Listen and read aloud. 10 mins

- 1 Play recording. Pause CD after each sentence for pupils to read aloud.
- 2 Pupils listen and read the texts aloud.

CD1 Audio 19

Music, music, music

Music is at the heart of life. We dance to music and music tells our feelings.

It changes feelings, too. It can make us sad and it can make us happy. It can make us quiet when we are angry. It can even make us feel better when we are sick. Music is amazing!

It is ancient, too. Thousands of years ago, people used to sing folk songs about their simple lives. And from these came much modern music – rock music, for example, in America in the 1950s.

Classical Arab music developed many centuries ago from the folk music of many cultures and from their poems. People used to put these to music, so singing was very important – and still is. People love great singers like Oum Kalthoum and Farid Al-Atrash.

However, musical instruments are very important, too, and many people agree that the greatest of these is the 'oud. People used to play a simple kind of 'oud six thousand years ago, but musicians developed the modern instrument about a thousand years ago. It remains a very important instrument today.

Arab music gave much to the music of Europe – like the 'oud, for example. There, the modern guitar developed from it two centuries ago, and this is now the world's favourite musical instrument.

Period 6

INTRODUCTION ACTIVITY 4 mins

- 1 Ask the pupils questions about the topic in the previous period – music: **Can you name to great classical Arabic singers? Can you name an instrument used in classical Arabic music? How can music make us feel better?**
- 2 Choose pupils to ask more questions. Choose other pupils to answer.

ACTIVITY 1 Read to find information. Note when these things happened. 10 mins

- 1 Read the list of events to the pupils.
- 2 Make sure they understand that the example answer is in the text.
- 3 The pupils read the text from period 5 again. They write a time expression from the text for each event.
- 4 Check the answers orally.

Answers: 1 *thousands of years ago* 2 *six thousand years ago* 3 *many centuries ago* 4 *about a thousand years ago* 5 *two centuries ago* 6 *in the 1950s*

ACTIVITY 2 Work in pairs. Ask and answer questions about these things. 8 mins

- 1 Read the instructions to the students.
- 2 Help the pupils to make questions about music with **When ... ?** and **How long ago ... ?**
- 3 Choose pupils to ask the questions. Choose other pupils to answer them.
- 4 All the pupils work in pairs, asking and answering the questions.

ACTIVITY 3 Read again and answer the questions. 10 mins

- 1 Choose pupils to read the questions to the class.
- 2 The pupils read the text again silently. They answer the questions.

Answers: 1 *sad, happy, quiet, better (when we're sick)* 2 *their simple lives* 3 *In America* 4 *folk music and poems* 5 *singing* 6 *They think it is the greatest musical instrument.* 7 *Music in Europe learned a lot from Arab music.* 8 *It developed into the guitar, in Europe.*

ACTIVITY 4 Think and discuss. 8 mins

- 1 Read number 1 to the pupils. Help them to express their opinions. Give them any extra vocabulary they need.
- 2 Repeat with numbers 2–4.

Period 7**INTRODUCTION ACTIVITY 4 mins**

- 1 Revise the words from the two vocabulary sets in the unit with 'Word Bingo', like this:
 - Write all the words from the two vocabulary sets on the board.
 - Tell the pupils to choose five of the words and write them in their notebooks.
 - Say words on the board at random and circle them. If the pupils hear one of their words, they circle it in their notebooks.
- 2 The first pupil to circle all their five words is the winner.

ACTIVITY 1 Collect words in a network. Do these tasks.**10 mins**

- 1 Read the words in the box to the pupils.
- 2 Explain that the network shows aspects of Arab culture and examples.
- 3 Pupils complete the network by using the words in the box.
- 4 Read A's first question. Help the pupils to complete B's answer.
- 5 Repeat with the second question.
- 6 Choose pairs of pupils to read the questions and answers.
- 7 In pairs, all the pupils practise the questions and answers.

Answers: 1 *A lot of things – clothes, music, food, holidays and religion, for example.* 2 *Yes, things like Arabic clothes, the 'oud, Eid and mosques, for example.*

ACTIVITY 2 Collect words: verbs and nouns. 10 mins

- 1 Read the instruction to the pupils.
- 2 Help the pupils to make the *-er* forms of the words.
- 3 The pupils find the words (*player* and *singer*) in the text.

Answers: *player, singer*

- 4 The pupils write the *-er* form of the other words.

Answers: *baker builder dancer designer driver explorer writer speaker worker*

ACTIVITY 3 Complete the sentences. Use pairs of words from activity 2. Make any changes needed. 15 mins

- 1 Help the pupils to write the missing word in number 1 (*singer*). Make sure they understand that the verb *sing* has been adapted to fit the sentence (*sings*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.
- 4 Ask pupils in pairs to create further exchanges using more of the word pairs. Call on pairs to present their exchanges to the class.

Answers: 1 *sings, singer* 2 *workers, work* 3 *write, writer* 4 *driver, drive, drives*

Period 8**INTRODUCTION 4 mins**

- 1 Review the verb–noun pairs from the previous period with the pupils: say one of the verbs, for example, *bake*. The pupils say the noun (*baker*).
- 2 Choose pupils to say the nouns. Choose other pupils to say the verbs.

ACTIVITY 1 Read sentences 1 and 2. 10 mins

- 1 Read the sentences to the pupils. Focus on the use of *used to* + verb.

Look at the sentences. Tick the best way to complete the statements.

- 2 Help the pupils to complete the statements.

Answers: 1 *b* 2 *b*

Now look at the form. Tick the best way to complete the statement.

- 3 Help the pupils to work out the form.

Answer: *b*

Read the passage again. Find another example.

- 4 The pupils look for another sentence in the text with *used to*.

Answer: *People used to play a simple kind of 'oud six thousand years ago.*

ACTIVITY 2 Read the questions and answers. 8 mins

- 1 Choose pupils to read the questions and answers to the class.

Look at the sentences. Tick the best way to complete the sentences.

- 2 Help the pupils to understand the question form and the negative form.

Answers: a, a

ACTIVITY 3 Write sentences about Ali and Mona. Use the words. 10 mins

- 1 Read the cues to the pupils. Help them to see how the cues can be expanded into the complete sentence about Ali.
- 2 Help the pupils to make sentence number 2 about Mona.
- 3 The pupils write the rest of the sentences.
- 4 Call pupils to the front to write the answers on the board.

Answers: 1 Ali often emails friends now, but he didn't use to do that before. He used to text them. 2 Mona usually texts people now, but she didn't use to do that before. She used to call them on the phone. 3 Ali always goes to school now, but he didn't use to do that before. He used to walk to school. 4 Mona often eats fish for dinner now, but she didn't use to do that before. She used to eat meat. 5 Ali often listens to the radio in the evening now, but he didn't use to do that before. He used to watch TV.

ACTIVITY 4 Work in pairs. Write true statements about yourselves. 8 mins

- 1 Read the example sentences to the pupils.
- 2 Choose pupils to say true sentences about themselves. The sentences contrast what they do now with what they used to do in the past.
- 3 In pairs, all the pupils write sentences about themselves now, and in the past.
- 4 Say sentences about yourself: *I could/couldn't ... when I was ...*
- 5 Elicit sentences like this from the pupils.
- 6 In pairs, all the pupils talk about what they could and couldn't do when they were younger.
- 7 Arrange a feedback session: the pupils talk about what their partners told them.

Period 9**INTRODUCTION ACTIVITY 4 mins**

- 1 Review the ways we use *used to* in English. First, ask pupils **What do you do every day?** (*I go to school, I do homework in the afternoon, I go to bed at ... o'clock*)

- 2 Then, ask pupils **What did you use to do when you were six?** (*I'm used to go to a different school, I didn't use to do homework etc.*).
- 3 Ask pupils questions such as **Did you use to play computer games when you were six?** Help the pupils to answer appropriately.

ACTIVITY 1 Work in pairs. Talk about your culture. 10 mins

- 1 Read the topics to the pupils (*Arab coffee, Arab food, Arab music, old Jerusalem*).
- 2 Explain the situation to the pupils.
- 3 Say you are a visitor. Ask questions such as **What's Arab coffee like?**
- 4 Help the pupils to make suitable answers: *It smells beautiful. It tastes delicious.*
- 5 Choose pupils to be visitors and to ask questions. Choose other pupils to reply.
- 6 In pairs, all the pupils take the roles of visitors and Palestinians, asking and answering questions about Palestinian culture.

ACTIVITY 2 Work in pairs. Share what you remember.

8 mins

- 1 Read the example sentences to the pupils.
- 2 Focus on the use of *could* and *couldn't*, and the time expressions – *When I was five* etc.
- 3 Read the lists of topics: *dance the dabka, make sfeeha* etc. Help the pupils to make sentences about their abilities.
- 4 In pairs, the pupils talk about their abilities in the past.

ACTIVITY 3 Work in pairs. Share what you remember.

10 mins

- 1 Read the dialogue to the pupils. Focus on the use of questions and answers: *Did you use to ...? Yes, I did. / No, I didn't.*
- 2 Help the pupils to ask each other questions about their abilities in the past.
- 3 In pairs, all the pupils ask each other questions about abilities in the past.
- 4 Arrange a feedback session: read the sentence outline, then help the pupils to make sentences comparing themselves with their partners.

ACTIVITY 4 Play Who was I? Play in a group. 8 mins

- 1 Choose a famous person from Palestinian history, for example, one of the musicians in the text in period 4.
- 2 Help the pupils to ask questions with *Did you use to ...?* and *Were you ...?*
- 3 The pupils listen to your answers and try to guess who you are.

UNIT 1

- 4 In pairs, all the pupils play the game. You may want the pupils to suggest a list of suitable people for the game before they start. If you do this, then write the list of names on the board.

Period 10

INTRODUCTION ACTIVITY 4 mins

- 1 Review the language of the unit with a game of noughts and crosses. Write these words in the noughts and crosses squares on the board: *could, couldn't, used to, didn't use to, Did you use to, when, watch, sing, play.*
- 2 Divide the class into two teams, X and O. Pupils from the teams take turns to choose squares and make sentences or questions with the words.
- 3 If the sentence or question is correct, put the team's mark, X or O, in the square.
- 4 The first team to make a straight line of three squares gets a point.
- 5 If you have time, repeat until all the pupils have had a turn, then announce the winning team.

ACTIVITY 1 Look at the picture and answer the questions.

5 mins

- 1 Point to the picture. Ask questions 1 and 2. Elicit answers from the pupils.

ACTIVITY 2 Listen to the poem. Say what it seems to be about. 10 mins

- 1 Tell the pupils to listen to the poem and read it at the same time. Ask them to listen for the general idea of the poem.
- 2 Play recording. Ask **What is the general idea?**
- 3 Help the pupils to express the idea that the sound of nature is a type of music, and that it is everywhere.

CD1 Audio 20

*Music ...
is everywhere.
In the birds of the air.
In the hum of the honeybee.
In the song of the breeze
as it shivers the trees.
In the river that murmurs
over the stones.
In the snow wind that moans.*

*In the surge of the sea
lapping the shore.
In the roar of the storm
rattling the door.
In the drum of the rain
on the windowpane.
Music is here.
Filling your ear.*

By Ann Bonner

ACTIVITY 3 Listen to understand some new words. Then decide the meanings of the words. 10 mins

- 1 Read the list of words to the pupils (*hum, shivers, surge, rattling*).
- 2 Play recording 20 again. The pupils listen for the four words.
- 3 Help the pupils to choose the correct definition of each sound.

Answers: *hum a shivers b surge b rattling a*

ACTIVITY 4 Listen to the poem again. Answer the questions. 10 mins

- 1 Choose pupils to read the questions to the class.
- 2 Play recording 20 a third time. The pupils answer the questions.
- 3 Check the answers orally.

Answers: *1 The first part is quiet, for example, the hum of the honeybee, the river that murmurs. The second part is not quiet, for example, the roar of the storm, the drum of the rain. 2 You can see things that make the music of nature. 3 Music is here where you are. 4 (Encourage the pupils to express their own ideas and feelings.)*

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

- 1 Play recording 20 again.
- 2 Read the poem to the pupils. Ask individual pupils to read sections and help them with the rhythm of the lines.
- 3 Choose individual pupils to read a verse each.
- 4 If you like, do choral reading of the poem too, so that everyone can join in.

Period 11

INTRODUCTION 4 mins

- 1 Read the poem from the previous period to the pupils again.
- 2 Choose individual pupils to read four lines of the poem each.

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

- 1 The pupils read the incomplete sentences.
- 2 Play recording. The pupils listen.
- 3 Play recording again. The pupils complete the sentences.
- 4 Play recording a third time. The pupils check their answers.
- 5 Check the answers orally.

CD1 Audio 21

- 1 *At the restaurant, the food tasted delicious and the music sounded great.*
- 2 *To learn an instrument like the guitar, you need to play every day.*
- 3 *People used to play a simple kind of 'oud in ancient times, but Arab musicians developed the modern 'oud about a thousand years ago.*

Answers: 1 restaurant, tasted, sounded 2 instrument, guitar
3 People, ancient, musicians

ACTIVITY 2 Read about the young Mr Kamal and do the task. 12 mins

- 1 Read the first part of the text to the pupils. Show them the choice of *Finally / Then* in number 1, and the answer *Then*.
- 2 Help the pupils to choose the correct time expression for number 2 (*at the age of 11*).
- 3 The pupils choose the correct expressions for the rest of the text.
- 4 Check the answers orally.

Answers: 1 *Then* 2 *at the age of 11* 3 *A week later* 4 *Not long after that* 5 *In a very short time* 6 *in two years* 7 *After five more years* 8 *Next morning*

ACTIVITY 3 Read about the young Oum Kalthoum and do these tasks. 12 mins

- 1 Read the time expressions to the pupils. Show the pupils that *At an early age* goes in the first blank.
- 2 Help the pupils to choose the correct expression for the second blank (*From the age of 12*).
- 3 The pupils choose the correct expressions for the other sentences.

Answers: 2, 1, 5, 4, 3

- 4 Ask pupils to talk about Oum Kalthoum. Help them to expand the cues to make sentences, for example, *At an early age, she started singing beautifully. Her parents saw that she could be a great singer.*
- 5 In pairs, the pupils tell each other about Oum Kalthoum.
- 6 The pupils write the story of Oum Kalthoum as a paragraph.

Answer: *At an early age, Oum Kalthoum started singing beautifully. Her parents saw that she could be a great singer. From the age of 12, she used to go out with her father's group of singers and musicians, and she sang with them. Then in 1923, she went to Cairo at the age of 19. She started singing with the 'oud player Zakaria Ahmad. After that, she stayed in Cairo for several years. She slowly got famous there. Finally, her name became famous in many countries, and she went on a tour of the Middle East.*

Period 12**INTRODUCTION ACTIVITY 4 mins**

- 1 Explain that in this period the pupils are going to write a description of a person they know.
- 2 Ask the pupils to suggest people they would like to write about. Ask questions to find out why that person is important to them.

ACTIVITY 1 Work alone. Choose a person and make notes. 18 mins

18 mins

- 1 Read the unit task to the pupils.
- 2 Each pupil chooses a person.
- 3 Help the pupils to write notes about this person.
- 4 In pairs, the pupils tell each other about their person.
- 5 Encourage the pupils to ask question about each other's subject.

ACTIVITY 2 Write your story. 18 mins

- 1 Read through the list of things that can be added to the notes.
- 2 Help the pupils to add material where necessary.
- 3 Help the pupils to write paragraphs based on their notes.

Going to a National Park

Aims to understand and use the present perfect with *just* and *already* in affirmative sentences; with *yet* and *never* in negative sentences; with *ever* in questions; with *for* and *since* in time expressions

Key language *campsite, damage, entrance, every, far, go camping, go hiking, hear of, join, national, pass, so (= very), trip, volunteer, waterfall, white water rafting, wildlife*

Language structures *just, yet, already, never* and *ever* with the present perfect; *since* and *for* as time expressions

Materials Pupil's Book, CD

Period 1

INTRODUCTION ACTIVITY 4 mins

- 1 Read the title of the unit to the pupils. Explain that they will be talking about camping.
- 2 Talk with the pupils about camping. Elicit camping activities such as *sleep in a tent, cook on a fire, go for walks* etc.
- 3 Ask the pupils if they have ever been camping, or if they would like to go camping. Ask questions such as **Did you enjoy it? Do you think you would enjoy it? Did you sleep well in the tent? Do you think you would sleep well in a tent?**

ACTIVITY 1 Listen and repeat. 6 mins

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

CD1 Audio 22

*entrance far go camping go hiking hear of
National pass so (= very) trip*

ACTIVITY 2 Describe the picture on page 29. 7 mins

- 1 Point to the picture on page 29. Ask **Where are they? What are they thinking about?**
- 2 Read the beginning of sentence 1 (*These five people*). Help the pupils to match the rest of the sentence (*seem / to be at a family home*).
- 3 The students match the rest of the sentences.

Answers: 1 *These five people / seem / to be at a family home.*
2 *The father / has got / a map in his hands.* 3 *The mother and twins / are thinking / about a trip to the mountains.*
4 *The girl / is thinking / about a beautiful lake.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 Read the questions to the pupils. Play recording 23. The pupils listen to the questions.
- 2 Play recording 24. The pupils listen.
- 3 Play recording 23 again. In pairs, the pupils answer the questions.
- 4 Play recording 24 again. The pupils check their answers to the questions.
- 5 Check the answers orally.

CD1 Audio 23

- 1 *Who are the people in the picture?*
- 2 *What are they planning?*
- 3 *Who is ready, who is almost ready, and who is not ready?*
- 4 *Where are they at the end of the last conversation?*

CD1 Audio 24

Narrator: *Omar Haifawi has arrived in America to stay with his cousins. They are planning a trip together.*

Uncle: *Where would you like to go, everyone?*

Aunt: *We could go camping in the mountains.*

Yasmeen: *Yes, let's find a beautiful lake and stay there.*

Adnan: *And let's go hiking.*

Uncle: *Mountains ... lakes ... hiking ... This means Yosemite!*

Omar: *I'm sorry, but I've never heard of Yosemite.*

Adnan: *It's a beautiful National Park. Have you ever seen pictures of it?*

Omar: *No, I haven't. It sounds fantastic. Have you ever been there?*

Yasmeen: *Yes, we have. We went on a school trip last year.*

Uncle: *And I often used to go hiking there.*

Aunt: *Has everyone put their things in the car yet?*

Yasmeen: *Yes, I've just done that.*

Omar: *And I'm taking my things out now.*

Adnan: *I'll come soon, but I haven't found my trainers yet.*

Yasmeen: *You're so slow, Adnan! Omar, let's help him. Then we can leave.*

Yasmeen: *We're getting hungry, Dad! Is it still very far?*

Uncle: *No, we've already passed the sign for Yosemite.*

Aunt: *You can eat the sandwiches in the bag next to your feet.*

Adnan: No, we can't. We've already eaten them!
 Uncle: Look! We're here! There are the mountains!
 Narrator: They have just arrived at the entrance. Their visit to Yosemite starts here!

Answers: 1 Omar Haifawi and his American relations: his uncle and aunt, and his cousins Yasmeen and Adnan 2 A camping trip to Yosemite 3 Yasmeen is ready, Omar is almost ready, but Adnan isn't ready yet. 4 They are at the entrance to Yosemite Park.

ACTIVITY 4 Listen and read. Find the words from activity 1. 8 mins

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 24 again. The pupil's 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

INTRODUCTION ACTIVITY 4 mins

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

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?** (go camping)
- 2 The pupils complete the rest of activity with the new words from period 1.

Answers: 1 go camping 2 go hiking 3 so 4 national 5 heard of 6 entrance, pass

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

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

CD1 Audio 25

Narrator: 1

Girl 1: Where do people stay in Yosemite at night?

Girl 2: Most people go camping.

Narrator: 2

Boy 1: Do most people drive their cars round Yosemite.

Boy 2: No, most people leave their cars and go hiking.

Narrator: 3

Girl 1: Would you like to stop and have a rest?

Girl 2: Yes, I would. I feel so tired!

Narrator: 4

Boy 1: Today, people play the game of football round the world.

Boy 2: You're right. It's the national game in many countries.

Narrator: 5

Girl 1: Have you ever heard of Oum Kalthoum?

Girl 2: Yes, she was a famous singer from Egypt, wasn't she?

Narrator: 6

Boy 1: When are we going to come to the park entrance?

Boy 2: We're almost there. It's after we pass the hospital.

ACTIVITY 3 Read again and answer the questions. 8 mins

- 1 Point to the dialogue in activity 4 of the previous period.
- 2 Elicit the names of the people in the picture.
- 3 Choose pupils to read the questions aloud.
- 4 The pupils read the conversation again.
- 5 The pupils answer the questions individually.
- 6 Check the answers orally.

Answers: 1 They want to go on a camping holiday. 2 He means that Yosemite is the place where they can do all the things they want to do. 3 Because he doesn't live in the United States 4 Omar's uncle, because he often used to go hiking there. 5 Because he's slow 6 Because she wants to leave 7 She wants to leave and she wants to get to Yosemite. 8 They should be in the bag next to their feet. Yasmeen, Adnan and Omar have eaten the sandwiches.

ACTIVITY 4 Work in groups of five. Listen again and practise the conversations. 8 mins

- 1 Play recording 24 again. The pupils listen.
- 2 Choose groups of five pupils to read the conversations aloud.
- 3 In groups of five, all the pupils practise reading the conversations.

Period 3

INTRODUCTION ACTIVITY 4 mins

- 1 Talk with the pupils about the story episode in the previous period. Ask questions such as **Who was going on the trip? Where were they going?**
- 2 Elicit what the pupils know about Yosemite National park? Ask questions such as **Where is it? What can you see there? What can you do there?**

ACTIVITY 1 Read sentences 1–4. 8 mins

- 1 Read the sentences to the pupils. Focus on the verb forms.

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

- 1 Read number 1 to the pupils. Elicit the answer (*started in the past and are still true now*).
- 2 Repeat with the other sentences. Help the pupils to understand that we use the present perfect for things that started in the past and are still true now.

Answers: 1 b 2 a 3 b

ACTIVITY 2 Work in pairs. Ask and answer questions about the list. Use *just* and *(not) yet*. 10 mins

- 1 Read the list of activities and times to the pupils.
- 2 Show the time in number 1 (7:55). Read the dialogue.
- 3 Focus on the use of *just* for the activities they completed recently.
- 4 Focus on the use of *(not) yet* for activities that aren't completed.
- 5 Point to number 2. Ask **What time is it?** (8:10) Elicit a question with **Have they ...?**
- 6 Elicit the answer. Help the pupils to use *just* and *(not) yet* appropriately.
- 7 Repeat with the other times.
- 8 In pairs, all the pupils practise asking and answering questions with *Have they ...?* They should use *just* and *(not) yet* in their replies.

ACTIVITY 3 Read the sentences. 8 mins

- 1 Read the sentences to the pupils. Focus on the use of *already*.

Look at the sentences again. Tick (✓) the best way to complete the statement.

- 2 Read the example to the pupils. Elicit the answer.

Answer: b

ACTIVITY 4 Write replies with *already*. 10 mins

- 1 Read the example to the pupils.
- 2 Help the pupils to complete number 2 with *already*.
- 3 The pupils answer the rest of the questions.

Answers: 1 *I've already found one to take us.* 2 *She's already taken them.* 3 *We've already cleaned it.* 4 *I've already written to them.*

Period 4

INTRODUCTION ACTIVITY 4 mins

- 1 Revise some of the language from period 3, like this:
 - Choose a pupil and say **Tell me something you've just done.** Help the pupil to reply appropriately.
 - Say **Tell me something you've already done.** Help the same pupil to reply appropriately.
 - Say **Tell me something you haven't done yet.** Help the same pupil to reply appropriately.
- 2 Repeat with other pupils.

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

CD1 Audio 26

*campsite cut down damage every
go white water rafting join volunteer waterfall
wildlife*

Word formation

- 4 Read the two words *waterfall* and *wildlife*.
- 5 Make sure the pupils understand how both words are made by combining two words.

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 10 mins

- 1 Play recording. Pupils listen.
- 2 Read number 1 to the pupils. Ask **What are the missing words?** (cut down)
- 3 The pupils complete the rest of activity with the new words from activity 1.

CD1 Audio 27

Narrator: 1

Boy 1: *Why did you cut down that huge tree?*

Boy 2: *Because it was old and dangerous. We had to do that before it fell.*

Narrator: 2

Girl 1: *How high is that waterfall?*

Girl 2: *Very high! The water falls for fifty metres.*

Narrator: 3

Boy 1: *What is there to do in Yosemite?*

Boy 2: *You can go hiking, and you can also go white water rafting.*

Narrator: 4

Girl 1: *Why do we have to stay on the paths?*

Girl 2: *Because we don't want visitors to damage the plants.*

Narrator: 5

Boy 1: *Where did you have your picnic?*

Boy 2: *On the grass by the stream, where it joins the river.*

Narrator: 6

Girl 1: *Do people only visit Yosemite to see the mountains and lakes?*

Girl 2: *No, they also go to see the wildlife – the trees, plants and wild animals.*

Narrator: 7

Boy 1: *Do those young people work in the park all the time?*

Boy 2: *No, they're volunteers. They come here to help in their school holidays.*

Narrator: 8

Girl 1: *Do you always stay at the campsite up in the mountains at Yosemite?*

Girl 2: *Yes, I stay there every summer. I think it's the best place.*

Answers: 1 cut down 2 waterfall 3 go white water rafting
4 damage 5 joins 6 wildlife 7 volunteers 8 campsite, every

ACTIVITY 3 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording. The pupils listen and check their answers.
- 2 Check the answer 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 Say what you can see in this photo of Yosemite.

Choose from these words. 4 mins

- 1 Read the words in the box to the pupils. Make sure they understand the meaning of all of them.
- 2 Ask pupils to identify the things in the pictures: *there are visitors, there is a waterfall* etc.

ACTIVITY 5 Listen and say what the Haifawis are doing.

7 mins 

- 1 Explain to the pupils that they are going to listen to the Haifawis doing five different activities in Yosemite Park.
- 2 Read the list of activities to the pupils.
- 3 Play recording. The pupils listen.
- 4 Play recording again. The pupils identify the activities they hear.
- 5 Play recording a third time. The pupils check their answers.

CD1 Audio 28

Narrator: 1

Aunt: *OK, then, everyone, come and get it!*

Narrator: 2

Omar: *Wow! How high do you think it is?*

Narrator: 3

Yasmeen: *Listen, boys, please stay on the path. We don't want to hurt these beautiful flowers.*

Narrator: 4

Adnan: *Come on, Yasmeen! We haven't got far to go now.*

Narrator: 5

Uncle: *OK, everyone, stay right and now let's go. Straight ahead!*

All: *<screeching happily>*

Answers: 1 cooking dinner at a campsite 2 standing near a high waterfall 3 walking in the woods 4 climbing a mountain 5 white water rafting on a fast river

Period 5

INTRODUCTION ACTIVITY 4 mins

- 1 Review the new words and phrases from the previous period with a dictation:

UNIT 3

- Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Work in pairs. Look at the photos on the website pages. Do these tasks. 13 mins

- 1 Point to the picture of Yosemite. Say sentences with *I would like to go to ...* about the Park. For example, *I would like to go to the woods.*
- 2 Add information, for example, *I think the woods are beautiful.*
- 2 Elicit other *I would like to ...* sentences and descriptions from the pupils.
- 3 In pairs, all the pupils tell their partners about where they would like to go in Yosemite Park and what they think it would be like.
- 4 Point to the picture of white water rafting. Elicit ideas from the pupils about how they feel and what they want to say/shout.
- 5 In pairs, pupils tell each other how they would feel and what they would do in that situation.

ACTIVITY 2 Read and mark the sentences true (✓) or false (X). 13 mins

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

Answers: 1 X 2 X 3 X 4 ✓ 5 ✓

Work in pairs. Check your answer and correct the false ones.

- 1 In pairs, the pupils check their answers.
- 2 They correct the false sentences (1, 2 and 3).
- 3 Check the answers orally.

Answers: 1 *The huge trees are the most amazing living things in Yosemite.* 2 *The United States made Yosemite a National Park about 120 years ago.* 3 *They are damaging Yosemite accidentally.*

ACTIVITY 3 Listen and read aloud. 10 mins

- 1 Play recording. Pause CD after each sentence for pupils to read aloud.
- 2 Pupils listen and read the texts aloud.

CD1 Audio 29

Narrator: *About Yosemite*

Yosemite is an amazing place. It has mountains, valleys, lakes, rivers and the highest waterfalls in America. The wildlife is amazing, too – most of all the huge trees. Some are 90 metres tall.

When people started cutting down the trees and damaging this beautiful place, the United States decided to make Yosemite a national park back in 1890. This has protected Yosemite since then, but people have become a problem again. For over a century, more and more visitors have arrived each year. They love the Park, but millions of cars and heavy feet badly damage it, too. So Yosemite still needs help, and thousands of young volunteers join together to give it every summer.

Tony: *Hi! I'm Tony Ross. I'm working for Young Friends of Yosemite, and my group have been here for three weeks now. We're staying at a campsite in the mountains, and we have several jobs. Visitors come and go every day, and we clean and tidy up before the next people arrive. We also work in the woods and keep the paths safe. Since our group started working together, we've become great friends. We work hard together, and we also have fun together. Last Saturday, we went white water rafting, and I've never enjoyed myself so much in all my life!*

Period 6

INTRODUCTION ACTIVITY 4 mins

- 1 Ask the pupils questions about the topic in the previous period – Yosemite National Park: **What can you see there? What can you do there? Who is Tony Ross?**
- 2 Choose pupils to ask more questions. Choose other pupils to answer.

ACTIVITY 1 Read the second website page. Find the information about the writer. 8 mins

- 1 Point to the webpage about Tony Ross. Show the pupils the table of information they need to find about Tony Ross.
- 2 The pupils read the webpage and complete the table.
- 3 Check the answers orally.

Answers: *Name: Tony Ross Working for: Friends of Yosemite Staying at: a campsite For how long: Three weeks Jobs: 1 clean and tidy up at the campsite 2 work in the woods and keep the paths safe Has most enjoyed: white water rafting*

ACTIVITY 2 Work in pairs. Ask and answer questions for the *Yosemite News*. 9 mins

- 1 Read the example questions. Elicit Tony Ross's answers from the pupils.
- 2 Read the other questions. Ask pupils to get in pairs and choose a role – newspaper reporter or Tony Ross.
- 3 Start the role play with a pupil (*What's your name, please?*).
- 4 In pairs, all the pupils do the interview.

ACTIVITY 3 Read the first website page again and answer the questions. 7 mins

- 1 Point to the first website (about Yosemite Park). Choose pupils to read the questions to the class.
- 2 The pupils read the website again and answer the questions.

Answers: 1 *mountains, valleys, lakes, rivers, waterfalls, wildlife, trees* 2 *Because people were cutting down the trees and damaging the park* 3 *Because more and more people arrive each year* 4 *Because their cars and their feet damage the park* 5 *They go to help the park.*

ACTIVITY 4 Read the second website page again and answer the questions. 7 mins

- 1 Point to the second website (about Tony Ross). Choose pupils to read the questions to the class.
- 2 The pupils read the website again and answer the questions.

Answers: 1 *They join to help the park.* 2 *They clean and tidy up the campsite; they work in the woods and keep the paths safe.* 3 *Because they all like Yosemite Park and they have fun together.*

ACTIVITY 5 Work in pairs. Discuss these questions. 5 mins

- 1 Elicit suggestions about voluntary work in Palestine.
- 2 In pairs, all the pupils discuss the questions.

Period 7

INTRODUCTION ACTIVITY 4 mins

- 1 Revise the words from the two vocabulary sets in the unit with 'Word Bingo', like this:
 - Write all the words from the two vocabulary sets on the board.
 - Tell the pupils to choose five of the words and write them in their notebooks.
 - Say words on the board at random and circle them; if the pupils hear one of their words, they circle it in their notebooks.
- 2 The first pupil to circle all their five words is the winner.

ACTIVITY 1 Read again and find the opposites. 10 mins

- 1 Choose pupils to read the list of words to the class.
- 2 Ask the pupils to look at the texts about Yosemite and Tony Ross; say **Find the opposite of lowest.** (*highest*)
- 3 The pupils find the opposites of the other words in the texts.

Answers: 1 *highest* 2 *started* 3 *tall* 4 *beautiful*
5 *heavy* 6 *young* 7 *safe* 8 *before*

ACTIVITY 2 Complete the sentences with pairs of words from activity 1. Then practise in pairs. 10 mins

- 1 Read number 1 to the pupils. Elicit words from activity 1 to complete the sentences (*started, stopped*).
- 2 The pupils complete the rest of the sentences.
- 3 In pairs, the pupils practise reading the conversations.

Answers: 1 *started, stopped* 2 *old, young* 3 *highest, lowest*
4 *safe, dangerous* 5 *short, tall* 6 *before, after* 7 *heavy, light*
8 *beautiful, ugly*

ACTIVITY 3 Join words from the two boxes to form compounds. 8 mins

- 1 Choose pupils to read the words in the boxes.
- 2 Help the pupils find the word that goes with *every* (*one*).
- 3 The pupils match the rest of the words.
- 4 Check the answers orally.

Answers: *everyone, football, homework, indoors, outdoors, sometimes, waterfall, wildlife*

ACTIVITY 4 Complete the sentences with words from activity 3. Then practise in pairs. 8 mins

- 1 Read the first sentence to the pupils. Help them to choose the correct word from activity 3. (*football*)
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *football* 2 *wildlife, waterfall* 3 *outdoors, indoors*
4 *someone* 5 *everyone, homework*

Period 8

INTRODUCTION 4 mins

- 1 Review the compound words from the previous period with the pupils: say the beginning of one of the compound words, for example, *every*. The pupils say the compound word (*everyone*).
- 2 Choose pupils to say the endings of the compound words. Choose other pupils to say the complete compound words.

ACTIVITY 1 Read sentences 1 and 2. 5 mins

- 1 Read the sentences to the pupils. Focus on the verb forms.

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

- 1 Read number 1 to the pupils. Elicit the answer (*ever*).
- 2 Repeat with the other sentences. Help the pupils to understand how we use *ever* and *never*.

Answers: 1 a 2 b

ACTIVITY 2 Write the questions. Then write true answers. Choose from these forms. 10 mins

- 1 Read the example question and answer.
- 2 Help the pupils to make other questions and answers with *ever* and *never*.
- 3 Call pupils to the front to write their sentences on the board.

ACTIVITY 3 Read sentences 1 and 2. 6 mins

- 1 Read the sentences to the pupils. Focus on the verb forms.

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

- 1 Read number 1 to the pupils. Elicit the answer (*has gone on*).
- 2 Repeat with the other sentences. Help the pupils to understand that we use *since* with specific times, and *for* with periods of time.

Answers: 1 b 2 b 3 a

ACTIVITY 4 Write sentences about Omar. Use *for* and *since*. (Omar is 13 years old now.) 7 mins

- 1 Read number 1 to the pupils. Show them that the two sentences use the verb *be at* with *for* and *since*.
- 2 Make sure they understand they can work out the period of time, because they know that Omar is 13 now.
- 3 Help the pupils to write two sentences for number 2.
- 4 The pupils write two sentences for 3 and 4.
- 5 Call pupils to the front to write the sentences on the board.

Answers: 1 a *He has been at school for eight years.* b *He has been at school since he was five.* 2 a *He has lived in Jenin for five years.* b *He has lived in Jenin since he was eight.* 3 a *He has known Ahmad for three years.* b *He has known Ahmad since he was ten.* 4 a *He has been in his school football team for a year.* b *He has been in his school football team since he was twelve.*

ACTIVITY 5 Write similar pairs of sentences about yourself. Use *for* and *since*. 8 mins

- 1 Elicit ideas for sentences from the pupils. Help them to express the same idea with *for* and *since*.

- 2 The pupils write pairs of sentences with *for* and *since* in their notebooks.
- 3 Collect in the notebooks to check the answers.

Period 9**INTRODUCTION ACTIVITY 4 mins**

- 1 Review the ways we use *ever* and *never* in English. First, ask pupils questions with *ever*, for example, **Have you ever been to the United States?** Help the pupils to reply correctly.
- 2 If a pupil's answer is *Yes, I have*, help the pupils to say when this happened, using the past simple; for example, *I went to the United States last year.*
- 3 If the pupil's answer is *No, I haven't*, help the pupil to make a sentence with *never*; for example, *I've never been to the United States.*

ACTIVITY 1 Work in pairs. Ask and answer questions. Use (not) yet and just. 10 mins

- 1 Choose pupils to read parts of the 'To do' list.
- 2 Make sure the pupils understand who has to do each job. Also make sure they understand which jobs have been done, and which jobs haven't been done yet.
- 3 Read the example question and answer to the pupils. Elicit another question from the pupils. Elicit the answers.
- 4 Repeat two or three times. Then, in pairs, all the pupils practise the questions and answers.

ACTIVITY 2 Work in pairs. Ask and answer the questions. Use already. 8 mins

- 1 Choose a pair of pupils to read the dialogue.
- 2 Focus on the different answers with *already* and *yet*.
- 3 Read number 3. Help the pupils to answer appropriately.
- 4 In pairs, the pupils practise the questions and answers.

ACTIVITY 3 Work in pairs. Ask questions with *ever* and give 'No' answers with *never*. 10 mins

- 1 Choose a pair of pupils to read the dialogue.
- 2 Focus on the use of *ever* in the questions and *never* in the answers.
- 3 Read number 2. Help the pupils to answer appropriately.
- 4 In pairs, the pupils practise the questions and answers.

ACTIVITY 4 Work in pairs. Ask and answer questions. Answer with *for* or *since*. 8 mins

- 1 Choose a pair of pupils to read the dialogue.
- 2 Focus on the use of *for* in the answer.
- 3 Read number 2. Help the pupils to answer appropriately with *since*.
- 4 In pairs, the pupils practise the questions and answers.

Period 10

INTRODUCTION ACTIVITY 4 mins

- 1 Review the language of the unit with a game of noughts and crosses. Write these words in the noughts and crosses squares on the board: *yet, just, already, ever, never, for, since, have, has*.
- 2 Divide the class into two teams, X and O. Pupils from the teams take turns to choose squares and make sentences or questions with the words.
- 3 If the sentence or question is correct, put the team's mark, X or O, in the square.
- 4 The first team to make a straight line of three squares gets a point.
- 5 If you have time, repeat until all the pupils have had a turn, then announce the winning team.

ACTIVITY 1 Look at the map. Listen and do these

tasks. 8 mins

- 1 Point to the map. Elicit words for the parts of the map (*rivers, lakes etc.*).
- 2 Play recording for the first time. The pupils listen.
- 3 Play recording again. The pupils number the places in the order they hear them 2–6 (1 is given) Note that some places are distracters – the Haifawis do not talk about them.
- 4 Play recording again. The pupils check their answers.

Answers: 1 *campsite* 2 *lake* 3 *bridge* 4 *mountain*
5 *river* 6 *trees*

- 5 Read the headings to the pupils. Make sure the pupils understand what information they are listening for.
- 6 Play recording again. The pupils complete the answers.
- 7 If necessary, play recording again for the pupils to check their answers.

CD1 Audio 30

Adnan: *OK, so we're out of the campsite.*
Aunt: *That's good. It's so busy in that campsite!*
Uncle: *Yes, someone told me that they get 15,000 visitors every year.*
Aunt: *Well, they all seem to be there today!*
Omar: *We can go left or we can go right now. Which is best?*
Uncle: *Let's go left.*
Yasmeen: *Look there – between the trees on our left. You can see some water. Is that a river?*
Uncle: *No, my map shows that it's a small lake. It's about 500 metres wide.*
Yasmeen: *Ah, but now we're coming to a bridge. We're going over a river.*

Omar: *And the river is going to the lake.*
Adnan: *We can go right here. There's a path next to the river. Or we can go straight ahead.*
Aunt: *I'd like to walk next to the river. It looks beautiful.*
Uncle: *Good, well let's go north then. <Fade>*
Yasmeen *<Fade up>Oh, look, we can go left or right here.*
Adnan *Let's go right and go over the river.*
Omar *Look at the fish in the water!*
Uncle *They're big!*
Aunt *And now which way? We can go straight ahead or we can turn left.*
Adnan *Let's turn left. There's another bridge to go over this way.*
Yasmeen *Wow! Look at those trees straight ahead. They're huge!*
Uncle *Yes, and you know, the biggest trees are some of the oldest living things in the world.*
Omar *How old is that?*
Uncle *Two thousand, five hundred years.*
Aunt *That's amazing!*
Uncle *But now which way would everyone like to go? We can go straight ahead or we can turn right and go east.*
Yasmeen *Let's turn right and walk along the river. It's beautiful here. <Fade>*
Omar *And now we have to turn left or right.*
Adnan *Or go straight ahead – up that great big mountain!*
Aunt *No, thanks! I'm getting tired.*
Yasmeen *How high is it, Dad? Does the map say?*
Uncle *Yes, it's three thousand, seven hundred metres high.*
Adnan *Perhaps we should come back and climb it tomorrow.*
Aunt *Perhaps!*
Yasmeen *Look, everyone. Look at that beautiful waterfall. It's very high!*
Uncle *You're right. The map says it's fifty-seven metres from top to bottom.*
Yasmeen *Wow!*
Uncle *But as Omar said, we need to turn left or right – north or south. And I think we should turn right – back in the direction of the campsite.*
Adnan *Fine. I'm starting to get hungry. <Fade>*
Omar *Oh, look, an old tree has fallen on the path. We'll have to walk round it or climb over it.*
Adnan *Look at those people round the tree. What are they doing?*
Aunt *I think they're cutting up the tree to keep the path clear.*
Yasmeen *That's really good!*
Uncle *Yes, they're all volunteers.*
Aunt *They look very young.*

Uncle *I think they're with a group called Young Friends of Yosemite. And they're all between sixteen and twenty years old.*
 Adnan *Let's say hello to them.*
 Uncle *Good idea. Hello there! Thanks for all your hard work!*
 Boy *No problem!*
 Aunt *You're doing a great job!*
 Girl *Thanks. We're very happy to help here in the Park.*
 Yasmeen *Perhaps we'll see them again at the campsite.*
 Adnan *It isn't very far to the campsite now, is it? I'm getting very hungry now!*

Answers: 2 a 15,000 b 500 c 2500 d 3700 e 57 f 16–20

ACTIVITY 2 Look at the picture. Listen and answer the questions. 12 mins 

- 1 Show the picture to the pupils. Ask them to identify the people (Omar, Adnan, Yasmeen and Tony).
- 2 Play recording. The pupils listen.
- 3 Play recording again. The pupils answer the questions.
- 4 Play recording again. The pupils check their answers.

CD1 Audio 31

Tony: *Hi, there.*
 Omar: *Oh, hi! We've met before.*
 Tony: *That's right. We met out in the woods this afternoon.*
 Omar: *You were working very hard on that fallen tree!*
 Tony: *Well, that's our job. We have to keep the paths safe.*
 Omar: *Do you do that kind of work a lot?*
 Tony: *Well, yes, we do, and we also tidy up the campsite.*
 Omar: *That's fantastic! Have you been here all summer?*
 Tony: *No, I've only been here for three weeks.*
 Omar: *Are you enjoying your stay here?*
 Tony: *Yes, I've made a lot of good friends here. We have a lot of fun together. And you? Are you and your brother and sister having a good time?*
 Omar: *Yes, we're having an amazing time. But they aren't my brother and sister. They're my cousins, and I'm staying with them here in America.*
 Tony: *Are you enjoying your visit?*
 Omar: *Yes, it's great.*
 Tony: *Listen, I've got an idea. Our group have got three boats down on the lake, and we're going to go sailing after dinner this evening.*
 Omar: *That sounds nice.*
 Tony: *Yes, it is nice out on the water in the evening. And here's my idea. Would you and your cousins like to go sailing with us?*

Omar: *Yes, please! We'd love that. Hey! Adnan, Yasmeen! Come over here and talk to Tony. He's inviting us to go sailing after dinner.*
 Adnan and Yasmeen: *<Off mike but approaching>Wow! Thanks very much, Tony!*

Answers: 1 Omar, Adnan, Yasmeen and Tony 2 They met in the woods in the afternoon. 3 At the campsite. 4 They're going to go sailing.

ACTIVITY 3 Practice your pronunciation: intonation in yes / no questions. 8 mins 

- 1 Model examples of questions with falling intonation. (*What's your name? Where do you live? What time do you get up? etc.*)
- 2 Model examples of questions with rising intonation. (*Do you live here? Does your father work at the school? Do your friends like music?*)
- 3 Play recording. The pupils listen for falling or rising intonation.
- 4 Play recording again. The pupils check their answers.

CD1 Audio 32

*Do you do that work a lot?
 Have you been here all summer?
 Are you enjoying your stay here?*

Answers: All the questions have rising intonation.

- 5 Play each question on recording. The pupils repeat chorally with rising intonation.

ACTIVITY 4 Work in pairs. Read and act out. 8 mins

- 1 Choose a pair of pupils to read the dialogue.
- 2 As they read, make sure they use rising intonation for the questions.
- 3 In pairs, all the students practise reading the dialogue. Circulate and make sure they are using suitable intonation for the questions.

Period 11

INTRODUCTION 4 mins

- 1 Remind the pupils about the rising intonation at the end of questions with yes/no answers
- 2 Read the dialogue in activity 4 in the previous period to the pupils again.
- 3 Choose pairs of pupils to read the dialogue to the class.

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

- 1 The pupils read the incomplete sentences.
- 2 Play recording. The pupils listen.
- 3 Play recording again. The pupils complete the sentences.
- 4 Play recording a third time. The pupils check their answers.
- 5 Check the answers orally.

CD1 Audio 33

- 1 *There are now National Parks in many countries, and they are there to protect beautiful places from damage.*
- 2 *In Yosemite, there are many mountains, lakes, valleys, rivers and waterfalls, and it is also full of many amazing kinds of wildlife.*
- 3 *Yosemite gets millions of visitors every year, and therefore the Park needs thousands of people to help look after it. Some of them, like Tony Ross, work with Young Friends of Yosemite.*

Answers: 1 *National, beautiful, damage* 2 *mountains, waterfalls, wildlife* 3 *millions, therefore, thousands, friends*

ACTIVITY 2 Write out a page of Omar's diary. 14 mins

- 1 Read the first sentence of the diary to the pupils. Help the pupils to work out what the missing word is (*Yosemite*) and the correct forms of the verbs (*is, have had*).
- 2 The pupils complete the rest of the diary.

Answers: *is* 1 *Yosemite* *have had* *have already climbed* 2 *mountain* *have also had* 3 *rafting* *have just made* 4 *Friends* *has already been* 5 *three* *tidies up* 6 *campsite* *make* 7 *woods* *have been* 8 *lake* *have been* *have had* *have just got* *am (I'm) feeling*

ACTIVITY 3 Work in pairs and check your writing. Take turns to read out sentences from your diaries. 12 mins

- 1 In pairs, the pupils check what they have written.
- 2 In pairs, all the pupils take turns to read a sentence each from the diary.

Period 12**INTRODUCTION ACTIVITY 4 mins**

- 1 Explain that in this period the pupils are going to write a page of their diary.
- 2 Find out in any of the pupil keep, or have ever kept, a diary.
- 3 Ask the pupils what sort of things they can write about in a diary – the events of the day, their feelings and emotions, events in their village, town or in Palestine etc.

ACTIVITY 1 Read the situation. Then do the tasks. 10 mins

- 1 Read the unit task to the pupils.
- 2 Explain the situation to the pupils.
- 3 In pairs, the pupils discuss ideas for interesting places and things to do.
- 4 The pupils choose write a short list of places and things to do. They check each other's lists.
- 5 Each pupil chooses one thing from the list.

ACTIVITY 2 Note ideas for a conversation. 8 mins

- 1 In each pair, the pupils decide who is the visitor (Partner A). The other pupil is Partner B.
- 2 Partner A reads the list of things to say. Partner B reads the Partner B list.

ACTIVITY 3 Work with a different student and have a conversation. 8 mins**Use your notes from activity 2. Take turns as yourself and the new friend.**

- 1 The pupils change partners and start the conversation. They discuss all the topics they planned in activity 2.

ACTIVITY 4 Write the page of your diary. Write two paragraphs. 10 mins

- 1 Read the plan for the diary entry. Make sure the pupils understand that paragraph 1 is about the friend, and paragraph 2 is about what they have done together.
- 2 Show the pupils that paragraphs 2 and 3 of Omar's diary following this layout. The second paragraph is about his new friend Tony Ross; the third paragraph is about what he has done with Tony Ross.
- 3 The pupils write their diaries. They use Omar's diary as a model.

How to get healthy

Aims to understand and use the present continuous; to understand, make suggestions and give advice using *should, could, what about, why not, had better*

Key language *awake, dislike, exercise, fit, get on, go on, had better, healthy, instead (of), junk food, just (= only), like, miss, put on weight, real, Really?, recently, something, study, test, unhealthy, wake up, weight*

Language structures present perfect continuous, all forms including with *for* and *since*; *should, shouldn't; could, what about -ing, why not . . . ; had (not) better*;

Materials Pupil's Book, CD

Period 1

INTRODUCTION ACTIVITY 4 mins

- 1 Read the title of the unit to the pupils. Explain that they will be talking about healthy living and in particular about healthy eating.
- 2 Talk with the pupils about healthy living. Ask questions such as **How can we live a healthy life? Do you think you have a healthy life?**
- 3 Talk with the pupils about healthy eating. Ask questions such as **What is a healthy diet? Do you eat a healthy diet?**

ACTIVITY 1 Listen and repeat. 6 mins

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

CD1 Audio 34

fit get on had better junk food just (= only) miss real Really? recently wake up

ACTIVITY 2 Describe the picture on page 41. 7 mins

- 1 Point to the picture on page 41. Ask the pupils where they are (*at the doctor's*) and who the people are (*Sami, a doctor*).
- 2 Read the beginning of sentence 1 (*Sami*) Help the pupils to match the rest of the sentence (*seems to be at the doctor's, and*).
- 3 The students match the rest of the sentences.

Answers: 1 *Sami / seems to be / at the doctor's and* 2 *he / doesn't seem to be / very well.* 3 *The doctor / seems to be showing / him a book, and* 4 *she / seems to be / telling him about it.*

ACTIVITY 3 Listen and answer the questions. 10 mins

- 1 Read the questions to the pupils. Play recording 34. The pupils listen to the questions.
- 2 Play recording 35. The pupils listen.
- 3 Play recording 34 again. In pairs, the pupils answer the questions.
- 4 Play recording 35 again. The pupils check their answers to the questions.
- 5 Check the answers orally.

CD1 Audio 35

- 1 *Is Sami sick, or has he hurt himself in an accident?*
- 2 *What does the doctor give Sami?*
- 3 *A month later, does he seem to be better or worse than before?*

CD1 Audio 36

Narrator: *Sami is at the doctor's.*

Doctor: *What's wrong, Sami? You don't look very well.*

Sami: *You're right. I've been feeling quite sick for several weeks. And I've been getting tired quickly.*

Doctor: *Have you been sleeping badly?*

Sami: *Yes, I have. And I haven't been playing well for my football team recently.*

Doctor: *Have you been eating normally?*

Sami: *Well, no. I've been waking up late, and missing breakfast.*

Doctor: *So you've been going to school tired and hungry. And what have you been eating for lunch?*

Sami: *Just fries.*

Doctor: *Sami, fries are junk food! You need to start eating real food!*

Doctor: *And that includes fruit and vegetables.*

Sami: *Really?*

Doctor: *Yes. And you'd better read this book – Get fit and healthy. Do what it says, and then come back next month.*

Sami: *Thanks. I'll do that. I mustn't lose my place in the team!*

Narrator: *A month later . . .*

Doctor: *How have you been getting on since our talk last month?*

- Sami: Really well. I read the book, and I've been doing what it says since then. I've been sleeping much better.*
- Doctor: I can see that. You don't look tired today. Have you been eating better, too?*
- Sami: Yes, and I feel much healthier now. Thanks for all your help.*

Answers: 1 He's sick. 2 She gives him a book. 3 He seems to be better.

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

10 mins 

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 36 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

INTRODUCTION ACTIVITY 4 mins

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 8 mins

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

Answers: 1 *getting on* 2 *recently* 3 *had better* 4 *fit* 5 *just*, *junk food* 6 *real*, *Really?* 7 *miss*, *wake up*

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

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

CD1 Audio 37

Narrator: 1

Girl 1: *How are you getting on with your school project?*

Girl 2: *Not very well. I haven't started writing it yet.*

Narrator: 2

Boy 1: *What has Ben been doing recently?*

Boy 2: *He's been training very hard for the last month.*

Narrator: 3

Girl 1: *I've got a really bad backache.*

Girl 2: *Well, I think you had better go and see the doctor.*

Narrator: 4

Boy 1: *How fit are you?*

Boy 2: *Not very. When I go running, I get tired very quickly.*

Narrator: 5

Girl 1: *I never have a real lunch. I usually buy just a bag of chips.*

Girl 2: *That's not very good for you. Chips are junk food.*

Narrator: 6

Boy 1: *We've got a real problem. We haven't got any more food.*

Boy 2: *Really? That's terrible because I'm getting really hungry!*

Narrator: 7

Girl 1: *The bus is going to leave at 6:00 in the morning, and we mustn't miss it.*

Girl 2: *That means we need to wake up at about 5:00.*

ACTIVITY 3 Read again and answer the questions. 8 mins

- 1 Read the first set of questions to the pupils. Explain that these are for the first conversation between Sami and the doctor.
- 2 Read the second set of questions to the pupils. Explain that these are for the second conversation.
- 3 The pupils read the conversations and answer the questions.
- 4 Check the answers orally.

UNIT 4

Answers: Conversation 1 – 1 He's been getting tired quickly.
2 He's been sleeping badly and playing badly for the school team.
3 He's been waking up late and missing breakfast. 4 He's been eating junk food for lunch. 5 Fruit and vegetables.
6 Because he doesn't want to lose his place on the team.
Conversation 2 – 1 He's been sleeping better and eating better.
2 He doesn't look tired and he feels healthier.

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

- 1 Play recording 37 again. The students listen.
- 2 Choose pairs of pupils to read the conversations aloud.
- 3 In pairs, all the pupils practise reading the conversations.

Period 3

INTRODUCTION ACTIVITY 4 mins

- 1 Talk with the pupils about the story episode in the previous period. Ask questions such as **Why did Sami go to the doctor? What did the doctor say to Sami?**
- 2 Elicit ideas about what Sami was doing wrong, and why his lifestyle wasn't healthy. Ask questions such as **Was he going to bed late? Was he eating properly?**

ACTIVITY 1 Read sentences 1 and 2. 5 mins

- 1 Read the sentences to the pupils. Focus on the verb forms.

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

- 1 Read number 1 to the pupils. Elicit the answer (*started in the past and have gone on happening until now*).
- 2 Repeat with the other sentence. Help the pupils to understand that we use the present perfect continuous for things that started in the past and are continuing now.

Answers: 1 b 2 c

ACTIVITY 2 Complete the sentences about Sami and Nadia. 8 mins

Write about things that have been happening since they moved to London.

- 1 Read number 1 to the pupils. Help them to write the verb in the correct form. (*They have been going*)
- 2 The pupils write the other sentences in the correct form.

Answers: 1 *They have been going* 2 *They have been making*
3 *They have been learning* 4 *She has been doing* 5 *He has been working on* 6 *He has been playing*

ACTIVITY 3 Read sentences 1 and 2. 8 mins

- 1 Read the sentences to the pupils. Focus on the time expressions with *for* and *since*.

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

- 2 Read number 1 to the pupils. Elicit the answer (*has been going on happening*).
- 3 Repeat with the other sentences. Help the pupils to understand that we use *since* with a specific point in time, and *for* with a period of time.

Answers: 1 b 2 b 3 a

ACTIVITY 4 Write what Sami said in conversation 2. 7 mins

Use the present perfect continuous. Use time phrases from the boxes.

- 1 Read the time expressions in the boxes. Make sure the pupils understand that the first box goes with *for* and the second box goes with *since*.
- 2 Read number 1 to the pupils. Help the pupils to put the verb in the correct tense (*I have been waking up*) and to choose a suitable time expression, for example, *for the past month*.
- 3 The pupils complete the rest of the sentences.

Answers: (*the time expressions will vary*) 1 *I've been waking up early in the morning for a month.* 2 *I haven't been missing breakfast since my last time here.* 3 *So I haven't been going to school hungry for the last four weeks.* 4 *And I have been playing football much better since our last conversation.*

ACTIVITY 5 Write about yourself. Use the present perfect continuous + *for* and *since*. 8 mins

- 1 Read the example sentence beginnings to the pupils. Help the pupils to make sentences about themselves.
- 2 Make sure the pupils use either *for* or *since* in their sentences.
- 3 The pupils write sentences with the present perfect continuous + *for* or *since* in their notebooks. Circulate and make sure the pupils are using the verb tense and the time expressions correctly.
- 4 Collect in the notebooks to check the sentences.

Period 4

INTRODUCTION ACTIVITY 4 mins

- 1 Revise the difference between *for* and *since*, like this:

- Say sentences with *for*, for example:
I've been working for three hours.
I've been teaching English for two years.
I've been living in the town for six years.
 - Help the pupil to say each sentence with *since*. For example, *I've been working since ten-thirty.*
- 2** Repeat with sentences with *since*; help the pupils to say each sentence with *for*.

ACTIVITY 1 Listen and say the new words and phrases.

5 mins 

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

CD1 Audio 38

awake exercise go on instead (of) put on weight something study test

Word formation

- 4** Read the two words *healthy* and *unhealthy*.
- 5** Make sure the pupils understand how *unhealthy* is made from *healthy* by adding the prefix *-un*.

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 10 mins

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

CD1 Audio 39

Narrator: 1

Girl 1: *Wake up! Wake up! We're late!*

Girl 2: *OK, OK, I'm awake now. What time is it?*

Narrator: 2

Boy 1: *I'm hungry. I really want something to eat!*

Boy 2: *Well, there isn't much here, but I can give you a sandwich.*

Narrator: 3

Girl 1: *Did you walk very far yesterday?*

Girl 2: *Yes, we went on all day! We were very tired last night.*

Narrator: 4

Boy 1: *It's getting late, and there isn't time to go shopping in town.*

Boy 2: *Well, instead of that, we can go to the small shop near home.*

Narrator: 5

Girl 1: *I've been putting on weight, and I need to lose about five kilos, I think.*

Girl 2: *Then you should do more exercise. Why not come running with me?*

Narrator: 6

Boy 1: *Sami was quite unhealthy when he saw the doctor a month ago.*

Boy 2: *But now he's healthy again because he's been eating and sleeping well.*

Narrator: 7

Girl 1: *You're taking a lot of books home! Are you going to study all of them?*

Girl 2: *Yes. I've got some big tests soon, and I need to get ready for them.*

Answers: 1 *awake* 2 *something* 3 *went on* 4 *instead of* 5 *putting on weight, exercise* 6 *unhealthy, healthy* 7 *study, tests*

ACTIVITY 3 Listen and check. Then practise in pairs.

7 mins 

- 1** Play recording 38. The pupils listen and check their answers.
- 2** Check the answer 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 for information and make notes.

8 mins 

- 1** Show the picture to the pupils. Ask questions such as ***Where are they?*** (in the street) ***What is the woman doing?*** (She's asking questions)
- 2** Show the clipboard to the pupils. Explain that they will hear the questions. They should write the answers there.
- 3** Play recording. The pupils listen.
- 4** Play recording again. The pupils add the answers to the clipboard.
- 5** Play recording again. The pupils check their answers.
- 6** Check the answers orally.

CD1 Audio 40

- Researcher: Excuse me. We're trying to find out about the way people live. You know, how healthily they live ... That kind of thing.
- Girl: I see. How can I help?
- Researcher: Thank you. I need to ask you some questions. It won't take long.
- Girl: Well, OK then. What do you need to know?
- Researcher: First, then, how old are you?
- Girl: I'm fourteen.
- Researcher: Fourteen. Good. And here's the next one. What weight are you?
- Girl: I'm forty-two kilograms.
- Researcher: I see. Forty-two kilograms. Thank you. And how tall are you?
- Girl: I'm one metre forty.
- Researcher: Right. One metre forty. And finally, About how much exercise do you do every day?
- Girl: That's quite difficult to say. About forty-five minutes, I think.
- Researcher: Well, that's all. Thank you very much.

Answers: 14, 42 kilos, one metre 40, forty-five minutes

ACTIVITY 5 Work in pairs. Take turns asking and answering the questions. 6 mins

- 1 Ask various pupils to answer the questions in activity 4. Help them to answer appropriately (including using *I don't know* or *I think* if necessary).
- 2 In pairs, all the pupils ask and answer the questions.
- 3 Arrange a feedback session: the pupils tell the class what their partner told them.

Period 5**INTRODUCTION ACTIVITY 4 mins**

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Work in pairs. Talk about the pictures in the text. 13 mins

- 1 Point to the pictures of the girl and the boy. Ask **What is she doing?** (she's weighing herself) **What is he doing?** (he's studying)

- 2 Read number 1 to the pupils. Elicit an answer (she's worried about her weight).
- 3 In pairs, the pupils answer the questions.

Answers: 1 She's worried about her weight. 2 He's working very late. He isn't sleeping well. 3 They are worried. 4 It's a self-help text. It tells them what is not good about the things they are doing.

ACTIVITY 2 Read and mark the statements true (✓) or false (X). 13 mins

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

Answers: 1 X 2 X 3 X 4 X 5 ✓

Work in pairs. Check your answers and correct the false ones.

- 1 In pairs, the pupils check their answers.
- 2 They correct the false sentences (1, 2, 3 and 4).
- 3 Check the answers orally.

Answers: 1 The picture of the girl goes with question 1. 2 Idea c is good. 3 Idea c is good. 4 Idea 1b is not a good thing to do.

ACTIVITY 3 Listen and read aloud. 10 mins 

- 1 Play recording. Pause CD after each sentence for pupils to read aloud.
- 2 Pupils listen and read the texts aloud.

CD1 Audio 41

The healthy living quiz
by Julie Good

Do you live a healthy life? You'd better do our quiz and find out!

- 1 You've been putting on weight, and you want to lose some. Should you:
 - a start missing complete meals?
 - b stop eating things like bread and rice?
 - c do more exercise?
- 2 You've been studying late every night for a big test, and you've been drinking coffee to stay awake. But when you go to bed, you can't sleep! Should you:
 - a do lots of exercise before bed to make yourself tired?
 - b stop trying to sleep and go back to your books?
 - c stop drinking coffee late, finish work earlier and do something quiet before bed?

Answers

- 1, a *This is bad for you, so you'd better find another way.*
 1, b *Your body can use fat instead of these things, and so you lose weight. But this can be unhealthy and dangerous, so you'd better not do this.*
 1, c *This is the best way. What about walking for an hour every day? You could start a new sport, too.*
 2, a *Exercise every day can help you sleep – but not exercise just before bed.*
 2, b *Bad idea! When you're tired, you'd better not go on. You can't learn anything.*
 2, c *Coffee keeps you awake, so don't drink coffee late. And yes, do something quiet. This will help you to sleep.*

Period 6**INTRODUCTION ACTIVITY 4 mins**

- 1 Ask the pupils questions about the topic in the previous period – healthy living: **What is the best way to lose weight? Is it a good idea to miss complete meals? Is it a good idea to do exercise before you go to bed?**
- 2 Choose pupils to ask more questions. Choose other pupils to answer.

ACTIVITY 1 Read to find information. 10 mins**First, read what these people want to do. Then get the information from the quiz to do these tasks.**

- 1 Ask pupils to read the three speech bubbles to the class.
- 2 Elicit suggestions from the pupils about what is wrong with their ideas. If necessary, they can refer back to the text they read in period 5.
- 3 Elicit suggestions about what the three people should do instead.

Answers: 1 *She shouldn't do exercise before she goes to bed. She should finish work earlier and do something quiet before going to bed.* 2 *He shouldn't stop eating. He should do more exercise.* 3 *She shouldn't go to bed so late or get up so early. She should go to bed early. She shouldn't work when she is tired.*

ACTIVITY 2 Work in pairs. Develop conversations with speakers 1–3 in activity 1. 10 mins**Follow these steps.**

- 1 Demonstrate the task with a pupil. Say you are person 2.
- 2 Start the conversation, for example *I really want to lose weight fast, so I think I'd better stop eating for a week.*
- 2 The pupils says the reply, for example *I don't think that's a good idea.*

- 3 Continue the conversation. Help the pupil to say his/her part.
- 4 In pairs, all the pupils practise giving advice to all three people with problems.

ACTIVITY 3 Read quiz question 1 and the answers again. Then do the activities. 8 mins

- 1 Choose pupils to read the questions to the class.
- 2 The pupils read the first part of the text again silently. They answer the questions.

Answers: 1 *bread and rice* 2 *walking, sport*

ACTIVITY 4 Read quiz question 2 and the answers again. Then do the activities. 8 mins

- 1 Choose pupils to read the questions to the class.
- 2 The pupils read the second part of the text again silently. They answer the question and give their reasons.

Answers: 1 *c, b, a*

Period 7**INTRODUCTION ACTIVITY 4 mins**

- 1 Revise the words from the two vocabulary sets in the unit with 'Word Bingo', like this:
 - Write all the words from the two vocabulary sets on the board.
 - Tell the pupils to choose five of the words and write them in their notebooks.
 - Say words on the board at random and circle them; if the pupils hear one of their words, they circle it in their notebooks.
- 2 The first pupil to circle all their five words is the winner.

ACTIVITY 1 Look at the verbs and nouns. Complete the sentences with them. Make any changes needed. 8 mins

- 1 Read the pairs of verbs and nouns to the pupils.
- 2 Show the pupils that the verb *sleep* and noun *sleep* have been used to complete number 1.
- 3 The pupils complete the other sentences with the other verbs and nouns.

Answers: 1 *sleeping, sleep* 2 *answer, answers* 3 *walked, walk* 4 *help, help* 5 *started, start* 6 *drinking, drink*

ACTIVITY 2 Listen and check. Now practise in pairs.

10 mins 

- 1 Play recording. The pupils listen and check their answers.
- 2 Check the answers orally.

UNIT 4

- 3 Choose a pair of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

CD1 Audio 42

Narrator: 1

Boy 1 *Ali hasn't been sleeping very well at night.*

Boy 2 *I think that's because he always has a sleep in the afternoon!*

Narrator: 2

Girl 1 *Did Muneera answer all the questions in her test last week?*

Girl 2 *Yes, and all her answers were right!*

Narrator: 3

Boy 1 *I walked for hours by the river, all the way to the waterfall.*

Boy 2 *Ah, yes, that was a beautiful walk, wasn't it?*

Narrator: 4

Girl 1 *Thank you for all your help on Monday.*

Girl 2 *Oh, that's OK. I didn't really help very much.*

Narrator: 5

Boy 1 *Have you started cleaning the kitchen yet?*

Boy 2 *Yes, I made a start 20 minutes ago, but I'll need an hour to finish.*

Narrator: 6

Girl 1 *We're drinking orange juice. Would you like some, too?*

Girl 2 *Thanks, but I'd really just like a drink of cold water, please.*

ACTIVITY 3 Find and write the names of the fruit and vegetables. 5 mins

- 1 Show pupils the picture and elicit words for the fruit and vegetables (*oranges, grapes* etc.).
- 2 Point to the first jumbled word. Help the pupils to unjumble it (*dates*).
- 3 The pupils unjumble the rest of the words.
- 4 Check the answers orally.

Answers: 1 *dates* 2 *bananas* 3 *apples* 4 *figs* 5 *grapes*
6 *onions* 7 *oranges* 8 *potatoes* 9 *olives* 10 *tomatoes*
11/12 *melons, lemons*

ACTIVITY 4 List five kinds of fruit and vegetables that you really like. Choose from 1–12 in activity 3. 8 mins

- 1 Read the example sentence to the pupils. Focus on the use of commas. Make sure they understand that there is no comma before *and*.
- 2 Help the pupils to make sentences about fruit and vegetables they like. They should list at least five.
- 3 The pupils write the sentences in their books.

- 4 Repeat with fruit and vegetables that the pupils dislike.

ACTIVITY 5 Work in pairs. Talk about your likes and dislikes. 5 mins

- 1 Say an example sentence to the pupils, for example, ***I really like apples. What about you?***
- 2 Help the pupils to choose an appropriate answer, for example *I do, too.* or *I don't. I really like / don't like them.*
- 3 Choose pupils to say what they like or do not like. Choose other pupils to reply.
- 4 In pairs, all the pupils practise talking about the fruit and vegetables they like or do not like.

Period 8

INTRODUCTION 4 mins

- 1 Review saying lists from the previous period with the pupils: write these categories on the board: *fruit, vegetables, other food, school subjects and sports*.
- 2 Elicit words for each group from the pupils.
- 3 Choose a pupil, point to one of the categories and say, for example – *A list with like*.
- 4 Help the pupils to say, for example, *I like football, basketball, volleyball and running*.
- 5 Repeat with other pupils and other categories, using *like* and *don't like*.

ACTIVITY 1 Read sentences 1–4. 13 mins

- 1 Read the sentences to the pupils. Focus on the use of *had better*, *had better not*, *could* and *What about*. Focus on the verb forms too – simple form or *...ing* form.

Look at the sentences. Choose the best way to complete statements 1–4.

- 2 Read number 1 to the pupils. Elicit the answer (*in 1–2 and in 3–4*).
- 3 Repeat with the other sentences. Help the pupils to understand that these are ways of giving advice and suggesting ideas. Also, make sure the pupils realize that *What about ...* goes with the *...ing* form of the verb.

Answers: 1 *in 1–2 and in 3–4* 2 *an idea, some advice*
3 *making a suggestion* 4 *What about starting a new sport?*

ACTIVITY 2 Add *You had (You'd) better ...* or *You had (You'd) better not ...* 10 mins

- 1 Make sure the pupils understand the difference between *You had better* and *You had better not*.
- 2 Read the first sentence to the pupils. Help the pupils to complete the sentences with the correct form of *had better*.
- 3 Check the answers orally.

Answers: *You'd better not go to school today. You'd better take this medicine. You'd better stay in bed. You'd better not try to do anything today.*

ACTIVITY 3 Add suggestions. Choose from these forms, and use the words in the brackets. 13 mins

- 1 Show pupils the ways of making suggestions. Make sure they understand that *You could ...* and *What about ...?* mean the same. Draw attention again to the difference in structure: with *You could* we use the simple form of the verb, and with *What about ...?* we use the *...ing* form.
- 2 Read number 1 to the pupils. Help the pupils to complete the sentence (*or what about having some burgers*).
- 3 Read number 2 to the pupils. Help them to make a sentence with *You could ...* (*You could get some apples – or you could get a melon.*)
- 4 The pupils complete the rest of the sentences.
- 5 Call pupils to the front to write the answers on the board.

Answers: (*Answers may vary*) 1 *What about having some chicken – or what about having some burgers? You could get some apples – or you could get a melon?* 2 *What about going swimming – or what about going running? You could read this book – or you could go on the Internet?*

Period 9

INTRODUCTION ACTIVITY 4 mins

- 1 Review the ways we use *had better* in English. First, write a list of cues for problems on the board: *tired, ill, hungry, thirsty, nervous* etc.
- 2 Say, for example, *I'm tired*. Help the pupils to give you advice with *had better* – *You'd better go to bed early tonight, You'd better not go to bed late* etc.
- 3 Repeat with other problems, and elicit other advice with *had better*.
- 4 Choose pupils to say they've got a problem; choose other pupils to give them advice.

ACTIVITY 1 Work in pairs. Ask and answer questions about these people. Then write. 13 mins

- 1 Read number 1 to the pupils. Show them how the words *talk, for hours* are made into the question *How long have they been talking?* and the answer *They've been talking for hours*.
- 2 In pairs, the pupils say the questions and answers, then write them.

Answers: 1 *How long have they been talking? They've been talking for hours.* 2 *How long has he been sleeping? He's been sleeping all day.* 3 *How long has she been cooking? She's been cooking for two hours.* 4 *How long has he been watching television? He's been watching television since 10:00.* 5 *How long have they been playing? They've been playing since 11:30.*

ACTIVITY 2 Work in pairs. Take turns at giving advice.

10 mins

- 1 Read situation 1 to the pupils. Choose a pupil and help him / her to give advice.
- 2 Encourage the pupil to think of extra advice (*You'd better not go to school* etc.).
- 3 In pairs, all the pupils practise talking about problems and giving advice.

ACTIVITY 3 Work in pairs. Take turns at making suggestions. 13 mins

- 1 Read the example dialogue to the pupils.
- 2 Elicit substitutions from the students and put some of these on the board.
- 3 Call on pairs of pupils to re-use the dialogue with their choice of substitutions.
- 4 In pairs, all the pupils practise the dialogue and substitutions.
- 5 Ask the pupils to suggest other problems and other ideas, for example: *Our teacher says we need to get ready for a test tomorrow. I see. Well, you could study for an hour, and then go to bed early.*
- 6 Put some of these on the board.
- 7 In pairs, all the pupils practise talking about problems and making suggestions.

Period 10

INTRODUCTION ACTIVITY 4 mins

- 1 Review the language of the unit with a game of noughts and crosses. Write these words in the noughts and crosses squares on the board: *how long, for, since, you'd better, you should, you'd better not, you shouldn't, been talking, been playing, been reading*.
- 2 Divide the class into two teams, X and O. Pupils from the teams take turns to choose squares and make sentences or questions with the words.
- 3 If the sentence or question is correct, put the team's mark, X or O, in the square.
- 4 The first team to make a straight line of three squares gets a point.
- 5 If you have time, repeat until all the pupils have had a turn, then announce the winning team.

ACTIVITY 1 Look at the pictures. Say what may be wrong.

5 mins

- 1 Point to each of the pictures. Help the pupils to identify and say the problems. (*Her teeth are hurting etc.*)

ACTIVITY 2 Listen to the speakers and complete the table. 12 mins 

- 1 Read all the information in the table to the pupils.
- 2 Play recording. The pupils listen.
- 3 Play recording again. In pairs, the pupils add information to the table.
- 4 Play recording again. The pupils check the table.
- 5 Check the answers orally.

CD1 Audio 43

Narrator: Part 1

Girl 1: *What's wrong, Muneera? You don't look very well.*Muneera: *My mouth has been hurting a lot recently.*Girl 1: *Poor you! How long has this been going on?*Muneera: *For about a week.*Girl 1: *What have you been doing about it?*Muneera: *Not much. I've been busy.*Girl 1: *Well, what about phoning and asking to see the doctor?*Muneera: *Good idea. I think I'll do that now.*

Narrator: Part 2

Boy: *What's wrong, Ali? You don't look very happy.*Ali: *I've been missing my brother in America recently. He's studying in Washington.*Boy: *That's sad. How long has he been over there?*Ali: *For about two weeks.*Boy: *What contact have you been having with him since then?*Ali: *Not much. Just one short phone call. He's had a lot to do.*Boy: *Well, why not email him and ask how he is?*Ali: *Good idea. I think I'll do that this evening.*

Narrator: Part 3

Girl 2: *What's wrong, Huda? You look very sad.*Huda: *I've been thinking about my grandfather. He's ill in hospital.*Girl 2: *That's bad news. How long has he been in hospital?*Huda: *For the last two days.*Girl 2: *What have you been doing to help?*Huda: *Nothing much, and I feel bad. But I haven't had time.*Girl 2: *Well, what about visiting him today and taking some flowers?*Huda: *Good idea. I think I'll do that this afternoon.*

Answers: 1 Muneera / mouth has been hurting a lot / a week / phone ask for an appointment 2 Ali / missing his brother in America / two weeks / email, ask how he is 3 Huda / has been thinking about her grandfather in hospital / two days / visit him, take some flowers

ACTIVITY 3 Practise your pronunciation: intonation in *wh* questions and *wh* suggestions. 6 mins

- 1 Model examples of questions with falling intonation, for example ***What's your name? Where do you live? What time do you get up?*** etc.
- 2 Model examples of questions with rising intonation, for example ***Do you live here? Does your father work at the school? Do your friends like music?***
- 3 Play recording. The pupils listen for falling or rising intonation.
- 4 Play recording again. The pupils check their answers.

CD1 Audio 44a *What's wrong, Muneera?*b *How long has this been going on?*c *What have you been doing about it?*d *Well, what about phoning and asking to see the doctor?***Answers:** All the questions have falling intonation.

- 5 Play each question on recording. The pupils repeat chorally with falling intonation.

ACTIVITY 4 Work in pairs. Mark the questions (↗) or (↘). Then act out the conversation. 12 mins

- 1 Read the dialogue to the pupils.
- 2 The pupils mark the questions with up or down arrows.

Answers: All the questions have falling intonation.

- 3 Choose a pair of pupils to read the dialogue.
- 4 As they read, make sure they use falling intonation for the questions.
- 5 In pairs, all the students practise reading the dialogue. Circulate and make sure they are using suitable intonation for the questions.

Period 11**INTRODUCTION** 4 mins

- 1 Remind the pupils about the falling intonation at the end of questions with *wh* questions.
- 2 Read the dialogue in activity 4 in the previous period to the pupils again.
- 3 Choose pairs of pupils to read the dialogue to the class.

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

- 1 The pupils read the incomplete sentences.
- 2 Play recording. The pupils listen.
- 3 Play recording again. The pupils complete the sentences.
- 4 Play recording a third time. The pupils check their answers.
- 5 Check the answers orally.

CD1 Audio 45

- 1 *Deema has been putting on weight recently, so she has started doing more exercise.*
- 2 *Sami has been waking up late, missing breakfast and eating junk food, so he'd better start getting fit and healthy.*
- 3 *You should stop drinking coffee in the evening, finish work earlier and just do something quiet before bed.*

Answers: 1 *putting on weight, doing more exercise*
 2 *missing breakfast, he had better start getting fit and healthy.*
 3 *should stop drinking, finish work earlier, do something quiet*

ACTIVITY 2 Match these Unit 4 verbs to the dictionary entries. Complete the entries. 8 mins

- 1 Read the list of verbs to the pupils.
- 2 Show the pupils how *study* is the first verb.
- 3 Help the pupils to complete the rest of the example sentences for *study* (*study, studied*)
 The pupils complete the rest of the dictionary entries.

Answers: *a study: studying, study, studied b get on: getting on, got on, get on c lose: lost, losing, lost d miss: missed, missed, is missing*

ACTIVITY 3 Find the meanings of the verbs. 8 mins

- 1 Read the first sentence to the pupils.
- 2 The pupils match the meaning of the verb in that sentence with the definitions.
- 3 The pupils match the meanings of the verbs in the other sentences.

Answers: 2, 2, 3, 3

ACTIVITY 4 Work in pairs. Make up more examples of the verbs in their other meanings. 10 mins

- 1 Focus on the verb *study*. The pupils make up sentences for definitions 1 and 3 of *study*, for example: *My father is studying English in his office./ I studied the newspaper to find the information.*
- 2 In pairs, the pupils make up sentences for all the other definitions of the verbs.

Period 12**INTRODUCTION ACTIVITY 4 mins**

- 1 Explain that in this period the pupils are going to write a problem letter, and an answer to a problem letter.
- 2 Elicit ideas for suitable problems from the pupils – arguments with friends, poor grades at school, sickness in the family etc.

ACTIVITY 1 Work alone. Think about an activity in your life and make notes. 20 mins

- 1 Read out the unit task.
- 2 Have a pupil read out task 1. Give an examples of something you yourself have been trying to do. Give the pupils time to think of their own activity.
- 3 Do task 2. Talk about yourself again. Say what you are happy about and what problems you have. Give the pupils time to work out their own points.
- 4 Do task 3. Make notes about yourself on the board. Give the pupils time to do the same.
- 5 Do task 4. Ask individuals to read out the language forms in 4a and offer one or two examples from your own situation. Give the pupils time to do the same. Have individuals read out the language forms in 4b. Invite pupils' suggestions and advice for you and your activity.

ACTIVITY 2 Work in pairs. Share problems, suggestions and advice. 16 mins

- 1 Use your own situation again. Take the B part in the conversation and invite individuals to take the A part.
- 2 The pupils carry out the conversation in pairs, taking turns as A and B.
- 3 If time allows, ask pupils to work with different partners.

People and games

Aims to understand and use possessive pronouns; to understand and use *too* and *either* to agree with an opinion; to understand and use *someone, something, somewhere, everyone, everything, every where*

Key language *club, coach, compete, either, everything, everywhere, invent, kick, miss, part, practise, proud, rule, soccer, somewhere, sports bag, training, whose*

Language structures possessive pronouns; *too* and *either* in answers; indeterminate pronouns with *some* – and *every* –

Materials Pupil's Book, CD

Period 1

INTRODUCTION ACTIVITY 4 mins

- 1 Read the title of the unit to the pupils. Explain that they will be talking about sports.
- 2 Talk with the pupils about sports. Ask questions such as **What are your favourite sports? Why do you like them? How can we get better at sports?**

ACTIVITY 1 Listen and repeat. 6 mins

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

CD2 Audio 1

*club coach either miss practise soccer
sports bag training whose*

ACTIVITY 2 Describe the picture on page 53. 7 mins

- 1 Point to the picture on page 53. Ask the pupils where they are (at the Haifawis house) and who the people are (Yasmeen, Adnan and Omar).
- 2 Read the beginning of sentence 1 (Omar). Help the pupils to match the rest of the sentence (*is sitting in the kitchen with Adnan*).
- 3 The students match the rest of the sentences.

Answers: 1 Omar is sitting in the kitchen with Adnan. 2 They seem to be eating breakfast there. 3 There is a big sports bag near the door, 4 and this may mean that someone has training today.

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 Read the questions to the pupils. Play recording 2. The pupils listen to the questions.
- 2 Play recording 3. The pupils listen.
- 3 Play recording 2 again. In pairs, the pupils answer the questions.
- 4 Play recording 3 again. The pupils check their answers to the questions.
- 5 Check the answers orally.

CD2 Audio 2

- 1 What do Yasmeen and Adnan both plan to do this evening?
- 2 What are their teams both going to do tomorrow?
- 3 What language problem does Omar have with his cousins?
- 4 Which match is Omar going to watch tomorrow?

CD2 Audio 3

Narrator: Omar has seen a big sports bag. It isn't his, so he asks Adnan.

Omar: Whose is that sports bag, Adnan? Is it yours, or is it Yasmeen's?

Adnan: It's hers. Mine is over there by the stairs.

Yasmeen: (Yasmeen arrives.) Yes, I've got training at the club today. Our coach says we really mustn't it. We have to practise more.

Adnan: I mustn't miss my training, either. You see, Omar, our teams both have big matches tomorrow.

Omar: What kind of sport do you mean? Basketball? Volleyball?

Yasmeen: No, soccer.

Omar: Soccer? What's that? I've never heard of it.

Adnan: Oh, yes, it's soccer here in America, but everyone else calls it football.

Omar: Ah, football! I love the game.

Yasmeen: I do, too.

Omar: But football isn't a game for girls, is it? Not like volleyball.

Yasmeen: I don't agree.

Adnan: I don't, either. Lots of girls play it here.

Yasmeen: It's a game for everyone, and it's my favourite.

Omar: Mine, too. I really miss football!

Adnan: What about training with me this evening?

Omar: Fantastic! And can I come and watch your match tomorrow?

Adnan: Yes, it'll be good. Our team are going to win!

Yasmeen: Ha! You should come and watch our game, Omar. Ours will be much better than theirs!

Answers: 1 They both plan to do training. 2 They are both going to play big matches. 3 Adnan calls the game soccer, but Omar calls it football. 4 He's going to watch Adnan's match.

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

8 mins 

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 3 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

INTRODUCTION ACTIVITY 4 mins

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 8 mins

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

Answers: 1 sports bag 2 soccer 3 missed 4 practice, either 5 training 6 Whose 7 club, coach

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

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

CD2 Audio 4

Narrator: 1

Boy 1: What have you got in your sports bag?

Boy 2: I've got my trainers and all my football things.

Narrator: 2

Girl 1: Why do Americans say 'soccer' for the game of football?

Girl 2: Football means American football to them, so they need a different name.

Narrator: 3

Boy 1: Did Fuad score?

Boy 2: He almost did, but he missed – three times!.

Narrator: 4

Girl 1: It wasn't a very good game yesterday. Our team need to win more.

Girl 2: I didn't enjoy the game, either.

Narrator: 5

Boy 1: Have we really got training again this evening?

Boy 2: Yes, we're going every day this week – before the big match.

Narrator: 6

Girl 1: Whose are these socks? Are they Ahmed's?

Girl 2: Yes, I think they are. His socks are that colour.

Narrator: 7

Boy 1: We don't have a school team, so we went to the club in our town.

Boy 2: That way, we can play games and also get help from our fantastic coach.

ACTIVITY 3 Read again and answer the questions. 8 mins

- 1 Read the set of questions to the pupils.
- 3 The pupils read the conversation and answer the questions.
- 4 Check the answers orally.

Answers: 1 It's Yasmeen's. 2 Because they both have important matches tomorrow. 3 Because soccer is an American word; he calls it football. 4 He doesn't think it's a game for girls. 5 They say that lots of girls play it in America. 6 He invites Omar to train with him. 7 He thinks his team will win. 8 She thinks her match will be much better.

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

- 1 Play recording 3 again. The students listen.
- 2 Choose groups of three pupils to read the conversation aloud.
- 3 In groups of three, all the pupils practise reading the conversation.

Period 3

INTRODUCTION ACTIVITY 4 mins

- 1 Talk with the pupils about the story episode in the previous period. Ask questions such as **Where was Adnan going? Where was Yasmeeen going?**
- 2 Elicit what pupils in Palestine do. Ask questions such as **What sports do girls do in Palestine? What sports do boys do in Palestine?**

ACTIVITY 1 Read sentences 1–4. 13 mins

- 1 Read the sentences to the pupils. Focus on the possessive adjectives (*my, our*) and the possessive pronouns (*mine, ours*). Make sure the pupils understand the difference.

Complete the table with possessive pronouns from above and the conversation.

- 2 Show the table to the pupils; help them to add *mine* and *ours* to the table.
- 3 The pupils find the rest of the possessive pronouns in the conversation in period 2.

Answers: *mine, yours, his, hers, ours, yours, theirs*

Teaching Tip

The possessive adjective and pronoun for *it* are *its* and *its*. These are the dog's biscuits.
They are *its* biscuits.
They are *its*.
These are very uncommon words. They are also easy to confuse with *it's* (= *it is*) For this reason, they are not taught in Grade 8.

Look at the sentences again. Add possessive adjective or possessive pronoun.

- 4 The pupils read the sentences in activity 1 again.
- 5 Help the pupils to complete the first sentence (possessive adjective).
- 6 The pupils complete number 2.

Answers: 1 possessive adjective 2 possessive pronoun, possessive adjective

ACTIVITY 2 Work in groups. Have a conversation about these things. 10 mins

- 1 Read the list of clothes to the pupils.
- 2 Choose a pupils and act out the conversation with him/her. Help the pupil to use *It is / They are* plus the possessive adjectives and possessive pronouns.
- 3 Repeat with another item of clothing and another pupil.
- 4 In pairs, all the pupils practise the conversation, talking about different items of clothing.

ACTIVITY 3 Work in groups of three or four. Have conversations about your things. 13 mins

- 1 Collect an item from six pupils – for example, a pen, pencil or a notebook.
- 2 Make sure the pupils can identify their own items. Ideally, each item should have the pupil's name on it.
- 3 Hold up one item and ask, for example, *Is this your pencil, Hassan?*
- 4 Help the pupil to answer appropriately: *It isn't mine. Is it your pencil, Omar?*
- 5 Continue round the class. Return the items.
- 6 In groups of three or four, the pupils each put an object in a pile in the middle of the group. Then they practise the conversation.

Period 4

INTRODUCTION ACTIVITY 4 mins

- 1 Revise possessive pronouns, like this:
 - Choose a pupil's book, pick it up and say, for example, *This is his book.*
 - Choose another pupil and help him to say *It's his.*
 - Repeat with other sentences such as *This is your bag, This is our classroom, This is my pencil case* etc. Help the pupils to say sentences with possessive pronouns: *It's yours, It's ours, It's mine* etc.
- 2 Repeat with other pupils.

ACTIVITY 1 Listen and repeat. 5 mins

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

CD2 Audio 5

*compete everything everywhere invent
kick part proud rule somewhere*

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 10 mins

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

CD2 Audio 6

Narrator: 1

Boy 1: *What was Alexander Graham Bell famous for?*Boy 2: *He invented the telephone.*

Narrator: 2

Girl 1: *Great news! Jameela is in the school team.*Girl 2: *Yes, and her family are all very proud of her.*

Narrator: 3

Boy 1: *The first part of the match was terrible: our team played really badly.*Boy 2: *Yes, but after the first twenty minutes, they got better and better.*

Narrator: 4

Girl 1: *We've got a lot of things to do before our trip.*Girl 2: *Yes, and we have to finish everything today.*

Narrator: 5

Boy 1: *How far can you kick this ball?*Boy 2: *All the way to the end of the pitch!*

Narrator: 6

Girl 1: *What's the football rule about touching the ball?*Girl 2: *Players can't touch it with their hands.*

Narrator: 7

Girl 1: *Fareeda is an excellent volleyball player, and she's training really hard.*Girl 2: *Yes, I think she's hoping to compete for a place in the national team.*

Narrator: 8

Boy 1: *I've been looking for my school bag everywhere, but I can't find it.*Boy 2: *Maybe it's somewhere under your other things in your very untidy room!*

Answers: 1 invented 2 proud 3 part 4 everything 5 kick 6 rule 7 compete 8 everywhere, somewhere

ACTIVITY 3 Listen and check. Then practise in pairs.8 mins 

- 1 Play recording 6. The pupils listen and check their answers.
- 2 Check the answer 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 label the speakers with their sports.7 mins 

- 1 Read the names and the list of sports to the pupils. Say the abbreviations and elicit the sports (*R – go running, F – play football* etc.).
- 2 Play recording. The pupils listen.

- 3 Play recording again. The pupils write the letters for the sports next to each person.
- 4 Play recording again. The pupils check their answers.
- 5 Check the answers orally.

CD2 Audio 7

Researcher: *Excuse me, Salem. We're trying to find out more about the way people live. This time, we're asking about sports.*

Salem: *I see. How can I help?*

Researcher: *Thank you. I need to ask you some questions. It won't take long.*

Salem: *Well, OK then. What would you like to know?*

Researcher: *Well, tell me this. What kinds of sport do you do?*

Salem: *Well, I often play football.*

Researcher: *And do you do anything else?*

Salem: *Yes, I often go swimming, too.*

Researcher: *Thank you, and now can I ask you, Fatima?*

Fatima: *Yes, fine.*

Researcher: *Thank you. Here's the first question. What kinds of sport do you like?*

Fatima: *Well, I play volleyball a lot.*

Researcher: *And do you do anything else?*

Fatima: *Yes, I go running a lot, too.*

Researcher: *Thank you, and now can I ask you, Hazem?*

Hazem: *OK, that's fine with me.*

Researcher: *Thank you. So, first, can I ask this? What kinds of sport do you do?*

Hazem: *Well, I sometimes play basketball.*

Researcher: *And do you do anything else?*

Hazem: *Yes, I sometimes play table tennis, too.*

Answers: Salem: F, S Fatima: V, R Hazem: B, T

ACTIVITY 5 Work in pairs. Ask and answer questions. 6 mins

- 1 Ask a pupil to choose a role – Salem, Fatima or Hazem.
- 2 Ask the pupil questions about sports, for example **What kind of sport do you do? Do you do anything else?**
- 3 Change roles; the pupil asks you about sport.
- 4 In pairs, all the pupils choose roles. They ask and answer questions about sports.

Period 5**INTRODUCTION ACTIVITY 4 mins**

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.

- Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Look at the picture. Answer questions. 12 mins

- 1 Show the pupils the picture of the game.
- 2 Ask the questions and elicit the answers. Help the pupils with some of the words they will need for: the modern game – *stadium, pitch, rules, team, 11 players*; the game in the picture – *fighting, running, cross-country, battle*; for the clothes – *shirts, boots, shorts*.

Answers: 1 *It's a type of football.* 2 *Because of the clothes, the buildings and the way they are playing* 3 *This game isn't in a stadium; there are not 11 players in the team; there isn't a pitch; the rules are very different; the players are fighting; they are running cross-country; it's like a battle* 4 *The players aren't wearing their teams' sports kit – shirts, shorts, boots.*

ACTIVITY 2 Read and mark the sentences true (✓) or false (X). 14 mins

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

Answers: 1 ✓ 2 X 3 X 4 ✓ 5 X

Work in pairs. Check your answers and correct the false ones.

- 3 In pairs, the pupils check their answers.
- 4 They correct the false sentences (1, 2, 3 and 5).
- 5 Check the answers orally.

Answers: 1 *People have always loved to compete their hardest with others.* 2 *Games didn't have clear rules long ago.* 3 *Players from different teams decided the rules.* 5 *They do sports because many people think that sport helps to make us better people.*

ACTIVITY 3 Listen and read aloud. 10 mins

- 1 Play recording. Pause CD after each sentence for pupils to read aloud.
- 2 Pupils listen and read the texts aloud.

CD2 Audio 8

People and games

People have been playing team games since ancient times. But why? Well, people have always loved to be part of a great team, to compete their hardest with others, and to win, too. We still love our games, but games have changed. They have changed because now there are clear rules. These make everything about a game clear to everyone.

Take football, for example. In the past, hundreds of people sometimes played for days. There were no 'rights' and 'wrongs' – and matches were not very safe, either: players often kicked each other more than the ball! Then, in 1863, players from different teams met, decided the rules together and invented the modern game.

The rules have helped to make football the world's favourite sport. People everywhere understand it and play it. So at any time someone somewhere in the world is scoring a goal. That someone is often a young player in a school game. But why play football at school? Well, many people think that sport helps to make us better people, and so games are an important part of school life in many countries. They include football and other games like volleyball and basketball, and teams from different schools compete hard to win. When they do, everyone down to the smallest pupil is proud and excited!

Did you know?

- 3 Choose pupils to read a sentence each from the box.
- 4 Ask questions such as **When was Palestine the top team from Asia in the World Cup? When is Palestine's National Sports Day?** The pupils answer the questions.
- 5 Ask pupils about the Palestine football team and other Palestinian sports teams now, for example **Are they successful? What competitions do they play in?**

Period 6

INTRODUCTION ACTIVITY 4 mins

- 1 Ask the pupils questions about the topic in the previous period – the history of football: **How was football different hundreds of years ago? When did people write the rules of football? Why is it good to play football at school?**
- 2 Choose pupils to ask more questions. Choose other pupils to answer.

ACTIVITY 1 Read to find information. 10 mins

- 1 Choose pupils to read the speech bubbles to the class.

Now get information from the text on page 56 to answer them.

- 2 Read the next instruction to the pupils. The pupils look at the text again to find out how the old game of football needed to change.

- 3 Help the pupils express their ideas. *They needed to have rules. They needed to play on a pitch etc.*
- 4 Repeat with the next instruction. The pupils look at the text again to find how games can help to make people better.
- 5 Help the pupils to express their ideas. *They get fit. They learn about being part of a team. They learn to try hard.*
- 6 Help pupils to express other ideas that are not in the text, for example *They develop new ideas. They develop hand-eye co-ordination.*

Answers: Example answers 1 *They needed to have rules; they needed to play on a pitch; they needed to stop fighting; they needed to use team colours.* 2 *They get fit; they learn about being part of a team; they learn to try hard.*

ACTIVITY 2 Read again and answer the questions. 10 mins

- 1 Choose pupils to read the questions to the class.
- 2 The pupils read the texts again and answer the questions.
- 3 Check the answers orally.

Answers: 1 *Because they have always loved learning to be part of a team, to compete and to win.* 2 *Hundreds of people played; the game went on for days; it wasn't safe, players kicked each other more than the ball.* 3 *In 1863 teams got together to decide the rules.* 4 *Because people everywhere can understand it and play it.* 5 *Because sport helps to make us better people, we learn to compete hard, and we're proud and excited when we win.*

ACTIVITY 3 Read again and explain the underlined words.

8 mins

- 1 Find *why* in the text. Help the pupils to explain what it means (*What is the reason for this?*).
- 2 The pupils work out the meaning of the other underlined words.
- 3 Check the answers orally.

Answers: 1 *But what is the reason for this?* 2 *There were no things that you mustn't do, and not things that you must do.* 3 *The person who is scoring a goal somewhere in the world.* 4 *But what is the reason for playing football at school?* 5 *When they win*

ACTIVITY 4 Work in pairs. Discuss the questions. 8 mins

- 1 Read the first discussion point to the pupils. Help them to express their ideas.
- 2 In pairs, all the pupils discuss the points. Circulate and help the pupils with the vocabulary and grammar they need.
- 3 Arrange a feedback session: choose pupils to tell the class about their opinions.

Period 7

INTRODUCTION ACTIVITY 4 mins

- 1 Revise the words from the two vocabulary sets in the unit with 'Word Bingo', like this:
 - Write all the words from the two vocabulary sets on the board.
 - Tell the pupils to choose five of the words and write them in their notebooks.
 - Say words on the board at random and circle them; if the pupils hear one of their words, they circle it in their notebooks.
- 2 The first pupil to circle all their five words is the winner.

ACTIVITY 1 Make words from pairs of words. 5 mins

- 1 Read the words in the first box to the pupils.
- 2 Show the pupils how *basket* is combined with *ball* to make *basketball*.
- 3 The pupils combine the rest of the words.
- 4 Check the answers orally.

Answers: 1 *basketball* 2 *bedroom* 3 *birthday* 4 *earache*
5 *homework* 6 *landline* 7 *playground*
8/9 *someone/somewhere* 10 *waterfall*

ACTIVITY 2 Choose and write the correct words from activity 2. 8 mins

- 1 Read the definition in number 1 to the pupils. Elicit the word (*playground*).
- 2 The pupils write the words for the other definitions.

Answers: 1 *playground* 2 *landline* 3 *bedroom*
4 *someone* 5 *somewhere* 6 *waterfall* 7 *homework*
8 *birthday* 9 *earache* 10 *basketball*

ACTIVITY 3 Match the number dates with the written forms. Read them out. 8 mins

- 1 Show pupils the dates in the box. Help the pupils to read them (*two thousand and nine* etc.).
- 2 The pupils match the years in numbers with the words.

Answers: 1 1900 2 1908 3 1912 4 1986 5 2000
6 2009 7 2013 8 2027

Teaching tip

From 2010, there are two ways of saying the year: *two thousand and ten* *twenty-ten*
The second way is more common.

ACTIVITY 4 Work in pairs. Make statements with dates – like these. 10 mins

- 1 Read the first sentence to the pupils. Complete it with the year for yourself.
- 2 In pairs, all the pupils talk about the events in their lives; they can use the sentences in the books and others, with the year.

ACTIVITY 5 Do the puzzle. Find and match the names of sports to the pictures. 5 mins

- 1 Point to the first jumbled word. Ask **What sport is it?** (*basketball*)
- 2 Ask **What picture is it?** The pupils identify the picture.
- 3 The pupils unjumble the rest of the words and match them with the pictures.

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

Period 8**INTRODUCTION 4 mins**

- 1 Review saying years with a game. Divide the class into two teams and call one pupil from each team to the front.
- 2 Say a year, for example *1986*. The first pupil to write the number correctly, in figures (*1986*) gets a point for his/her team.
- 3 Repeat until all the pupils have come to the front, and then announce the winning team.

ACTIVITY 1 Read sentences 1–4. 8 mins

- 1 Read the sentences to the pupils. Focus on the use of *too* and *not ... either* for agreeing and disagreeing.

Look at the statements again. Complete statements 1–3 with positive or negative.

- 2 Read sentence 1 to the pupils. Help them to answer correctly (*positive*).
- 3 The pupils complete the rest of the sentences.

Answers: 1 *positive* 2 *negative* 3 *positive* 4 *negative*
5 *positive, negative*

ACTIVITY 2 Write short answers. Use *too* and *either*. Then practise in pairs. 10 mins

- 1 Read number 1 and number 2 to the pupils. Show them the example answers.
- 2 The pupils write the rest of the answers.
- 3 Check the answers orally.

Answers: 1 *Adnan has, too.* 2 *Yasmeen can't, either.*
3 *Yasmeen does, too.* 4 *Adnan's team will, too.* 5 *Yasmeen's team won't, either.* 6 *Palestinians don't call it that, either.*

ACTIVITY 3 Read sentences 1 and 2. 8 mins

- 1 Read the sentences to the pupils. Focus on the use of *everything/everyone* and *someone/somewhere*.

Look at the sentences again. Write *someone/something/somewhere* or *everyone/everything/everywhere*.

- 1 Read sentence number 1 to the pupils. Help them to complete the sentence correctly.
- 2 Repeat with number 2.

Answers: 1 *someone/something/somewhere*
2 *everyone/everything/everywhere*

ACTIVITY 4 Complete the conversation. Use words from activity 3. Then practise in pairs. 10 mins

- 1 Help the pupils to complete what the teacher says at the beginning.
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.
- 4 In pairs, all the pupils practise reading the conversation.

Answers: 1 *everyone* 2 *something* 3 *Someone*
4 *everywhere* 5 *somewhere* 6 *everything*

Period 9**INTRODUCTION ACTIVITY 4 mins**

- 1 Review the ways we express agreement or disagreement in English. First, write examples of food (*pizza, pasta*, + some Palestinian food) on the board.
- 2 Make sentences with *I like, I don't like, I eat, I don't eat* with the words on the board; for example, *I don't eat pizza*.
- 3 Elicit agreement or disagreement with the pupils – in this case, *I don't either*.
- 4 Choose pupils to express opinions, and other pupils to agree or disagree.

ACTIVITY 1 Complete the conversations. Use possessive pronouns and possessive adjectives. Then practise in pairs. 14 mins

- 1 Remind the pupils about possessive pronouns and possessive adjectives. Say possessive adjectives; the pupils reply with the possessive pronouns (*you – yours / her – hers / our – ours*).
- 2 Read number 1 to the pupils and help them to complete it.
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 (1) your (2) mine (3) my (4) yours
 2 (1) her (2) his (3) his (4) hers
 3 (1) our (2) theirs (3) their (4) ours

4 In pairs, all the pupils practise reading the conversations.

ACTIVITY 2 Complete the table. 12 mins

1 Copy the table on the board. Call pupils up to the front to complete it.

Answers: *someone something somewhere*
everyone everything everywhere

Complete the conversation. Use words from the table. Then practise in a group.

- 1 Help the pupils to complete what Deema says (*everyone, everything*).
- 2 The pupils complete the rest of the conversation.
- 3 Check the answers orally.

Answers: 1 *everyone* 2 *everything* 3 *somewhere*
 4 *everywhere* 5 *someone* 6 *something*

4 In groups of three, all the pupils practise reading the conversation.

ACTIVITY 3 Work in pairs. Make positive and negative statements. Answer with *too* or *either*. 10 mins

- 1 Read the example conversations to the pupils.
- 2 Choose pupils to practise number 1 and number 2 with. Help them to use *too* or *either* appropriately.

Now go on with these ideas.

- 3 Continue with numbers 3 and 4.
- 4 In pairs, all the pupils practise making the statements and replying with *too* or *either*.

Period 10

INTRODUCTION ACTIVITY 4 mins

- 1 Review the language of the unit with a game of noughts and crosses. Write these words in the noughts and crosses squares on the board: *someone, something, somewhere, everyone, everything, everywhere, mine, yours, theirs*
- 2 Divide the class into two teams, X and O. Pupils from the teams take turns to choose squares and make sentences or questions with the words.
- 3 If the sentence or question is correct, put the team's mark, X or O, in the square.
- 4 The first team to make a straight line of three squares gets a point.
- 5 If you have time, repeat until all the pupils have had a turn, then announce the winning team.

ACTIVITY 1 Listen to the conversation. Then do the tasks. 16 mins

- 1 Read the list of training activities to the pupils. Make sure they understand what all the activities are.
- 2 Play recording. The pupils listen.
- 3 Play recording again. The pupils write ✓ or ✗ in the columns for Adnan and Omar.
- 4 Play recording again. The pupils number the activities in the order they did them.
- 5 Play recording again. The pupils write the order (with numbers) that the boys did the activities in.
- 6 Copy the table on the board. Call pupils up to the front to add the answers.

CD2 Audio 9

Yasmeen: *So how did you get on?*

Adnan: *It was terrible!*

Yasmeen: *Was it very hard?*

Omar: *Yes, it was. First, we started with 20 minutes of exercises.*

Yasmeen: *Really! And what did you do then?*

Adnan: *Then we practised passing the ball.*

Yasmeen: *Oh, we did that, too. And what did you do after that?*

Omar: *After that, we practised kicking the ball down the field.*

Yasmeen: *Really? We didn't have to do that. And then what did you do?*

Adnan: *We ran round the pitch three times!*

Yasmeen: *Are you serious?*

Omar: *Yes, and then we practised running with the ball.*

Yasmeen: *Right. We did that too. And what then?*

Adnan: *We played a game for 20 minutes.*

Yasmeen: *Are you serious?*

Omar: *Yes! And we were getting really tired!*

Yasmeen: *I'm sure you were.*

Adnan: *We didn't finish for two hours!*

Omar: *And we didn't stop to have a rest, either!*

Yasmeen: *You can't be serious!*

Answers: *have a talk about the match ✗ play a game for (20) minutes ✓ 6 practise kicking the ball down the field ✓ 3 practise passing the ball ✓ 2 practise running with the ball ✓ 5 practise scoring goals ✗ run round the pitch (3) times ✓ 4 start with (10) mins of exercise ✓ 1*

ACTIVITY 2 Practise your pronunciation: showing interest with intonation. 10 mins

- 1 Model examples of questions with falling intonation, such as ***What's your name? Where do you live? What time do you get up?***

UNIT 5

- 2 Model examples of questions with rising intonation, such as **Do you live here? Does your father work at the school? Do your friends like music?**
- 3 Play recording. The pupils listen for falling or rising intonation.
- 4 Play recording again. The pupils check their answers.

CD2 Audio 10

Girl: So how did you get on?
Boy: Was it very hard?
Girl: Really!
Boy: Really?
Girl: Are you serious?
Boy: You can't be serious!

Answers: All have rising intonation.

- 5 Play recording again. The pupils listen and repeat chorally and individually.

ACTIVITY 3 Have a conversation about Yasmeen's training. Do these tasks. 10 mins

- 1 Each pupil chooses five activities for Yasmeen to do, in the table for activity 1.
- 2 The pupils number the activities in the order Yasmeen did them.
- 3 Choose one pupil. You are Omar. Read the conversation with the pupil; use rising intonation to show interest.
- 4 Ask more questions about Yasmeen's training.
- 5 In pairs, the pupil take the roles of Yasmeen and Omar, and practise the conversation.
- 6 The pupils swap roles; they practise the conversation again.

Period 11

INTRODUCTION 4 mins

- 1 Remind the pupils about using rising intonation to show interest. Help the pupils say the expressions from activity 2 in the previous period (*So how did you get on? Was it hard?* etc.) with rising intonation.
- 2 Invent things you've done recently (*I walked for 5 kilometres yesterday, I made lunch for twenty people, I ran in a marathon* etc.). Help the pupils to respond and show interest with suitable expressions.

ACTIVITY 1 Listen and write down what you hear.

10 mins 

- 1 The pupils read the incomplete sentences.
- 2 Play recording. The pupils listen.
- 3 Play recording again. The pupils complete the sentences.
- 4 Play recording a third time. The pupils check their answers.
- 5 Check the answers orally.

CD2 Audio 11

- 1 Omar's cousins love the game of football. It's their favourite, and it's his, too.
- 2 They're both going to go training this evening because they've got big matches tomorrow, and they really want to win.
- 3 People play football almost everywhere you go in the world. There are big national games and international competitions too, and the greatest of all is the World Cup.

Answers: 1 Omar's cousins love the game of football. It's their favourite, and it's his, too. 2 They're both going to go training this evening because they've got big matches tomorrow, and they really want to win. 3 People play football almost everywhere you go in the world. There are big national and international competitions, too, and the greatest of all is the World Cup.

ACTIVITY 2 Write about the cousins' training. Do these tasks. 12 mins

- 1 Show the pupils the paragraph in activity 3.
- 2 Help the pupils to complete the first sentence of both paragraphs. They should use possessive adjectives and pronouns from the table in period 3.
- 3 Read the list of time expressions to the pupils. They complete paragraph 1 with them.

Answers: See activity 3

ACTIVITY 3 Write the rest of paragraph 2. Use expressions from activity 2 question 2 again, and use the information from the table in period 10. 14 mins

- 4 Show the pupils the table in period 10. Remind them about Yasmeen's training activities.
- 5 Show them the time expressions too.
- 6 The pupils write about Yasmeen's training activities, using the time expressions.

Answers: Paragraph 1 *their, their, they, First, Then, Next, Then, Then, Finally*
Paragraph 2 *hers, her, she*

Period 12

INTRODUCTION ACTIVITY 4 mins

- 1 Explain that in this period the pupils are going to write a story.
- 2 Elicit ideas for stories that they write: surprises, disappointments, mysteries, comic events and son.

ACTIVITY 1 Do the tasks to tell a story. Then write it.

11 mins

- 1 Read the unit task to the pupils.
- 2 Help the pupils to complete paragraph 1.

Answers: 1 *yours* 2 *someone* 3 *too*

- 3 Show the picture to the pupils. Help them to understand how Omar scored the winning goal. Point out the names and the actions.
- 4 In pairs, the pupils describe what happened, using the names and actions on the picture.
- 5 The pupils write the second paragraph, describing what happened.

ACTIVITY 2 Do the tasks to tell and think of a true story.**Think about these ideas. 5 mins**

- 1 Read the ideas for a true story to the pupils.
- 2 In pairs, the pupils choose a story each; they spend a few minutes checking that they have all the vocabulary they need. During this time, circulate and help them with the vocabulary.

ACTIVITY 3 Tell the story in turns. 10 mins

- 1 The pupils tell each other about the story, using the time expressions from period 11 (*first, next, then, finally*).
- 2 The pupils correct each other's mistakes, then tell the stories to each other again.
- 3 Each pupil tells his/her story to the class. Remind the other pupils of Yasmeen's expressions in period 10 activity 2 to show interest (*Really? You can't be serious!*). The pupils respond using these expressions.

ACTIVITY 4 Write a title for your story. 10 mins

- 1 Each pupil decides on a title for the story. The title should begin with *How we / I / our class* etc.
- 2 The pupils write their stories of 5–6 sentences.

Friends

Aims to understand and use the zero conditional for things that are always true; to understand and use the first conditional for consequences of an event

Key language *adult, alone, at first, completely, danger, embarrass, embarrassed, horrible, if, immediately, in fact, natural, scare, scared, secret, situation, support, trust, worried*

Language structures zero conditional – *When + present simple, present simple*; first conditional – *if + present simple, will . . .*

Materials Pupil's Book, CD

Period 1

INTRODUCTION ACTIVITY 4 mins

- 1 Read the title of the unit to the pupils. Explain that they will be talking about friends and friendship.
- 2 Talk with the pupils about what good friends are. Ask questions such as **What do you do with your friends? Why do you like them? How often do you see them?**
- 3 Talk with the pupils about how friends can help each other. Ask questions such as **How can friends help each other? Have you ever given advice to a friend with a problem? Have your friends ever given you advice?**

ACTIVITY 1 Listen and repeat. 6 mins

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

CD2 Audio 12

*alone embarrassed horrible in fact natural
scared support worried*

ACTIVITY 2 Describe the pictures on page 65. 7 mins

- 1 Point to the picture on page 65. Ask the pupils who the people are (Tina and Nadia).
- 2 Ask the pupils to suggest how the people are feeling in the pictures, for example, *worried, unhappy, angry, surprised, happy*.
- 3 Read the beginning of sentence 1 (*In these three pictures*). Help the pupils to match the rest of the sentence (*Tina and Nadia are showing / very different feelings*).

- 4 The students match the rest of the sentences.

Answers: 1 *In these three pictures, / Tina and Nadia are showing / very different feelings.* 2 *In the first picture, / Tina seems very upset, / and Nadia has just seen this.* 3 *In the second picture, / Tina looks very angry / and she is shouting at Nadia.* 4 *In the same picture, / Nadia is not shouting back, / and she just looks worried.* 5 *In the last picture, / the two girls both look, / very happy together.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 Play recording 13. The pupils listen to the questions.
- 2 Play recording 14. The pupils listen to the dialogue.
- 3 Play recording 13 again. In pairs, the pupils answer the questions.
- 4 Play recording 14 again. The pupils check their answers to the questions.
- 5 Check the answers orally.

CD2 Audio 13

- 1 *Why was Tina worried about Tim yesterday?*
- 2 *How did she speak to Nadia?*
- 3 *What does she want to say to Nadia now?*
- 4 *How does Nadia feel about what happened?*

CD2 Audio 14

- Narrator:** *Two days ago, Tina's younger brother fell from a tree and hurt himself badly.*
- Nadia:** *Hi, Tina. What's the news from the hospital? How's Tim?*
- Tina:** *He was much better when we visited him last night.*
- Nadia:** *Great! And you look happier now. You were very upset yesterday morning.*
- Tina:** *Yes, I was really scared.*
- Nadia:** *Well, it's fantastic that you don't need to worry now.*
- Tina:** *Listen, Nadia, I want to say sorry for yesterday.*
- Nadia:** *Oh, because you shouted, 'Leave me alone!'*
- Tina:** *Yes. I know you were just trying to support me like a good friend.*
- Nadia:** *Well, I always want to help when a friend is upset.*
- Tina:** *And I was horrible back to you! I'm really sorry.*
- Nadia:** *It was only natural, so don't worry. Really.*
- Tina:** *You see, I sometimes say the wrong thing when I get upset. And when I think about it later, I always feel bad – and embarrassed, too.*
- Nadia:** *It's fine. I understood completely, and I wasn't angry.*
- Tina:** *Thanks, Nadia.*

Nadia: You see, when people are friends, they don't have to hide their feelings. In fact, they shouldn't hide them.
Tina: You really are a good friend, Nadia!

Answers: 1 Because he was in hospital. 2 She was horrible to her. 3 She wants to say sorry. 4 She understands and she isn't angry.

ACTIVITY 4 Listen and read. Find the words and phrases from activity 1. 8 mins

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 14 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

INTRODUCTION ACTIVITY 4 mins

- 1 Review the new words and phrases from the previous period with a dictation:
 1. Call a pupil up to the front and say one of the new words or phrases.
 2. The pupil writes the word or phrase on the board.
 3. Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
 4. Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 8 mins

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

Answers: 1 alone 2 supporting 3 horrible 4 In fact 5 natural 6 worried, worry 7 embarrasses, embarrassed 8 scare, scared

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

- 1 Play recording. The pupils listen and check their answers.

- 2 Check the answers orally.
- 3 Choose pairs of pupils to read the dialogues to the class.
- 4 In pairs, all the pupils practise reading the dialogues.

CD2 Audio 15

Narrator: 1
Girl 1: Who are you going to the party with?
Girl 2: I'm not going with anyone. I'm going alone.

Narrator: 2
Boy 1: Fuad is trying to get a place in the national basketball team.
Boy 2: Yes, and his dad supports him a lot. He takes him training every day.

Narrator: 3
Girl 1: Muneera always tries to help Ameer, but he just attacks her.
Girl 2: Yes, she's so nice to him, and he's so horrible back.

Narrator: 4
Boy 1: What do you think about that new building? Do you like it?
Boy 2: Well, no, I don't like it very much. In fact, I really dislike it a lot!

Narrator: 5
Girl 1: Fatima never talks to anyone. It isn't natural!
Girl 2: Well, some people are just very quiet. Not everyone talks all the time like you!

Narrator: 6
Boy 1: I'm worried. I think I did badly in that science test.
Boy 2: You shouldn't worry about it. You can't do anything about it now.

Narrator: 7
Girl 1: What sort of thing embarrasses you?
Girl 2: I'm always embarrassed when I stand up in front of everyone and speak.

Narrator: 8
Boy 1: Do any animals scare you?
Boy 2: Yes, snakes. I was really scared when I saw a snake very near me in the woods last month.

ACTIVITY 3 Read again and answer the questions. 8 mins

- 1 Read the questions to the pupils.
- 2 The pupils read the conversation and answer the questions.
- 3 Check the answers orally.

Answers: 1 She was scared. 2 She looks happier. 3 Her feelings changed when she visited her brother last night, because he seemed much better. 4 Because she was horrible to Nadia. 5 Nadia was trying to support her. 6 She says the wrong thing. 7 She feels bad and embarrassed. 8 She thinks they shouldn't hide their feelings.

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

- 1 Play recording 15 again. The students listen.
- 2 Choose pairs of pupils to read the conversations aloud.
- 3 In pairs, all the pupils practise reading the conversations.

Period 3

INTRODUCTION ACTIVITY 4 mins

- 1 Talk with the pupils about the story episode in the previous period. Ask questions such as **Why was Tina unhappy? What did she say to Nadia?**
- 2 Elicit ideas about friendship. Ask questions such as **Is Nadia a good friend? Why? What can Tina learn from Nadia?**

ACTIVITY 1 Read sentences 1–2. 10 mins

- 1 Read the sentences to the pupils. Focus on the way we use *when* with a verb (*when a friend is upset* etc.)

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

- 2 Read number 1 to the pupils. Elicit the answer (*two parts*).
- 3 Repeat with the other sentences. Help the pupils to understand that *when* is used here with a separate part of the sentence.

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

ACTIVITY 2 Match sentences 1–6 and a–f. Write out the complete sentences. 14 mins

- 1 Read the beginning of the first sentence (*When people are embarrassed*). Help the pupils to match it with the ending (*they often go red*).
- 2 The pupils match the rest of the sentences.
- 3 Call pupils to the front to write the complete sentences on the board.

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

1 *When people are embarrassed, they often go red.*
 2 *When people are scared, they often go white.* 3 *When people are worried or upset, they may sometimes be horrible to their friends.* 4 *When people are surprised, they may say things like 'Really?'* 5 *When people are pleased, they usually look happy*
 6 *When people are excited, they often shout and jump up and down.*

ACTIVITY 3 Work in pairs. Compare your feelings. 12 mins

- 1 Choose a pupil to read the dialogue with. Help the pupil to answer appropriately.

- 2 Practise the dialogue with another feeling, for example, *scared*, and another pupil.
- 3 Repeat with all the feelings from activity 2.
- 4 In pairs, all the pupils practise the dialogue with different feelings and different reactions.

Period 4

INTRODUCTION ACTIVITY 4 mins

- 1 Revise some of the language from period 3, like this:
 1. Choose a pupil and say the beginning of a two-sentence from period 3, for example, **When people are embarrassed, they ...**
 2. Help the pupil to continue the sentence appropriately, for example, *they often go red*.
 3. Repeat with other pupils and other sentence beginnings from period 3.

ACTIVITY 1 Listen and repeat. 5 mins

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

CD2 Audio 16

adult at first completely danger if immediately secret situation trust

Word formation

- 4 Read the two words *dangerous* and *danger*.
- 5 Make sure the pupils understand that the adjective *dangerous* is made from the noun *danger*.
- 6 Similarly, make sure the pupils understand the adverb *completely* is made from the adjective *complete*.

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

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

CD2 Audio 17

Narrator: 1

Girl 1: *What did Muneera tell you?*Girl 2: *I'm sorry, but I can't tell you. It's a secret.*

Narrator: 2

Boy 1: *How old do you have to be to become an adult?*Boy 2: *Different countries have different rules, but most say you have to be eighteen.*

Narrator: 3

Boy 1: *How did you get on with the job? I heard it was quite hard at first.*Boy 2: *Yes, but then it got easier, and everything went very well in the end.*

Narrator: 4

Girl 1: *There are a lot of dangers up here in the mountains at night,*Girl 2: *I agree with you completely. It's not safe, and we should go down now.*

Narrator: 5

Boy 1: *Please don't get there late. If you do, we'll be in a very bad situation!*Boy 2: *Trust me. I'll be there at the right time, I promise.*

Narrator: 6

Girl 1: *It's 5:30 now, and the shops close at 6:00, so we need to go immediately.*Girl 2: *You're right. If we don't go now, we won't get the things we need.*

Answers: 1 secret 2 adult 3 at first 4 dangers, completely 5 situation, Trust 6 immediately, If

ACTIVITY 3 Listen and check. Then practise in pairs.8 mins 

- 1 Play recording 17. 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 picture and listen to part 1.**Answer the questions.** 7 mins 

- 1 Show the picture to the pupils. Ask them to suggest who the people are – brother and sister, or friends.
- 2 Read the questions to the pupils.
- 3 Play recording part 1. The pupils listen and answer the questions.

CD2 Audio 18

Narrator: Part 1

Kate: *Hello, Sam. Are you OK?*Sam: *Oh, hi, Kate... Yes, well... sort of OK.*Kate: *What's wrong?*Sam: *Nothing.*Kate: *Come on, Sam. You can tell me. I'm your big sister.*Sam: *No, I can't.*Kate: *You're worried about something, aren't you?*Sam: *Well, yes, I am.*Kate: *So why not tell me? I may have the answer. I'd like to help. You only have to ask.*Sam: *No, it's OK. Really.*Kate: *Oh, come on, Sam!*Sam: *You don't have to shout!*

Narrator: Part 2

Kate: *Well, listen. If you don't want to tell me, what about telling someone else?*Sam: *I don't think I can tell anyone the problem.*Kate: *That's wrong, and you know it is. You're worried and you clearly need to tell someone. What about talking to Mum and Dad?*Sam: *Oh, no, I can't do that.*Kate: *Or another adult?*Sam: *No, it's the same thing again. It's a secret, so I can't tell anyone.*Kate: *You look really terrible! You'll have to tell someone in the end.*Sam: *I can't.*Kate: *Hm... well, here's another idea. Why not write to Young Times?*Sam: *Young Times? What's that? I've never heard of it.*Kate: *It's a newspaper for young people. I've just started reading it every week.*Sam: *But how can a newspaper help me?*Kate: *Well, there's always a page called Hello, everyone! What should I do?*Sam: *What's that about?*Kate: *It's like this. People write to Young Times about their problems.*Sam: *And then?*Kate: *Then other people read the letter and write back with their ideas. Sometimes, other readers have been in the same situation, and they can really help.*Sam: *That sounds quite interesting. Perhaps I'll try that.*

Answers: 1 No, they are brother and sister. 2 He's worried. 3 She wants to help him.

ACTIVITY 5 Listen to part 2 and answer the questions.8 mins 

- 1 Read the task to the pupils.

UNIT 6

- 2 Play recording 18 part 2. The pupils listen.
- 3 Play recording 18 part 2 again. The pupils write ✓ or ✗ next to each suggestion.
- 4 Check the answers orally.

Answers: 1 ✗ 2 ✗ 3 ✗ 4 ✗ 5 ✓

Period 5

INTRODUCTION ACTIVITY 4 mins

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Look at the 'page' below and answer the questions. 14 mins

- 1 Remind the pupils about *Young Times*. Elicit from the pupils what the problem page is about.
- 2 Choose pupils to read the questions to the class.
- 3 The pupils read the texts and answer the questions.
- 4 Check the answers orally.

Answers: 1 They're all letters. 2 The first letter is to everyone, from someone called Worried. All the other letters are to Worried. 3 The first one ends Worried. The others end with the names of the people who wrote them. 4 It may be from Kate's brother, Sam.

ACTIVITY 2 Read and mark the sentences true (✓) or false (✗). 12 mins

- 1 The pupils read the texts silently.
- 2 Read number 1 to the pupils. Ask **Is that correct?** (no) The pupils write ✗ in the answer box.
- 3 The pupils read the other sentences and write ✓ or ✗.

Answers: 1 ✗ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✗

Work in pairs. Check your answers and correct the false ones.

- 4 In pairs, the pupils check their answers.
- 5 They correct the false sentences (1, 2, 5 and 6).
- 6 Check the answers orally.

Answers: 1 'Worried' is worried about something his friend is going to do. 2 She thinks he should tell his friend's parents. 5 He thinks 'Worried' should tell an adult immediately. 6 Only one person (Karen M) has been in the same situation.

ACTIVITY 3 Listen and read aloud. 10 mins

- 1 Play recording. Pause CD after each sentence for pupils to read aloud.
- 2 Pupils listen and read the texts aloud.

CD2 Audio 19

Worried (boy): Help, everyone! What should I do?

Dear All

My best friend and I tell each other all our secrets, and we never tell anyone else. That way, we can trust each other completely.

The problem is this: he's planning to do something dangerous, and it may hurt other people. So should I tell his parents? If I do that, I'll lose my best friend. I really don't want that to happen.

Worried

Narrator: 1

Karen: Dear Worried

I've been in the same situation recently, and it's hard. But you've already said it: if you don't do something, bad things really may happen. You'll feel terrible if they do, so you really should tell his parents. In fact, you must!

Karen M.

Narrator: 2

Tom: Dear Worried

If you talk, perhaps he'll understand the danger better. If that happens, I'm sure he'll stop.

Tom B.

Narrator: 3

Alice: Dear Worried

Tell him you're worried. Say you won't be friends if he goes on. But if that doesn't work, don't tell his parents or anyone else. You can never break his trust!

Alice T.

Narrator: 4

Alan: Dear Worried

Clearly, you should tell an adult immediately. (Instead of his parents, what about a teacher you both trust?) If he's a real friend, he'll understand. At first, he may be angry, but in the end, perhaps you'll become even better friends!

Alan Z.

Period 6

INTRODUCTION ACTIVITY 4 mins

- 1 Ask the pupils questions about the topic in the previous period – Young Times: **What was 'Worried' worried about? What did the answer letters say 'Worried' should do? Who had been in the same situation as 'Worried' recently?**
- 2 Choose pupils to ask more questions. Choose other pupils to answer.

ACTIVITY 1 Read to find information. 10 mins

- 1 Read description number 1. Help the pupils identify which letters fit this category (2, 3).
- 2 The pupils read the other descriptions and identify the letters.
- 3 Check the answers orally.

Answers: 1–2, 3 2–2 3–1 4–4 5–1 6–3 7–4

ACTIVITY 2 Work in pairs. Make statements from the table in activity 1. 8 mins

- 1 Read the example sentences to the pupils.
- 2 Help the pupils to make other sentence, using their answers to activity 1.
- 3 In pairs, the pupils make statements to each other about the letters.

ACTIVITY 3 Read again. Say what the underlined words mean. 10 mins

- 1 Read number 1 to the pupils. Help them to identify what *that* refers to (*if I tell his parents*).
- 2 The pupils identify what the other underlined words refer to.
- 3 Check the answers orally.

Answers: 1 *if I tell his parents* 2 *I'll lose my best friend* 3 *if bad things happen* 4 *tell his parents* 5 *if he doesn't stop* 6 *telling him you won't be his friend anymore* 7 *discuss the problem with him* 8 *he understands the danger better* 9 *after he has been angry* 10 *'Worried' and his friend may become better friends than they already are.*

ACTIVITY 4 Think and discuss. 8 mins

- 1 Lead a class discussion. First, elicit ideas about which letters contain good advice, and which one contain bad advice.
- 2 Elicit ideas from the pupils about what they would do in that situation.

Period 7

INTRODUCTION ACTIVITY 4 mins

- 1 Revise the words from the two vocabulary sets in the unit with 'Word Bingo', like this:
 - Write all the words from the two vocabulary sets on the board.
 - Tell the pupils to choose five of the words and write them in their notebooks.
 - Say words on the board at random and circle them; if the pupils hear one of their words, they circle it in their notebooks.
- 2 The first pupil to circle all their five words is the winner.

ACTIVITY 1 Complete the sentences. 8 mins

- 1 Read the instructions to the pupils.
- 2 Show the pupils the example answer. Then read number 2 and ask them to guess the word.
- 3 When they have guessed, they can check if their guess matches the jumbled word.
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 *pleased* 2 *worried* 3 *embarrassed* 4 *scared*
5 *surprised* 6 *upset*

ACTIVITY 2 Find words in the text to complete the table.

8 mins

- 1 Ask pupils how we change adjectives to adverbs (we add *-ly*).
- 2 The pupils complete the tables with adjectives and adverbs.
- 3 Copy the table on the board; call pupils to the front to complete the table.

Answers: *dangerous, recently, immediately, clearly*

ACTIVITY 3 Complete the sentences. Use pairs of words from activity 2. 10 mins

- 1 Read number 1 to the pupils. Help them to complete it with a pair of words. (*complete, completely*)
- 2 The pupils complete the rest of the dialogues with pairs of words.

Answers: 1 *immediate, immediately* 2 *dangerously, dangerous* 3 *recently, recent* 4 *clear, clearly*

ACTIVITY 4 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording. 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.

CD2 Audio 20

Narrator: 1

Girl 1: This letter asks for an immediate answer.

Girl 2: Well, you'd better write back immediately.

Narrator: 2

Boy 1: Khalid always drives dangerously, so we were all frightened.

Boy 2: Yes, and we were also on a very dangerous road.

Narrator: 3

Boy 1: We haven't seen Hassan for six months. Have you seen him recently?

Boy 2: No, and the most recent address I have for him is 21 Hebron Road.

Narrator: 4

Girl 1: I'm not very clear what our science teacher was telling us.

Girl 2: I'm not either, so let's ask her to explain again more clearly.

Period 8

INTRODUCTION 4 mins

- 1 Review the adjective – adverb pairs from the previous period with the pupils: say one of the adjectives, for example, *complete*. The pupils say the adverb (*completely*).
- 2 For each adjective / adverb pair, choose one pupils to say a sentence with the adjectives, and one pupil to say a sentence with the adverb.

ACTIVITY 1 Read sentences 1–3. 8 mins

- 1 Read the sentences to the pupils. Focus on the use of *If* in one part of the sentence, and *will* in the other part.

Look at the sentences again. Choose the best way to complete statements 1–5.

- 2 Read number 1 to the pupils. Elicit the answer. (*happen in the future*)
- 3 Repeat with the other sentences. Help the pupils to understand that this type of sentence is about consequences: if one thing happens, another thing will happen in the future.

Answers: 1 *may happen in the future* 2 *with if* 3 *come first or second* 4 *the present* 5 *the future*

ACTIVITY 2 Write the verbs in the correct forms. 8 mins

- 1 Read number 1. Help the pupils complete the sentence using the rules they worked out in activity 1.
- 2 The pupils complete the sentences.
- 3 Check the answers orally.

Answers: 1 *If you talk, perhaps he will understand the danger better.* 2 *If that happens, I'm sure he will stop.* 3 *Say you won't be his friend if he goes on.*

ACTIVITY 3 Work in pairs. Decide what to do together.

10 mins

- 1 Read the situation to the pupils.
- 2 Choose pupils to practise the dialogues with.
- 3 In pairs, all the pupils practise the dialogues, using different possibilities and different activities.
- 4 The pupils write what they have agreed. They use sentences with *If it ... we will ...*
- 5 Choose pupils to read their sentences to the class.

ACTIVITY 4 Say what you think. 10 mins

- 1 Read the situations to the pupils. Help them to express their ideas.
- 2 Call pupils up to the front to write *If ... will* sentences on the board with their ideas.

Period 9

INTRODUCTION ACTIVITY 4 mins

- 1 Review the ways we use the first conditional in English. Say the beginnings of first conditional sentences, for example, *If you study hard, If you get good grades, If you do exercise, plus the negatives – If you don't study hard etc.*
- 2 For each beginning, elicit a sentence from the pupils: *If I study hard, I will get good grades.*

ACTIVITY 1 Complete the colour rules. 10 mins

- 1 Read the colours and colour combination to the pupils.
- 2 Help the pupils to complete the first sentence with blanks (*purple, red and blue*).
- 3 The pupils complete the rest of the sentences.

Answers: *You get purple when you mix red and blue. You get green when you mix blue and yellow. You get orange when you mix red and yellow. And you get brown when you mix red and green.*

ACTIVITY 2 Work in pairs. Ask and answer questions about feeling and actions. Choose from these 'feeling' adjectives. 12 mins

- 1 Read the 'feeling' adjectives to the pupils.
- 2 Read the example dialogue to the pupils.
- 3 Practise the dialogue with individual pupils, using other feeling adjectives. Help the pupils to express how they feel.
- 4 In pairs, all the pupils ask and answer questions about feeling.

ACTIVITY 3 Write what Tony and Lucy are saying. 14 mins

- 1 Explain the compass points *North, South, East* and *West* to the pupils.
- 2 Read the example dialogue to the pupils.
- 3 Help the pupils to make more sentences: *If we go south* etc.
- 4 The pupils write their sentences in their notebooks.
- 5 Choose pupils to read their sentences to the class.

Period 10

INTRODUCTION ACTIVITY 4 mins

- 1 Review the language of the unit with a game of noughts and crosses. Write these words in the noughts and crosses squares on the board: *when, if, will, won't, if ... not, will come to, will get, won't come to, won't get*
- 2 Divide the class into two teams, X and O. Pupils from the teams take turns to choose squares and make sentences or questions with the words.
- 3 If the sentence or question is correct, put the team's mark, X or O, in the square.
- 4 The first team to make a straight line of three squares gets a point.
- 5 If you have time, repeat until all the pupils have had a turn, then announce the winning team.

ACTIVITY 1 Talk about the pictures. 3 mins

- 1 Discuss the answers to the questions with the pupils.
- 2 Encourage the pupils to talk about ideas of friendship and its value. Encourage them to compare this with the real value of money.

ACTIVITY 2 Listen to the poem and answer the questions.

6 mins 

- 1 Choose pupils to read the questions to the class.
- 2 Play recording. The pupils listen.
- 3 Play recording again. The pupils answer the questions.
- 4 Play recording a third time. The pupils check their answers.

CD2 Audio 21

The gift of friendship

*Friendship is a priceless gift
That cannot be bought or sold.
But its value is far greater,
than a mountain made of gold.*

*For gold is cold and lifeless.
It can neither see nor hear,
and in the time of trouble
It is powerless to cheer.
It has no ears to listen nor heart to understand,
it cannot bring you comfort, or reach out a helping hand.*

*So when you ask God for a gift,
be thankful if he sends
not diamonds, pearls or riches,
but the love of real TRUE FRIENDS.*

By Helen Steiner Rice

Answers: *It's saying that friendship is more valuable than money. It's better to be friends, like Tina and Nadia, than a rich man with lots of money but no friends.*

ACTIVITY 3 Listen again to understand some new words. Then decide the meanings of these words and phrases.

14 mins 

- 1 Read the list of words and phrases to listen for to the pupils.
- 2 Play recording 21 again. The pupils listen, read and match the word and phrases with the definitions.
- 3 Check the answers orally.

Answers: *1 lifeless – (having no life) 2 neither ... nor – not one thing and not another thing 3 bring you – give you 4 reach out a helping hand – try to help a friend 5 thankful – your feeling when you say Thank you.*

ACTIVITY 4 Work in pairs. Mark the words that rhyme: a–a; b–b; c–c and d–d. 6 mins

- 1 Read the first two lines to the pupils. Help them to find words that rhyme (*sold* and *gold*)
- 2 The pupils mark that pair *a ... a*. They look for other rhyming pairs and mark them *b ... b* etc.

Answers: *sold / gold a ... a hear / cheer b ... b understand / hand c ... c sends / friend d ... d*

ACTIVITY 5 Listen again and check your work in activity 4. Then read out the poem. 7 mins

- 1 Play recording again. The pupils check the rhymes.

- 2 Read the poem chorally with the pupils. Choose individual pupils to read a verse each to the class.

Period 11

INTRODUCTION 4 mins

- 1 Read the poem from the previous period to the pupils again.
- 2 Choose individual pupils to read four lines of the poem each.

ACTIVITY 1 Listen and write down what you hear.

9 mins 

- 1 The pupils read the incomplete sentences.
- 2 Play recording. The pupils listen.
- 3 Play recording again. The pupils complete the sentences.
- 4 Play recording a third time. The pupils check their answers.
- 5 Check the answers orally.

CD2 Audio 22

- 1 *At first, Tina was really worried and scared when her younger brother fell and hurt himself badly.*
- 2 *Tina is sorry and embarrassed because she was horrible to Nadia and shouted at her when Nadia was just trying to help and support her.*
- 3 *Sam and his best friend feel that they can trust each other completely because they never talk about their secrets to other people.*

Answers: 1 *At first, Tina was really worried and scared when her younger brother fell and hurt himself badly.* 2 *Tina is sorry and embarrassed because she was horrible to Nadia and shouted at her when Nadia was just trying to help and support her.* 3 *Sam and his best friend feel that they can trust each other completely because they never talk about their secrets to other people.*

ACTIVITY 2 Read the information and do the tasks. 12 mins

What is a topic sentence?

- 1 Read the information about topic sentences to the pupils. Make sure they understand what a topic sentence is.

Now read the sentences of a paragraph. Find the topic sentence, and mark it 1.

- 2 Show the three sentences of a paragraph to the pupil. Help them to choose one as the topic sentence.

Now number the other sentences in order 2 and 3.

- 3 Help them to work out the order of the other sentences.

Now check your work. Look at the first letter in period 5 paragraph 1.

- 4 The pupils compare their order with the order of the first paragraph of the first letter in period 1.

ACTIVITY 3 Work with a partner. Choose the correct sentence parts to write the topic sentences for two paragraphs. 5 mins

- 1 Help the pupils to expand the sets of words into sentences: *Traditional music has developed in every culture. / Music is at the heart of life. / Arab music is much more than the singer and the song.*
- 2 In pairs, the pupils decide which two sentences to use as topic sentences for the two paragraphs.

Answers: 1 *Music is at the heart of life.* 2 *Arab music is much more than the singer and the song.*

ACTIVITY 4 Complete a paragraph. 10 mins

- 1 Ask pupils to decide which letter to 'Worried' they agree with most.
- 2 They complete a topic sentence in the framework provided, identifying the letter they have chosen.
- 2 The pupils write the rest of the paragraph about this letter, using the framework provided.

Answer: *Example Answer: It seems to me that the best answer to 'Worried' is the letter from Alan Z. I agree with him that 'Worried' must tell an adult, perhaps a teacher, about the problem. I also agree that, if 'Worried's friend is a real friend, he'll understand, and they'll be better friends in the end.*

Period 12

INTRODUCTION ACTIVITY 4 mins

- 1 Explain that in this period the pupils are going to write another problem letter. This time it's to the teen magazine, *Young Times*.
- 2 Elicit ideas for possible problems. Help the pupils to think of different ideas this time.

ACTIVITY 1 Work in pairs. Do these tasks to write another letter to *Young Times*. 10 mins

- 1 Read the unit task to the pupils.
- 2 The pupils read the sentences of paragraph 1. They identify the topic sentence.
- 3 They number the other sentences in order. They underline the expressions that helped them to work out the order.
- 4 The pupils do the same with paragraph 2.

Answers: Paragraph 1 – 2, 5, 3, 1, 4

Paragraph 2 – 2, 4, 1, 3

- 5 The pupils write out the complete letter with *Dear All* at the beginning and an invented name at the end.

ACTIVITY 2 Work in pairs. Share ideas for different answers you can give. 5 mins

Share ideas for different words and expressions you can use. Use some *if* ideas. Make notes.

- 1 In pairs, the pupils make notes of advice they can give to the letter writer.
- 2 Help the pupils to use sentences with *If...*

ACTIVITY 3 Work alone. Use your notes to write the answer that you like best. 8 mins

- 1 The pupils use their ideas to write an answer with advice.

ACTIVITY 4 Work in groups. Read out your answers and talk about them. 10 mins

- 1 Arrange the pupils in groups of three or four.
- 2 In their groups, the pupils read their answers and discuss them

ACTIVITY 5 Choose the best answer from your group and read it out to the class. 8 mins

The letter writer should read it out. The others can then explain why you all think it is the best.

- 1 Each group chooses the best answer in their group.
- 2 The writer of the best answer in each group reads his/her letter out to the class.

Revision 1

Aims to review the Key language and Language Structures of Units 1–6

Key language the vocabulary from Units 1–6

Language structures the language structures from Units 1–6

Materials Pupil's Book, CD

Period 1

INTRODUCTION ACTIVITY 4 mins

- 1 Explain to the pupils that this is a revision unit. They are going to be looking at the grammar and vocabulary they saw in Units 1 to 7.
- 2 Help the pupils to make a list of the grammar points that they have found most difficult so far. Write the list on the board.
- 3 Pay special attention to these grammar points when they occur in this revision unit.

ACTIVITY 1 Describe the picture on page 77. 8 mins

- 1 Show the picture to the pupils. Ask **Who are they?** (Tina and Nadia)
- 2 Read the beginning of sentence 1 (*The girl on the left is Tina*). Help the pupils to match the rest of the sentence (*and the one on the right is Nadia*).
- 3 The students match the rest of the sentences.

Answers: 1 *The girl on the left is Tina / and the one on the right is Nadia.* 2 *When we first met them in Unit 1, / they were on the phone then, too.* 3 *Later, in Unit 2, we also heard them, / when they were at an Arab restaurant.* 4 *After that, we met them again in Unit 6 / after Tina's brother's accident.*

ACTIVITY 2 Work in pairs. Do the tasks. 13 mins

- 1 Help the pupils to recall what Tina and Nadia said in the conversations in Units 1, 2 and 6. Ask questions such as **Why were they talking on the phone? What did they talk about in the restaurant?** and **Why did Tina apologize to Nadia?**
- 2 Give the pupils a few minutes to look at the conversations. The pupils write down at least one thing that was said in each unit.

Now report your answers to the class.

- 3 The pupils report what was said to the class.

ACTIVITY 3 Listen and answer the questions. 10 mins 

- 1 Choose pupils to read the questions to the class.
- 2 Play recording 23. The pupils listen to the questions.
- 3 Play recording 24. The pupils answer the questions.
- 4 Play recording 23 again. The pupils check their answers.
- 4 Check the answers orally.

CD2 Audio 23

- 1 *What has Tina been doing for the last week?*
- 2 *What has Nadia seen since Tina went away?*
- 3 *What is going to happen later this week?*

CD2 Audio 24

Tina: *Hello, Nadia. It's Tina.*

Nadia: *Hi! It's good to hear you. Haven't you been away for a week?*

Tina: *That's right. We've been staying with our cousins in the north. We used to live near them, and we always come back to visit them in the spring holidays.*

Tina: *And what have you been doing?*

Nadia: *Oh, lots of things.*

Tina: *I called yesterday, but you didn't answer.*

Nadia: *Sorry. We were at the cinema.*

Tina: *What did you see?*

Nadia: *The new Spiderman film. I was quite scared sometimes!*

Nadia: *Guess what! I left my coat in the cinema.*

Tina: *Really?*

Nadia: *Yes, we ran back and looked everywhere, but we couldn't find it.*

Tina: *That's terrible!*

Nadia: *Yes, I was very upset, but everything was fine in the end. You see, the cinema people had it. They saw it was mine and gave it back.*

Tina: *We'll be home on Wednesday.*

Nadia: *Great! I can't wait.*

Tina: *I can't, either. And listen, my birthday party is on Saturday. Can you come?*

Nadia: *I'd better ask, but I think it'll be OK.*

Tina: *Good, and if it's sunny, we could go to the park first.*

Nadia: *Well, OK, but it won't be very warm. I'm pleased I got my coat back!*

Answers: 1 *She's been staying with her cousins in the north.* 2 *She has seen the new Spiderman film.* 3 *Tina is going to have a birthday party on Saturday.*

ACTIVITY 4 Listen and read. 5 mins 

- 1 Play recording 24 again while the pupils read.

Period 2**INTRODUCTION ACTIVITY** 4 mins

- 1 Help the pupils to make a list of the vocabulary sets that they have seen so far (*Family, Palestinian culture, camping* etc.).
- 2 Write the list on the board.
- 3 Explain that they will be revising these vocabulary sets over the next four periods.

ACTIVITY 1 Read and mark the sentences true (✓) or false (X). 9 mins

- 1 Remind the pupils about the people in the picture. Ask questions such as **Who are they? Are they friends?**
- 2 The pupils read the text again silently.
- 3 Read number 1 to the pupils. Ask **Is that correct?** (no) The pupils write **X** in the answer box.
- 4 The pupils read the other sentences and write ✓ or X.

Answers: 1 X 2 X 3 X 4 ✓ 5 X

Work in pairs. Check your answers and correct the false ones.

- 5 In pairs, the pupils check their answers.
- 6 They correct the false sentences (1, 2, 3 and 5).
- 7 Check the answers orally.

Answers: 1 *Tina is visiting her cousins with her family.*
2 *Nadia went to a film yesterday.* 3 *Tina is going to arrive back in London on Wednesday.* 5 *Tina would like to go to the park before the party.*

ACTIVITY 2 Read part 1 and answer the questions. 6 mins

- 1 The pupils read part 1 of the conversation.
- 2 The pupils answer the questions.

Answers: 1 *She has been away for a week.* 2 *It's spring.*

Work in pairs. Listen again and practise part 1 of the conversation. 

- 3 Play part 1 of recording 24 again. The pupils listen.
- 4 In pairs, the pupils practise reading the conversation.

ACTIVITY 3 Read part 2 and answer the questions. 7 mins

- 1 The pupils read part 2 of the conversation.
- 2 The pupils answer the questions.

Answers: 1 *No, she hasn't.* 2 *No, she didn't.*

Work in pairs. Listen again and practise part 2 of the conversation. 

- 3 Play part 2 of recording 24 again. The pupils listen.
- 4 In pairs, the pupils practise reading the conversation.

ACTIVITY 4 Read part 3 and answer the questions.7 mins 

- 1 The pupils read part 3 of the conversation.
- 2 The pupils answer the questions.

Answers: 1 *She lost her coat.* 2 *Because the cinema people had it.*

Work in pairs. Listen again and practise part 3 of the conversation. 

- 3 Play part 3 of recording 24 again. The pupils listen.
- 4 In pairs, the pupils practise reading the conversation.

ACTIVITY 5 Read part 4 and answer the questions.7 mins 

- 1 The pupils read part 2 of the conversation.
- 2 The pupils answer the questions.

Answers: 1 *It's on Saturday.* 2 *She had better speak to her parents. She had better ask if she can go to the party.*
3 *Because the weather is cold.*

Work in pairs. Listen again and practise part 4 of the conversation. 

- 3 Play part 4 of recording 24 again. The pupils listen.
- 4 In pairs, the pupils practise reading the conversation.

Period 3**INTRODUCTION ACTIVITY** 4 mins

- 1 Choose one of the vocabulary sets from the list that you made in period 1 of Unit 7.
- 2 Select individual pupils to say one word each from the set. Continue until the pupils have said all the words (or you have helped them).
- 3 Write all the words from the vocabulary set on the board. The pupils check that they understand all these words and they have them in their notebooks.

ACTIVITY 1 Complete the teacher's statements. Choose the correct verbs in the present continuous. 5 mins

- 1 Show the picture to the pupils. Help them to complete the first sentence (*are changing*). Make sure the pupils understand why they are using the present continuous.
- 2 The pupils complete the sentences.
- 3 Call pupils to the front to write the sentences on the board.

UNIT 7

Answers: 1 People's lives are changing. 2 Hours on the Internet are rising. 3 Hours of TV are falling. 4 Internet shopping is going up. 5 Spending in shops is going down.

ACTIVITY 2 Complete the conversations. Write the verbs in the present simple. 8 mins

- 1 Help the pupils to complete the first sentence (*tastes*). Make sure the pupils understand why they are using the present simple.
- 2 The pupils complete the sentences.
- 3 Call pupils to the front to write the sentences on the board.

Answers: 1 *This kunafeh tastes delicious. Yes, I love it too.* 2 *Do you understand this word – 'assistant'? Yes, it means a helper, for example, in a shop.* 3 *I don't remember Mrs Karim's address. Oh, I know it. It's 53 Jerusalem Road.*

ACTIVITY 3 Compare last year and this year at school. Make statements with *used to*. 8 mins

- 1 Help the pupils to complete the first sentence – the sentence should be true for them, so they should use their current room number and their previous room number in the sentences. Make sure the pupils understand why they are using *used to*.
- 2 The pupils complete the sentences.
- 3 Call pupils to the front to write the sentences on the board.

Answers: *Answers will vary.*

ACTIVITY 4 Look at the pictures. Describe six changes in the present perfect. 10 mins

- 1 Show the picture to the pupils. Read the example sentence to them. Make sure they understand why they are using the present perfect.
- 2 The pupils complete the sentences.
- 3 Call pupils to the front to write the sentences on the board.

Answers: 1 *Salwa has eaten the food.* 2 *She has drunk the lemonade.* 3 *She has cleaned the table.* 4 *She has washed the dishes.* 5 *She has made tea.* 6 *She has put the bottle in the cupboard.*

ACTIVITY 5 Work in pairs. Make statements in the present perfect continuous. 5 mins

- 1 Help the pupils to complete the first sentence about themselves.
- 2 The pupils complete the rest of the sentences.
- 3 Call pupils to the front to write the sentences on the board.

Answers: *Answers will vary*

Period 4

INTRODUCTION ACTIVITY 4 mins

- 1 Choose one more of vocabulary sets from the list that you made in period 1 of Unit 7.
- 2 Select individual pupils to say one word each from the set. Continue until the pupils have said all the words (or you have helped them).
- 3 Write all the words from the vocabulary set on the board. The pupils check that they understand all these words and they have them in their notebooks.

ACTIVITY 1 Complete Sami's email. Add words like *my, mine, your and yours*. 5 mins

- 1 Revise possessive adjectives and possessive pronouns with the pupils: say possessive adjectives, the pupils reply with possessive pronouns. For example *my – mine, their – theirs* etc.
- 2 Help the pupils to complete the first paragraph. Make sure the pupils understand when to use possessive adjectives and when to use possessive pronouns.
- 2 The pupils complete the sentences.
- 3 Call pupils to the front to write the sentences on the board.

Answers: 1 *your* 2 *mine* 3 *yours* 4 *our* 5 *My*
6 *theirs* 7 *Hers* 8 *His*

ACTIVITY 2 Work in pairs. Agree and disagree. Use *too ...* and *not ... either*. 8 mins

- 1 Say a sentence with *really like* about yourself, about TV programmes.
- 2 Choose a pupil to reply. Help him/her to make an appropriate reply.
- 3 Make sure the pupils understand that we use *too* with positive sentences and *either* with negative sentences.
- 4 In pairs, all the pupils practise the dialogues, making true statements about the things they like and dislike.

ACTIVITY 3 Complete the conversation. Use the words in the box. 5 mins

- 1 Help the pupils to recall *some-* words (*someone, somewhere, something*) and *every-* words (*everyone, everywhere, everything*).
- 2 The pupils complete the dialogue with *some-* and *every-* words.
- 3 Check the answers orally.

Answers: 1 *everything* 2 *everywhere* 3 *somewhere*
4 *everyone* 5 *something*

ACTIVITY 4 Explain school rules to a visitor. Use *When* + present simple + present simple. 8 mins

- 1 Show the example sentences to the pupils. Help them to make true sentences about the rules in their school.
- 2 Make sure the pupils understand that they should use the present simple with the *if* part and the *when* part of the sentence.
- 3 The pupils make more sentences about their school rules.
- 4 Check the answers orally.

Answers: Answers will vary

ACTIVITY 5 Talk about things that may happen. Use *If* + present simple + *will*. 10 mins

- 1 Show the starting picture (the boy getting up late) and the second picture (angry teacher).
- 2 Help the pupils to make the first sentence (*If I go to bed late, I will get up late*).
- 3 Make sure that the pupils understand they should use the present simple with the *if* part of the sentence, and the future with the other part of the sentence.
- 4 The pupils say the rest of the sentences.
- 5 Ask individual pupils to say the whole sequence to the class.

Period 5

INTRODUCTION ACTIVITY 4 mins

- 1 Choose two more of vocabulary sets from the list that you made in period 1 of Unit 7.
- 2 Select individual pupils to say one word each from the one of the sets. Continue until the pupils have said all the words (or you have helped them).
- 3 Write all the words from the vocabulary set on the board. The pupils check that they understand all these words and they have them in their notebooks.
- 4 Repeat with the second vocabulary set.

ACTIVITY 1 Work in pairs. Ask *Yes / No* questions. (Remember ↗) 8 mins

- 1 Remind the pupils about using rising intonation with *Yes/No* questions.
- 2 Read the example dialogue with a pupil. Help him/her to answer appropriately.

Ask other questions.

- 3 Repeat with the other questions, with other pupils.
- 4 Give pupils on one side of the class even numbers. Give pupils on the other side of the class odd numbers.
- 5 Tell the pupils with even numbers to stand up and find someone from the other group to talk to.

- 6 In pairs, the pupils ask and answer the questions. As the talk, circulate and make sure they are using appropriate intonation.

ACTIVITY 2 Work in pairs. Ask and answer *Wh* questions. (Remember ↘) 8 mins

- 1 Remind the pupils about using falling intonation with *Wh* questions.
- 2 Read the example dialogue with a pupil. Help him/her to answer appropriately.

Ask other questions.

- 3 Repeat with the other questions, with other pupils.
- 4 Give pupils on one side of the class even numbers. Give pupils on the other side of the class odd numbers.
- 5 Tell the pupils with even numbers to stand up and find someone from the other group to talk to.
- 6 In pairs, the pupils ask and answer the questions. As the talk, circulate and make sure they are using appropriate intonation.

ACTIVITY 3 Complete the conversations. Use these expressions. 7 mins

- 1 Read the list of expressions to the pupils.
- 2 The pupils complete the dialogues with the expressions.

ACTIVITY 4 Listen and check. Then practise in pairs. 6 mins

- 1 Play recording. The pupils listen and check their answers.
- 2 In pairs, all the pupils practise the dialogues.

CD2 Audio 25

Narrator: 1

Girl 1: *What's wrong, Tina. You don't look very happy?*

Girl 2: *I'm missing my friends – people like Nadia.*

Narrator: 2

Boy 1: *Uncle Jason, could I use the phone, please? I really need to call one or two friends.*

Boy 2: *Yes, please do.*

Narrator: 3

Girl 1: *It's no good. Nadia isn't answering her phone.*

Girl 2: *You'd better try again tomorrow.*

Narrator: 4

Boy 1: *What about going to see the new Superman film?*

Boy 2: *Good idea! Let's go this afternoon?*

Narrator: 5

Boy 1: Listen, everyone. Guess what! I can get a week off work.

Boy 2: Great! That means we can all go away somewhere like Yosemite.

Narrator: 6

Boy 1: We've been practising goal kicks.

Boy 2: Good. How have you been getting on?

Boy 1: Quite well. We're getting much better.

Answers: 1 What's wrong 2 Could I use the phone, please?
3 You'd better 4 What about? 5 Guess what! 6 How have you been getting on?

ACTIVITY 5 Listen and write down what you hear.

7 mins 

- 1 Show pupils the framework to write in. The pupils read the framework.
- 2 Play recording. The pupils listen.
- 3 Play recording again. The pupils complete the missing parts.
- 4 Check the answers orally.

CD2 Audio 26

- 1 Nadia's best friend Tina has gone with her parents and her younger brother Tim to stay with her two cousins in a different part of Britain.
- 2 Sami has stopped eating junk food, and he has started living more healthily because he doesn't want to lose his place in his school football team.

Answers: 1 Nadia's best friend Tina has gone with her parents and her younger brother Tim to stay with her two cousins in a different part of Britain. 2 Sami has stopped eating junk food, and he has started living more healthily because he doesn't want to lose his place in his school football team.

Period 6

INTRODUCTION ACTIVITY 4 mins

- 1 Choose the last two vocabulary sets from the list that you made in period 1 of Unit 7.
- 2 Select individual pupils to say one word each from one of the sets. Continue until the pupils have said all the words (or you have helped them).
- 3 Write all the words from the vocabulary set on the board. The pupils check that they understand all these words and they have them in their notebooks.
- 4 Repeat with the second vocabulary set.

ACTIVITY 1 Look at the picture and answer the questions.

8 mins

- 1 Show the pupils the picture. Point to *Lost and Found* on the computer screen. Elicit what this section is for. (*It's for things which people have lost, or have handed in to the police-station.*)
- 2 Ask the questions of the pupils.

Answers: 1 It's Tina. 2 She's a policewoman. 3 She seems worried.

ACTIVITY 2 Listen and do the tasks. 10 mins

- 1 Explain to the pupils that they are going to listen to Tina talking to the policewoman.
- 2 Show pupils the *Lost and Found* notes. Explain to the pupils that they should complete the information.
- 3 Play recording. The pupils listen.
- 4 Play recording. The pupils write in the information.
- 5 Play recording a third time. Pupils check the information.
- 6 Check the answers orally.

CD2 Audio 27

Officer: Right, Tina. Tina North. I've got your name and address now, but I also need your home phone number.

Tina: It's 0-1-3-6-7...

Officer: 0-1-3-6-7...

Tina: 7-1-0-3-5-6.

Officer: 7-1-0-3-5-6. Good. So now let's talk about what you've lost. A backpack, you said.

Tina: Yes, my beautiful new backpack. I had it for my birthday. It was a present from my mother.

Officer: That's really sad. Tell me, when did you lose it?

Tina: Yesterday. That was my birthday, you see.

Officer: Yesterday, so that was Saturday, April the tenth, wasn't it?

Tina: And it happened at about three o'clock.

Officer: At about three in the afternoon. On Saturday, April the tenth. OK. Now tell me, where did this happen?

Tina: In Green Park, next to Green Road.

Officer: Ah, yes, you live in Green Road, don't you?

Tina: Yes, that's right. You see, I was in Green Park with some friends before my birthday party started.

Officer: Right, now, finally, can you tell me what it looks like?

Tina: Yes, it's red and white. And it's quite small.

Officer: Red and white... Quite small... And was there anything in it?

Tina: Yes, there were several things. There was my mobile phone.

Officer: What colour?

Tina: Pink.

Officer: So ... a pink mobile phone ... What else?

Tina: I had a green pen ...

Officer: ... A green pen.

Tina: And then there were some birthday cards from my friends.

Officer: OK. Some birthday cards, too. Right, now let's look and see. Has anyone left anything here at the police station since yesterday afternoon? ... Ah! You'll be very pleased to hear that we've got it. Look, here it is!

Tina: Oh, thank you so much! Yes, this is it. And everything's still in the bag, too. Fantastic! Tell me, who left it with you? I want to call or write and say thank you.

Officer: Well, if you like, I'll call the person for you, and then you can talk. He says he was playing football in the park when he found the bag.

Tina: Oh, could you, please? That would be great!

Officer: Just a minute ... Hello. Could I speak to Sami Haifawi, please?

Tina: Sami? Sami Haifawi? No! Really?

- 4 Individually, the pupils write their story as an email to a friend in their notebooks.
- 5 Collect in the notebooks to check the emails.

Answers: 1 Tina North, 13 Green Road 2 01367 710 356
 3 a backpack 4 Yesterday, April 10th, around 3 o'clock
 5 in Green Park 6 It's red and white, and quite small.
 7 a pink mobile phone, a green pen and some birthday cards

- 7 Ask the pupils why Tina says *No! Really?* at the end. (Because Sami is Nadia's brother)
- 8 Play recording again. The pupils listen.
- 9 In pairs, all the pupils tell the story. They take turns to say one sentence each.

ACTIVITY 3 Tell a true story. 8 mins

- 1 Read the list of story ideas to the pupils.
- 2 Explain that each pupil must choose one of the stories. Give the pupils a few minutes to choose the story and write notes about it.
- 3 In pairs, the pupils tell each other which story they chose. Then they take turns to ask each other the suggested questions about the chosen story.

ACTIVITY 4 Use your answers to activity 3. Tell your story in a letter to a pen friend. 10 mins

- 1 Draw a frame for an email on the board.
- 2 Choose a pupil and help him/her dictate an email (only the first two sentences) to a friend about his/her story.
- 3 Write what the pupil says on the board.

Different people, different clothes

Aims to understand and use comparative and superlative adjectives for making comparisons; comparative and superlative adverbs; comparatives with *(not) as ... as*

Key language *assistant, Canada, centimetre, coat, comfortably, crazy about, dollar, during, gloves, grade, hard, hard hat, just, Kuwait, Mexico, safety boots, size, smart, thick, tidily, uncomfortable, uniform*

Language structures *cheaper than., more expensive than. . . , (not) as cheap as . . . , the cheapest. . . , more carefully than, (not) as carefully as . . .*

Materials Pupil's Book, CD

Period 1

INTRODUCTION ACTIVITY 4 mins

- 1 Read the title of the unit to the pupils. Explain that they will be talking about clothes.
- 2 Elicit from the pupils all the words for clothes that they know. Write the words on the board.
- 3 Talk with the pupils about the clothes they wear. Ask questions such as **What clothes do you wear to school? What clothes do you wear at home? What clothes do you wear for important family occasions?**

ACTIVITY 1 Listen and repeat. 6 mins

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

CD3 Audio 1

assistant centimetre crazy about dollar grade just (= exactly) smart size

Word formation

- 4 Read the four phrases *sports shop, coffee shop, shoe shop, clothes shop*.
- 5 Make sure the pupils understand that these combinations of noun + *shop* stay as two separate words (unlike *bookshop*).

ACTIVITY 2 Look at the picture on the next page.

Describe it. 8 mins

- 1 Point to the picture on page 5. Ask the pupils who the people are (Mrs Haifawi, Yasmeen, Adnan and Omar).
- 2 Read the beginning of sentence 1 (*The picture*). Help the pupils to match the rest of the sentence (*The picture / shows Mrs Haifawi, / her children and Omar*).
- 3 The students match the rest of the sentences.

Answers: 1 *The picture / shows Mrs Haifawi, / her children and Omar.* 2 *Yasmeen and her mother / are carrying / shopping bags.* 3 *and so they / seem to be / on a shopping trip together.* 4 *The four of them / seem to be going / into a sports shop.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 Read the questions to the pupils. Play recording 2. The pupils listen to the questions.
- 2 Play recording 3. The pupils listen.
- 3 Play recording 2 again. In pairs, the pupils answer the questions.
- 4 Play recording 3 again. The pupils check their answers to the questions.
- 5 Check the answers orally.

CD3 Audio 2

- 1 *Who does Mrs Haifawi want to buy a gift for?*
- 2 *What kind of thing do they decide to buy?*
- 3 *What size do they have to get?*
- 4 *How much is the gift?*

CD3 Audio 3

Narrator: *Mrs Haifawi is looking for a gift for Ahmad, Omar's younger brother.*

Mrs Haifawi: *Omar, what would Ahmad like?*

Omar: *A T-shirt perhaps.*

Mrs Haifawi: *No, let's find something better than that. Something more exciting.*

Adnan: *Ahmad is crazy about basketball, isn't he?*

Omar: *Yes, everyone says he's the best player in Grade 6.*

Yasmeen: *So what about some trainers?*

Omar: *He'd love that! He's growing fast, and his old ones are getting small.*

Mrs Haifawi: *Let's go into this sports shop.*

Adnan: *Look, here are the trainers.*

Yasmeen: These red ones look smart.
Mrs Haifawi: But they don't seem as strong as these green ones.
Omar: Yes, they're great, but they're only size 32 and Ahmad is almost a 36.
Mrs Haifawi: Are his feet really as big as that? He's going to be very tall!
Omar: You're right. I'm 165 centimetres, and he's almost as tall as me already.
Mrs Haifawi: Let's ask the assistant ... Excuse me.
Assistant: How can I help you?
Mrs Haifawi: These are nice, but we need them in a larger size. Size 36.
Assistant: Here you are.
Omar: Ah, yes, these are just right.
Mrs Haifawi: Good. How much are they, please?
Assistant: They're ninety-nine dollars ninety-nine.
Mrs Haifawi: Good. We'll take them.

Answers: 1 She wants to buy a present for Ahmad. 2 They decide to buy trainers. 3 They have to get size 36. 4 It's \$99.99

ACTIVITY 4 Listen and read. Find the words and phrases from activity 1. 8 mins

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 3 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

INTRODUCTION ACTIVITY 4 mins

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 8 mins

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

Answers: 1 smart 2 crazy about 3 size 4 assistant
 5 just 6 Grade 7 centimetres

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

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

CD3 Audio 4

Narrator: 1
Girl 1: Some of my clothes are really old.
Girl 2: You're right. And first, I think you need a smart new jacket.

Narrator: 2
Boy 1: What's your favourite sport?
Boy 2: Well, I like lots of sports, but I'm really crazy about football.

Narrator: 3
Girl 1: What size dress do you wear?
Girl 2: I'm a twelve.

Narrator: 4
Boy 1: I can't find the right kind of hat.
Boy 2: Let's ask that assistant over there... Hello! Excuse me!

Narrator: 5
Boy 1: I'm quite upset. I helped Tariq, but he never said thank you.
Boy 2: I know just how you feel. The same thing happened to me recently.

Narrator: 6
Boy 1: How long have you been learning English?
Boy 2: I've been studying English since I was in Grade 1 at school.

Narrator: 7
Boy 1: How tall is Ibrahim now?
Boy 2: He's almost two metres now – 197 centimetres, in fact.

ACTIVITY 3 Read again and answer the questions. 10 mins

- 1 Point to the dialogue in activity 4 of period 1.
- 2 Elicit the names of the people in the picture.
- 3 Choose pupils to read the questions aloud.
- 4 The pupils read the conversation again.
- 5 The pupils answer the questions individually.
- 6 Check the answers orally.

Answers: 1 She wants to find something better and more exciting. 2 He's crazy about it. 3 He's the best player in Grade 6. 4 They look nice. 5 They are stronger. 6 That Ahmad's feet are very big. 7 He's going to be very tall. 8 The assistant gets the shoes in size 36.

ACTIVITY 4 Work in pairs. Listen again and practise the conversation. 8 mins 

- 1 Play recording 4 again. The students listen.
- 2 Choose pairs of pupils to read the conversations aloud.
- 3 In pairs, all the pupils practise reading the conversations.

Period 3**INTRODUCTION ACTIVITY 4 mins**

- 1 Talk with the pupils about the story episode in the previous period. Ask questions such as **Where was did they go? What did they buy?**
- 2 Find out how your pupils feel about buying clothes. Ask questions such as **How often do you buy new clothes? Do you like buying new clothes? Where do you buy new clothes?**

ACTIVITY 1 Read the explanation. 5 mins

- 1 Read the sentences to the pupils. Use hand gestures to emphasize the meaning of the comparative and the superlative.
- 2 Focus on the irregular comparatives and superlatives of *good* and *bad*.

ACTIVITY 2 Complete the statements. Use the adjectives in brackets. 8 mins

- 1 Show the pupils the two adjectives in brackets in number 1 (*large* and *small*).
- 2 Help the pupils to complete the statements.
- 3 The pupils complete the rest of the statements.
- 4 Call pupils to the front to write the statements on the board.

Answers: 1 larger than, smaller than 2 cheaper than, more expensive than 3 the smallest, the cheapest

ACTIVITY 3 Read sentences 1–4. 8 mins

- 1 Read the sentences to the pupils. Focus on the use of *as ... as* in the sentences.

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

- 2 Read number 1 to the pupils. Help them to complete the sentence.
- 3 Repeat with the other sentences. Make sure the pupils understand that the two sentences in number 3 have the same meaning.

Answers: 1 a 2 b 3 a, a

ACTIVITY 4 Rewrite the sentences with *as ... as* or *not as ... as*. 10 mins

- 1 Read number 1 to the pupils. Help them to say the sentence with *as ... as*: *Omar is as good at basketball as Ahmad.*
- 2 The pupils rewrite the sentences.
- 3 Call pupils to the front to write the sentences on the board.

Answers: 1 Omar is as good at basketball as Ahmad. 2 The red trainers are as smart as the green ones. 3 The other players in Grade 6 aren't as good as Ahmad. 4 Omar isn't going to be as tall as Ahmad.

ACTIVITY 5 Work in pairs. Talk about famous people like singers and football players. 10 mins

- 1 Read the dialogue to the pupils. Help them to complete it with suitable names.
- 2 Choose pairs of pupils to make other dialogues about other famous people. If necessary, elicit suitable adjectives and phrases from the pupils and write them on the board, such as *good at football, clever, a good singer, fast, talented*.
- 3 In pairs, all the pupils compare famous people.
- 4 Arrange a feedback session; choose pairs of pupils to say their dialogues to the class.

Period 4**INTRODUCTION ACTIVITY 4 mins**

- 1 Revise some of the language from period 3, like this:
 - Write *as ... as* and *not as ... as* on the board.
 - Point to *as ... as ...* and say **Compare Ramallah and Nablus**. Help the pupils to make a suitable sentence, for example, *Ramallah is as old as Nablus*.
 - Point to *not as ... as* and repeat. Help the pupils to make a suitable sentence, for example *Nablus is not as big as Ramallah*.
- 2 Repeat with other pairs of cities and towns in Palestine, Palestinian food, music 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. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD3 Audio 5

coat comfortably during gloves hard hat
safety thick uniform
Canada Kuwait Mexico

Word formation

- 4 Read the words *tidy* – *untidy* and *comfortable* – *uncomfortable*. Make sure the pupils realize that the opposite forms of these adjectives are made by adding the prefix *-un*.
- 5 Read the words *tidily* – *untidily* and *comfortably* – *uncomfortably*. Make sure the pupils realize that these are adverbs, and they are made by adding the suffix *-ly* to the adjective.
- 6 Point out that adjectives ending in *y* change the *y* to *i*.
- 7 Also point out the adjectives ending in *-e* lose the *-e*.

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

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

CD3 Audio 6

Narrator: 1

Boy 1: Did you do anything interesting during the holidays?

Boy 2: Yes, we went to stay with our cousins in Jenin.

Narrator: 2

Girl 1: Why do the engineers on the new bridge wear hard hats on their heads?

Girl 2: Because there's always a danger of things falling on them. They also wear safety boots to protect their feet and gloves to protect their hands, too.

Narrator: 3

Boy 1: It's very cold outdoors this evening. You'd better wear your winter coat.

Boy 2: Yes, and I'm going to wear a thick sweater, too.

Narrator: 4

Girl 1: Why does he always dress so untidily? He looks a real mess!

Girl 2: Yes, I've told him he must try to look more tidy, but he doesn't listen.

Narrator: 5

Girl 1: These winter clothes are heavy and uncomfortable, but we need them outdoors in this cold weather.

Girl 2: Well, I prefer to stay indoors and keep warm. Then I can dress comfortably.

Narrator: 6

Boy 1: Here's a photo of Ali in his new police uniform. He looks very smart.

Boy 2: Yes, you can see that he's very proud of it, can't you?

Answers: 1 *during* 2 *hard hats, safety* 3 *coat, thick*
4 *untidily, tidy* 5 *uncomfortable, comfortably* 6 *uniform*

ACTIVITY 3 Listen and check. Then practise in pairs.

7 mins 

- 1 Play recording 6. The pupils listen and check their answers.
- 2 Check the answer 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 picture. Answer the questions.

5 mins

- 1 Show the picture to the pupils. Read the first question to the pupils and elicit the answer. (*They're waiting for a bus.*)
- 2 The pupils answer the rest of the questions.

Answers: 1 *They're waiting for a bus.* 2 *They're talking about the snow.* 3 *He's wearing a scarf, a jacket, gloves and trousers; she's wearing a hat, coat, boots and gloves.*

ACTIVITY 5 Listen and number the clothes as you hear them. 6 mins 

- 1 Point to each of the pictures and elicit the words. (*jacket, shorts* etc.)
- 2 Play recording. The pupils listen.
- 3 Play recording again. The pupils number the pictures.
- 4 Play recording again. The pupils check their answers.

CD3 Audio 7

Girl: *I hope the school bus comes soon. I'm getting cold.*

Boy: *Yeah, this weather is terrible. It's going to be April tomorrow, but it's still like January!*

Girl: *Well, the weather forecast says spring is coming.*

Boy: *Yeah, right!*

Girl: *So Mum and I are going to go clothes shopping on Saturday.*

Boy: *What are you going to get?*

Girl: *I'm hoping to find a nice light spring jacket, and a new skirt to go with it – and a light sweater, too.*

Boy: *Great. Well, talking about warmer weather, I'm going to visit my cousin in Mexico after school finishes next week.*

Girl: *Oh, very nice!*

Boy: *Yes, and he says it's already quite hot there. He says I need to take some summer clothes – like some T-shirts and shorts.*

Girl: *Really!*

Answers: 1, 5, 2, 3, 4

ACTIVITY 6 Talk about the clothes that you wear. 5 mins

- 1 Choose a pupil to practise the dialogue with. Say **What do you like wearing in ...?** Help the pupil to make a suitable reply.
- 2 Repeat with other pupils.
- 3 In pairs, all the pupils practise the questions and answers.

Period 5**INTRODUCTION ACTIVITY 4 mins**

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Look at the pictures. Describe the people. Use words from period 4, activity 1 to help you talk about their clothes. 12 mins

- 1 Review the clothes words from period 4.
- 2 Point to each of the pictures. Ask **What's he/she wearing?** Help the pupils to make sentences about the clothes with *He's/She's wearing ...*

ACTIVITY 2 Read and mark the sentences true (✓) or false (X). 14 mins

- 1 The pupils read the texts silently.
- 2 Read number 1 to the pupils. Ask **Is that correct?** (no). The pupils write to follow **X** in the box.
- 3 The pupils read the other sentences and write ✓ or X.

Answers: 1 X 2 ✓ 3 X 4 X 5 X

Work in pairs. Check your answers and correct the false ones.

- 4 In pairs, the pupils check their answers.
- 5 They correct the false sentences (1, 3, 4 and 5).
- 6 Check the answers orally.

Answers: 1 *The most important part of her work is protecting her country and her people.* 3 *She thinks family is important, and that's why she wants to look her best.* 4 *Accidents happened more often than they do now.* 5 *They don't like the clothes, but they wear them because it's safer.*

ACTIVITY 3 Listen and read aloud. 10 mins 

- 1 Play recording. Pause CD after each sentence for pupils to read aloud.
- 2 Pupils listen and read the texts aloud.

CD3 Audio 8

Deema: I like my police uniform, and I wear it proudly. I'm proud that we help protect our country and our people. We all are, and we always try hard to be smart and tidy, too. We feel that people trust us more because we dress as smartly and tidily as we can.
Deema, from Palestine

Bill: During our terrible, long, dark winters, we have to wear warm sweaters and thick jackets and trousers when we go outdoors. But the summer is completely different. For three short months, it's beautiful and warm. We can dress much more comfortably in thin T-shirts and jeans or shorts.
Bill, from Canada

Maria: Today, I'm dressing as nicely as I can in my beautiful, long, green dress and my new jacket. We're having a big family party, you see, and we all want to look our best. If we don't try our hardest and do our best, it's like saying the family isn't important.
Maria, from Mexico

Abdullah: In my work, people used to be much more careless than today, and accidents often happened. Today, we do things more carefully than we did then. We protect ourselves as well as we can with hard hats, safety boots and thick gloves. They're uncomfortable, but they're better than a horrible accident. 'Better safe than sorry,' I always say. Abdullah, from Kuwait

Period 6

INTRODUCTION ACTIVITY 4 mins

- 1 Ask the pupils questions about the topic in the previous period – clothes: **What clothes do people wear in cold weather in winter? What clothes do people wear for protection? Why was Maria wearing special clothes?**
- 2 Choose pupils to ask more questions. Choose other pupils to answer.

ACTIVITY 1 Read and complete the table. 10 mins

Complete the table.

- 1 Choose pupils to read a section of the text each from page 8, aloud to the class.
- 2 Point to the first row of the table. Ask **What name is it?** Elicit the answer. (*Deema*)
- 3 Repeat with other questions, such as **Where is she from? What is she wearing? What are her clothes for?** Elicit answers. The pupils write key words in the table.
- 4 The pupils write key words for the other people in the table.
- 5 Copy the table on the board, then call pupils to the front to complete it.

Answers: *Deema – Palestine, police uniform, for work*
Bill – Canada, T-shirt and jeans, for the warm weather
Maria – Mexico, green dress and new jacket, for a family party
Abdullah – Kuwait, safety clothes, for work

ACTIVITY 2 Work in pairs. Ask and answer questions for Young World. 8 mins

- 1 Read the situation to the pupils.
- 2 Choose a pair of pupils to read the dialogue to the class.
- 3 Choose another pupil to be Bill. Repeat the dialogue, and help the pupil to answer appropriately.
- 4 In pairs, the pupils take turns to be Deema, Bill, Maria or Abdullah, and interview each other.

ACTIVITY 3 Read again and answer the questions. 5 mins

- 1 The pupils read the text again silently.

- 2 Read the first question to the pupils. Elicit the answer. (*Because she feels people trust her more*)
- 3 The pupils answer the other questions.
- 4 Check the answers orally.

Answers: 1 *Because she feels people trust her more when she's smartly dressed.* 2 *Because he needs different clothes for summer and winter.* 3 *Because family is important.* 4 *He wearing them for safety / to protect himself against accidents.*

ACTIVITY 4 Read again. Say what the underlined words mean. 8 mins

- 1 The pupils read the text again silently.
- 2 Read the first extract to the pupils. Help them to express the meaning of the first set of underlined words: *All the police officers are proud that they help to protect their country and people.*
- 3 The pupils work out the meaning of the other underlined words.
- 4 Check the answers orally.

Answers: 1 *All the police officers are proud that they help to protect their country and people.* 2 *They can wear clothes that are very comfortable.* 3 *Everyone in her family* 4 *It's better to do something that makes you safe; if you don't do it, you might have a bad accident.*

ACTIVITY 5 Work in pairs. Listen again. Then read the passages aloud. 5 mins

- 1 Play recording 8 again while the pupils listen.
- 2 In pairs, all the pupils take turns to read each text.

Period 7

INTRODUCTION ACTIVITY 4 mins

- 1 Revise the words from the two vocabulary sets in the unit with 'Word Bingo', like this:
 - Write all the words from the two vocabulary sets on the board.
 - Tell the pupils to choose five of the words and write them in their notebooks.
 - Say words on the board at random and circle them; if the pupils hear one of their words, they circle it in their notebooks.
- 2 The first pupil to circle all their five words is the winner.

ACTIVITY 1 Read Maria's words in the table. Add the adjectives to the table. 8 mins

- 1 Read the speech bubble to the pupils. Make sure they understand that it is what Maria says about her clothes.

UNIT 8

- Show the pupils how the key words (adjectives and nouns) have been added to the table.
- Focus on the order of adjectives: the speaker's feeling, a general description, colour.

Now add this woman's adjectives to the table.

- Show the pictures to the pupils. Help them to add the adjectives to the table.

Now write what she is saying.

- Help the pupils to complete the speech bubbles.
- Check the answers orally.

Answers: *a beautiful, warm, yellow sweater some nice, thick grey gloves*

ACTIVITY 2 Look at the passages in period 4. Add adverbs to the table. Then think of more adjectives and adverbs to complete the table. 10 mins

- Read the adjectives to the pupils.
- The pupils find the adverbs in the passages.
- Ask individual pupils to read out a sentence each with one of the adverbs in: *I wear it proudly. We dress as smartly and tidily as we can. We can dress much more comfortably. We try hard.*
- Show the pupils the headings of the table. Make sure the pupils understand about the different ways to make adjectives.
- The pupils find more adverbs in the passages and add them to the table.
- Help the pupils to suggest other adverbs to add. If necessary, give them adjectives to make into adverbs:
regular: quick, short, safe
y+ ily: happy, heavy, sunny
-ble +y: acceptable, terrible, horrible
irregular: fast, early, late

Answers: *Regular: proud, proudly / smart, smartly / nice, nicely (other examples: quick, quickly / short, shortly / safe, safely)
y+ ily: tidy, tidily (other examples: happy, happily / heavy, heavily / sunny, sunnily)
-ble +y: comfortable, comfortably / (other examples: acceptable / acceptably / terrible, terribly / horrible / horribly)
Irregular: hard, hard / good, well / careful, carefully (other examples: fast, fast / early, early / late, late)*

ACTIVITY 3 Complete the sentences. Use the correct forms of the words in brackets. 8 mins

- Read the first dialogue to the pupils. Show them the word in brackets (*comfortable*). Help the pupils to complete the dialogue with an adverb and an adjective.
- Check the answers orally.

Answers: *1 comfortably, comfortable 2 fast, fast 3 well, good 4 tidy, tidily 5 bad, badly*

ACTIVITY 4 Listen and check. Then practise in pairs.

10 mins 

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

CD3 Audio 9

Narrator: 1

Man 1: *I can't work comfortably in these heavy boots. I don't want to wear them.*

Man 2: *But you must. It's more important to be safe than comfortable.*

Narrator: 2

Girl 1: *We have to be fast!*

Girl 2: *I know. If we don't go fast, we'll miss the bus.*

Narrator: 3

Boy 1: *Khalid paints very well.*

Boy 2: *And he's good at drawing, too.*

Narrator: 4

Girl 1: *Our teacher is very tidy.*

Girl 2: *Yes, and after school, she always puts everything away tidily.*

Narrator: 5

Boy 1: *I've got a very bad backache.*

Boy 2: *I've got something wrong, too. My shoulder hurts badly.*

Period 8

INTRODUCTION 4 mins

- Review the word pairs from the previous period with the pupils: say one of the words, for example, *proud*. The pupils say the adverb (*proudly*).
- For each adjective–adverb pair, choose one pupil to say a sentence with the adjective, and one pupil to say a sentence with the adverb.

ACTIVITY 1 Read the sentences. 10 mins

- Read the sentences to the pupils. Focus on the use of adverbs in the sentences.

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

- Read number 1 to the pupils. Elicit the answer (*nouns*).

- 3 Repeat with the other sentences. Make sure the pupils understand that these sentences are all about adverbs.

Answers: 1b 2a 3b 4a,a 5b 6b 7b,a

ACTIVITY 2 Write complete sentences. Compare the people in two ways. 14 mins

- 1 Read the first set of word cues to the pupils. Show them how the word cues are expanded to make sentences.
- 2 Help the pupils to make a pair of sentences with the words cues in number 2, such as *Bill dresses more comfortably than Abdullah. Abdullah does not dress as comfortably as Bill.*
- 3 The pupils write the rest of the pairs of sentences.
- 4 Check the answers orally.

Answers: 1 a Deema dresses more smartly than Bill. b Bill does not dress as smartly as Deema. 2 a Bill dresses more comfortably than Abdullah. b Abdullah does not dress as comfortably as Bill. 3 a Today, Maria is being more careful than she usually is. b Maria is not usually as careful as she is today.

Now compare with irregular verbs.

- 5 Repeat the procedure with the second set of word cues. Point out that these are all irregular adverbs.
- 6 Check the answers orally.

Answers: 4 a Maria dresses better than Bill. b Bill does not dress as well as Maria. 5 a Deema tries harder than the other officers to be smart. b The other officers do not try to be smart as hard as Deema. 6 a Bill gets up earlier in the summer than in the winter. b Bill does not get up as early in winter as in summer.

ACTIVITY 3 Work in groups of three or four. Compare yourselves now and (a year) ago. 12 mins

- 1 Choose a pair of pupils. Demonstrate the dialogue with them.
- 2 Demonstrate the dialogue with another pair of pupils, using another activity and adverb, for example *run, fast (I didn't use to run as fast as I do now).*
- 3 Repeat with other activities and other adverbs from the list.
- 4 In groups of three or four, all the pupils practise the dialogue, using different activities and different adverbs.

Period 9

INTRODUCTION ACTIVITY 4 mins

- 1 Review the ways we make comparisons using adverbs in English. First, elicit adverbs from the pupils (*proudly, carefully, comfortably, smartly* etc.) and write them on the board.

- 2 Point to an adverb and help a pupil to make sentences comparing Bill, Deema, Abdullah and Maria. For example, *carefully – Maria dresses more carefully than Bill or Bill doesn't dress as carefully as Maria.*
- 3 Repeat with other adverbs and other pupils.

ACTIVITY 1 Complete the conversation. 18 mins

- 1 Show the picture to the pupils. Help them to compare the coats. For example: *This coat is shorter / longer / cheaper / more expensive than that coat.*
- 2 Read the beginning of the conversation. Elicit the answer for number 3. (*is as good as*)
- 3 The pupils complete the rest of the conversation.
- 4 Choose a pair of pupils to read the completed dialogue to the class.

Answers: 1 *is as good as* 2 *isn't as expensive as* 3 *is as good as* 4 *isn't as long as* 5 *isn't as thick as* 6 *won't be as warm as* 7 *isn't as smart as*

ACTIVITY 2 Compare the three students. Complete the sentences. 18 mins

- 1 Show the table to the pupils. Point out the names (*Ali, Tariq, Sadiq*) and the questions (*How carefully* etc.).
- 2 Show pupils the example answer for number 1.
- 3 The pupils write the rest of the sentences.
- 4 Call pupils to the front to write the sentences on the board.

Answers: 1 A *Tariq is working more carefully than Sadiq, but he is not working as carefully as Ali.* B *You're right. Ali is working the most carefully of all three.* 2 A *Ali is writing faster than Tariq, but he is not writing as fast as Sadiq.* B *You're right. Sadiq is working the fastest of the three.* 3 A *Sadiq is working more tidily than Ali, but he is not working as tidily as Tariq.* B *You're right. Tariq is working the most tidily of the three.*

Period 10

INTRODUCTION ACTIVITY 4 mins

- 1 Review the language of the unit with a game of noughts and crosses. Write these words in the noughts and crosses squares on the board: *more comfortable, most comfortable, as comfortable, harder, hardest, as hard, more carefully, most carefully, as carefully.*
- 2 Divide the class into two teams, X and O. Pupils from the teams take turns to choose squares and make sentences or questions with the words.
- 3 If the sentence or question is correct, put the team's mark, X or O, in the square.
- 4 The first team to make a straight line of three squares gets a point.

- 5 If you have time, repeat until all the pupils have had a turn, then announce the winning team.

ACTIVITY 1 Name the shops in the picture. Use these words to help you. 5 mins

- 1 Read the words for shop in the box to the pupils.
- 2 Point to each of the shops in the picture. Ask **What shop is it?** (It's a shoe shop etc.)

ACTIVITY 2 Listen to three conversations. Note where they are happening. 10 mins

- 1 Tell the pupils to listen to the three conversations. They should write the name of the shop in each.
- 2 Before listening, focus on the use of *dark* and *light* in the conversation. Write examples such as *light blue* / *dark blue* on the board, and help the pupils to find examples of the colours in the classroom.
- 3 Play recording. The pupils listen and write the names of the shops.
- 4 Check the answers orally. Ask the pupils to identify the type of shop (*clothes shop* etc.) as well as the name of the shop.

CD3 Audio 10

- Narrator:* Conversation 1
Male assistant: ... And what kind of colour would you like?
Man (customer): Something light, please. Nothing dark. Light green or light blue perhaps. And something light to wear in the summer. Nothing heavy.
Male assistant: I've got just the right thing for you. Look.
Man (customer): Mm, yes. And in fact, it looks good with my shirt and my trousers. How much is it?
Male assistant: It's just a hundred and eighteen eighty. And I think it's just your size.
Man (customer): And it's got the traditional three buttons down the front. Yes, I like it.
- Narrator:* Conversation 2
Boy (customer): Excuse me, but how much are these, please?
Male assistant: They're a hundred and ninety-nine.
Boy (customer): Wow! That's very expensive!
Male assistant: Yes, but they're the best! You'll kick a lot of goals with these!
Boy (customer): I'm sorry, but can I see some cheaper ones?
Male assistant: Yes, of course. What about these? They aren't quite as good as the others, but they're only a hundred and nineteen-ninety.

- Boy (customer):* That's better. Have you got them in size 34?
Male assistant: Yes, here you are. Try them.
Narrator: Conversation 3
Woman (customer): I'll take these three, please.
Female assistant: Thank you. That's nine fifteen, eleven fifty, and fourteen thirty-five. That's thirty-five all together, please.
Woman (customer): Here you are. Twenty ... thirty ... and five.
Female assistant: Thank you. Would you like them in a bag?
Woman (customer): Oh, yes, please.
Female assistant: Here you are.
Woman (customer): Thanks. Oh! They're quite heavy!
Female assistant: Yes, you're right. You've really got lots to read now!

Answers: 1 *What to Wear* (a clothes shop) 2 *Top Game* (a sports shop) 3 *Better Read* (a bookshop)

ACTIVITY 3 Listen again. Note the things the people are buying. Note how much they are. 8 mins

- 1 Tell the pupils they are going to listen again. This time, they should listen for what the people are buying and the prices.
- 2 Play recording 10 again. This time, the pupils listen for the items and the prices.

Answers: 1 a jacket, 118.80 2 football boots, 119.90
 3 books, 35

ACTIVITY 4 Practise your pronunciation: numbers (tens and teens) 8 mins

- 1 Review the numbers 30, 40, 50, 60, 70, 80, 90 with the pupils. Emphasise the short /e/ sound.
- 2 Repeat with the numbers 13, 14, 15, 16, 17, 18, 19. Emphasise the long /i:/ sound.
- 3 Compare the pairs of numbers 13/30, 14/40 etc. The pupils repeat the numbers chorally and individually.
- 4 Play recording 11 part 1. The pupils listen and tick the numbers they hear.
- 5 Play recording 11 part 1 again. The pupils check their answers.

CD3 Audio 11

Part 1

- A. thirteen
- B. fourteen
- C. fifty
- D. sixty
- E. seventeen
- F. eighty
- G. nineteen

Part 2

- A. Thirteen, thirty
- B. Fourteen, forty
- C. Fifteen, fifty
- D. Sixteen, sixty
- E. Seventeen, seventy
- F. Eighteen, eighty
- G. Nineteen, ninety

Answers: a thirteen b fourteen c fifty d sixty
e seventeen f eighty g nineteen

- 6 Play recording 11 part 2. Pause after the first pair of numbers (*thirteen, thirty*). Show the pupils how to underline the stressed part of the word.
- 7 Play the rest of the numbers. The pupils underline the stressed part.

Answers: A *Thirteen, thirty* B *Fourteen, forty* C *Fifteen, fifty*
D *Sixteen, sixty* E *Seventeen, seventy* F *Eighteen, eighty*
G *Nineteen, ninety*

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

- 1 Choose pairs of pupils to read the dialogue to the class.
- 2 As they read aloud, help the pupils with pronunciation and stress.
- 3 In pairs, all the pupils practise reading the dialogue.

Period 11**INTRODUCTION 4 mins**

- 1 Read the names of the shops in the previous period to the pupils again.
- 2 Choose individual pupils to read the names of two of their favourite shops.

ACTIVITY 1 Listen and write down what you hear.8 mins 

- 1 Play recording. The pupils listen.
- 2 Play recording again. The pupils write what they hear.

- 3 Play recording a third time. The pupils check what they have written.
- 4 Check the sentences orally.

CD3 Audio 12

- 1 *Tariq wears his police uniform at work, but at home he dresses more comfortably in a T-shirt, jeans and trainers.*
- 2 *I'm bad at clothes shopping, and I don't know my shirt size, so I'll ask that assistant for some help.*

Answers: see Audio above**ACTIVITY 2 Read the information. 8 mins**

- 1 Read the text about writing notes to the pupils.
- 2 Compare writing notes in English to writing notes in their own language. Focus on the writing of key words – the words with the most important information.
- 3 Focus on the use of short forms and abbreviations.

ACTIVITY 3 Read the police officer's notes. Then write her public announcement. 10 mins

- 1 Point to the picture and ask **What is happening?** Help the pupils to understand the situation (a mother has lost her two children in the shopping centre; she wants the police officer to help find them).
- 2 Read the police officer's notes to the pupils.
- 3 Help the pupils to expand the notes into the police officer's announcement.
- 4 The pupils follow the instructions and write the police officer's announcement.

Answers: *We are looking for two lost children in or near the shops. Their mother last saw them twenty minutes ago. Have you seen them? If you have, please tell us. Their names are Ben and Ann. Ben is 10 and Ann is 8. Ben is 1.2 m tall and has short, dark brown hair. He's wearing a green T-shirt, dark blue jeans and red trainers. Ann is not as tall as Ben. She's 1.1 m tall and she has long light brown hair. She's wearing a long pink dress, white socks and black shoes. If you see Ben and / or Ann, please take them to the Information Desk, next to the bank. Thank you.*

ACTIVITY 4 Work in pairs. Use the description to find the children. 10 mins

- 1 Choose individual children to read their announcements to the class.
- 2 In pairs, all the pupils check their descriptions. Then they look for Ben and Ann in the picture.
- 3 When the pupils have found Ben and Ann, ask them to say where they are and what they are doing.

Answers: They are outside the 'Cup and Cake'. They are looking at the cakes in the window.

Period 12

INTRODUCTION ACTIVITY 4 mins

- 1 Explain that in this period the pupils are going to another public announcement about a lost child.
- 2 Elicit ideas from the pupils about what should be in the announcement – where the child was last seen, what the child was wearing, what people should do if they see the child, etc.

ACTIVITY 1 Work in pairs. Choose your 'lost' children.

10 mins

- 1 Read the unit task to the pupils.
- 2 Read the example language for choosing to the pupils.
- 3 In pairs, the pupils choose a pair of children in the picture.

Now describe and make up information about each child and write notes. Compare notes and make sure they say the same things about each child.

- 4 Individually, the pupils make notes about the two children. They can invent information too.
- 5 In pairs, the pupils compare their notes and decide on one final version.

ACTIVITY 2 Work in different pairs. Act out a conversation between the parent and the police officer. 10 mins

- 1 Arrange the children in different pairs.
- 2 Choose a pupils and follow the instructions; the pupil is the police officer.
- 3 Choose another pupil and follow the instructions; the pupil is the parent.
- 4 The pupils take turns to be the police officer and the parent.
- 5 The parent describes the lost children; the police officer writes notes.

ACTIVITY 3 Write the public announcement. 8 mins

- 1 Read the public announcement again with the pupils.
- 2 Individually, the pupils write the public announcement about the missing children, using their notes.

ACTIVITY 4 Work in different pairs. Find the children.

8 mins

- 1 Arrange the pupils in different pairs.
- 2 The pupils take turns to read out their descriptions to their new partners. The partners try to find the missing children in the picture.
- 3 When they have found the children, the partners say where the children are and what they are doing.

The world of food

Aims to use *some, any, much, many, how much, how many* with countable and uncountable nouns; to use *a / an / the / some / zero* article

Key language *American, Brazil, can, carton, China, climate, each, export, ground meat, import, India, Italian, Japan, jar, Kuwait, list, litre, probably, produce, quality, quantity, regular, Russia, spaghetti, tomato paste, tub, wheat*

Language structures *There is some meat / There isn't any meat / There isn't much meat / Is there any meat? / How much meat is there? / There are some tomatoes / There aren't any tomatoes / There aren't many tomatoes / Are there any tomatoes? / How many tomatoes are there?;* sentence with definite, indefinite and zero article

Materials Pupil's Book, CD

Period 1

INTRODUCTION ACTIVITY 4 mins

- 1 Read the title of the unit to the pupils. Explain that they will be talking about food from other countries.
- 2 Talk with the pupils about the food that people eat in other countries. Ask questions such as **What do people eat in the United States? What do people eat in Japan?**
- 3 Talk with the pupils about food and drink from other countries that comes to Palestine. Ask questions such as **Does coffee come from Palestine? Where does tea come from?**

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

CD3 Audio 13

can carton each ground meat jar list litre regular tomato paste tub

ACTIVITY 2 Look at the picture on the next page.

Describe it. 8 mins

- 1 Point to the picture on page 17. Ask the pupils who the people are. (Mrs Haifawi, Yasmeen and Adnan)

- 2 Read the beginning of sentence 1 (*The picture*). Help the pupils to match the rest of the sentence. (*The picture / shows Mrs Haifawi and her children / in their kitchen.*)
- 3 The students match the rest of the sentences.

Answers: 1 *The picture / shows Mrs Haifawi and her children / in their kitchen.* 2 *She and Yasmeen / seem to be checking / the food they have.* 3 *Adnan / is standing in the kitchen / and writing something.* 4 *Perhaps he / is writing a list of things / to go and buy.*

ACTIVITY 3 Listen and answer the questions. 10 mins

- 1 Read the questions to the pupils. Play recording 14. The pupils listen to the questions.
- 2 Play recording 15. The pupils listen.
- 3 Play recording 14 again. In pairs, the pupils answer the questions.
- 4 Play recording again. The pupils check their answers to the questions.
- 5 Check the answers orally.

CD3 Audio 14

- 1 *What are Adnan and Yasmeen going to do for their mother?*
- 2 *How many things to buy can you remember?*
- 3 *Why are Adnan and Yasmeen happy at the end?*

CD3 Audio 15

- Mrs Haifawi: Could you do some shopping for me?*
Adnan: Fine. I'll make a list.
Mrs Haifawi: Right. I want to make some kebabs, but we don't have any ground meat.
Yasmeen: How much should we get?
Mrs Haifawi: A kilo, please.
Adnan: Ground meat ... one kilo.
Yasmeen: There aren't any tomatoes either. How many should we get?
Mrs Haifawi: About two kilos.
Yasmeen: And is there any tomato paste?
Mrs Haifawi: No, there isn't. So get a large carton.
Adnan: Tomatoes ... two kilos ... Tomato paste ... a large carton.
Yasmeen: Are there any olives?
Mrs Haifawi: There are some, but not many.
Yasmeen: How many would you like?
Mrs Haifawi: Get a small jar.
Yasmeen: And there isn't much olive oil.

Mrs Haifawi: So please get a large can – two litres.
Adnan: Olives ... one small jar ... Olive oil ... one two-litre can.

Mrs Haifawi: And let's get some ice cream for everyone.
Yasmeen: Oh, good! But how much? A large tub?
Mrs Haifawi: No, just the regular size, please.
Adnan: Right. Ice cream ... one regular tub.
Mrs Haifawi: Oh, and one more thing... Buy yourselves an ice cream each.
Yasmeen: Thanks!

Answers: 1 They're going to do the shopping for her.
2 (pupils' own answers) 3 Because their mother says they can have an ice cream each.

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

10 mins 

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 15 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

INTRODUCTION ACTIVITY 4 mins

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 8 mins

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

Answers: 1 ground meat 2 jars, each 3 olive oil, can 4 list, litres 5 tomato paste, carton, tub, regular

ACTIVITY 2 Listen and check. Then practise in pairs.

8 mins 

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

CD3 Audio 16

Narrator: 1
Girl: I'll get a kilo of ground meat to make kebabs for us.
Mother: I think that's more than we need, We only need half a kilo.

Narrator: 2
Girl: We need two jars of olives, but do you want black or green ones?
Mother: Could you get one of each kind, please?

Narrator: 3
Boy: Do you use a lot of olive oil in your cooking?
Mother: Yes, I do, so could you get me a two-litre can, please?

Narrator: 4
Mother: And there's something else to add to the shopping list: milk.

Boy: Right. I'll get a large bottle – two litres.

Narrator: 5
Mother: We've got lots of tomatoes, but we haven't got much tomato paste.

Girl: Right, so I'll get a large carton or tub.

Mother: No, not a large one. The regular size will be fine.

ACTIVITY 3 Work in pairs. Make a list of other things for Adnan's shopping list. 8 mins

- 1 Show the pupils the picture. Elicit the words for the food and drink. (*apples, water, carrots, biscuits*)
- 2 Say *a bag of* and elicit the ending. (*carrots*)
- 3 The pupils match the rest of the containers with the food. They add these to the Mrs Haifawi's speech bubble.
- 4 Copy the speech bubble on the board. Call a pupil to the front to complete it.

Answers: a bag of carrots, a bottle of water, a box of apples, a packet of biscuits

ACTIVITY 4 Read again and answer the questions. 8 mins

- 1 Point to the dialogue in activity 4 of period 1.
- 2 Elicit the names of the people in the picture.

- 3 Choose pupils to read the questions aloud.
- 4 The pupils read the conversation again.
- 5 The pupils answer the questions individually.
- 6 Check the answers orally.

Answers: 1 *She hasn't got any. She needs a kilo.* 2 *She wants to make some kebabs.* 3 *She hasn't got any tomatoes. She needs about 2 kilos.* 4 *She hasn't got any tomato paste. She needs a large carton.* 5 *She hasn't got many olives. She needs a small jar.* 6 *She hasn't got much olive oil. She needs a large can.* 7 *They're going to get a regular size.* 8 *They're going to get one each.*

ACTIVITY 5 Work in pairs. Listen again and practise the conversation. 8 mins

- 1 Play recording 16 again. The students listen.
- 2 Choose a pair of pupils to read the dialogue aloud.
- 3 In pairs, all the pupils practise reading the dialogue.

Period 3

INTRODUCTION ACTIVITY 4 mins

- 1 Talk with the pupils about the story episode in the previous period. Ask questions such as **Where were the family sitting? What were they doing?**
- 2 Find out if the pupils can remember the items and quantities on the shopping list. Every time they say a correct item or quantity, write it on the board.
- 3 Continue until the shopping list is complete.

ACTIVITY 1 Read the questions and answers. 10 mins

- 1 Read the questions and answer to the pupils. Focus on the use of *some* and *any* in the questions and answers.

Look at the sentences again. Then add the words *some* and *any*.

- 2 Read the statements to the pupils.
- 3 Help the pupils to complete the first statement. (*some, any*)
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 *some* 2 *any* 3 *any*

ACTIVITY 2 Ask and answer questions about the pictures with the conversation. 8 mins

- 1 Read the pairs of words to the pupils. Make sure that the pupils understand that if a word is crossed out, it means there isn't any.
- 2 Read the example conversation with a pupil.
- 3 Practise the conversation with other food and drink, and other pupils.
- 4 In pairs, all the pupils practise the conversation.

ACTIVITY 3 Read the questions and answers. 8 mins

- 1 Read the questions and answers to the pupils. Focus on the use of *much* and *many*.

Now add the words *much* and *many*.

- 2 Read the sentences to the pupils.
- 3 Help the pupils to complete the first sentence (*many, much* or *much, many*).
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 *many, much* 2 *many, much* 3 *many, much* 4 *many, much*

ACTIVITY 4 Work in pairs. Ask and answer questions about Mariam's shopping list. 5 mins

- 1 Read the items and the quantities in the shopping list to the pupils. (*apples – 1 kilo* etc.)
- 2 Read the example dialogue with a pupil.
- 3 Practise the example dialogue with other pupils and other items from the shopping list. Help the pupils to use *She doesn't want much / She doesn't want many* appropriately.
- 4 In pairs, all the pupils practise the dialogue about the shopping list.

ACTIVITY 5 Work in pairs. Write and dictate shopping lists. 5 mins

- 1 Say you are going to write a shopping list. Elicit suggestions from the pupils – *half a kilo of chicken, 2 packets of biscuits* etc.
- 2 Write the suggestions on the board.
- 3 Individually, the pupils write their own shopping list.
- 4 Demonstrate the dialogue with one of the pupils. Write the items in the pupil's shopping list on the board.
- 5 In pairs, all the pupils practise talking about and asking about their shopping lists.
- 6 As they ask and answer questions, they should write down the items on their partner's shopping list.
- 7 When they have finished, they compare their notes on the shopping list with their partner's original shopping list.

Period 4

INTRODUCTION ACTIVITY 4 mins

- 1 Revise some of the language from period 3, like this:
 - Choose a pupil and say **Are there any books in the classroom?** Help the pupil to reply appropriately.
 - Choose another pupil and say **Is there any paper in the classroom?** Help the same pupil to reply appropriately.

UNIT 9

- 2 Repeat with other countable nouns (*chairs, books, pupils, cats, mice* etc.) and uncountables (*glue, paint, litter, rubbish, food* 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. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

CD3 Audio 17

*climate export import probably produce quality
quantity spaghetti wheat American
Brazil China India Italian Japan Kuwait Russia*

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

- 1 Play recording 18. Pupils listen.
- 2 Read number 1 to the pupils. Ask **What's the missing word?** (*produce*)
- 3 The pupils complete the rest of activity with the new words from period 1.

CD3 Audio 18

Narrator: 1

Boy: *Do you produce all the parts for these cars here in this country?*

Man: *No, no, we import lots of them from other countries, and we put everything together here. Then we export most of the cars to other countries round the world.*

Narrator: 2

Girl 1: *We grow different kinds of wheat in our country. A lot of it is to make bread, of course. But we also grow a lot to make spaghetti. Do you grow much here in your country?*

Girl 2: *No, the climate isn't right for it. It's hot, and there isn't much rain.*

Narrator: 3

Boy 1: *I've heard that we will probably import some coffee from Brazil this year. Is that right?*

Boy 2: *Yes, but not much. Just a small quantity.*

Boy 1: *Well, we can be sure that the quality will be very high. It's some of the best coffee in the world!*

Answers: 1 *produce, import, export* 2 *wheat, spaghetti, climate*
3 *probably, quantity, quality*

ACTIVITY 3 Listen and check. Then practise in pairs.

8 mins 

- 1 Play recording 18. The pupils listen and check their answers.
- 2 Check the answer 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 Learn about four countries. Do these tasks.

15 mins

- 1 Read the list of countries to the pupils.
- 2 The pupils find the countries on the world map at the beginning of their Pupil's Books.
- 3 Show the pupils the different areas of the world (*Asia, Europe* etc.).
- 4 Point to Brazil. Ask **Where is it?** Elicit the answer. (*It's in South America.*)
- 5 Repeat with the other countries.
- 6 Tell the pupils they are going to listen to people from different countries talking about their countries. Show the pupils the people in the picture. Also show the pupils where to write their answers
- 7 Play recording. The pupils listen and write the countries. Check the answers orally.
- 8 Play recording again. The pupils listen and write what each country produces. Check the answers orally.

CD3 Audio 19

Narrator: 1

Boy 2: *I'm from Russia. Part of our huge country is in Europe and part of it is in Asia. We have very cold winters, but our summers are warm, and so our farmers can produce a lot of wheat.*

Narrator: 2

Girl 2: *I'm from a country in Asia – India. We have well over a billion people. The climate is very different in different parts of this huge country, and in the hills in the north, it's just right for growing tea. It's very good quality, and we export it all round the world.*

Narrator: 3

Boy 3: *I'm from Brazil in South America. My country is very large, and we produce a lot of different things. Perhaps we are most famous for our coffee, and we export this to countries in every part of the world.*

Answers: 1 *Russia, wheat* 2 *India, tea* 3 *Brazil, coffee*

- 9 For each country, ask the pupils to say the nationality, for example Russia – Russian.
- 10 Read what is said about each country to the pupils. Add details of one of the people, for example, the boy from Russia.

- 11 Practise with the pupils what the people from the other countries say.
- 12 In pairs, all the pupils practise what the people say.
- 13 Explain that the pupils are going to listen to one more person. Read the paragraph to the pupils.
- 14 Play recording. The pupils listen.
- 15 Play recording again. The pupils complete the text.
- 16 Play recording a third time. The pupils check their answers.
- 17 Check the answers orally.

CD3 Audio 20

Teacher: Now as you can see from the map here, Japan is a long, thin country ... and it is situated here in the far east of Asia. It is to the east of China and to the east of Russia, too. India is a long way west and also farther south. Because the country is so long, the climate is cold in the north and hot in the south. There are mountains almost everywhere, so the farmers cannot grow all the food that its one hundred and twenty-six million people need. Instead, Japan imports many kinds of food from other countries – wheat, for example. Now, although the country cannot grow much food, it produces huge quantities of good-quality cars, computers, TVs, cameras and other things. And it exports these to other countries round the world.

Answers: *climate, imports, wheat, produces, quantities, quality, exports*

Period 5

INTRODUCTION ACTIVITY 4 mins

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Work in pairs. Find and talk about the countries in the quiz. 8 mins

- 1 Show the quiz to the pupils. In pairs, the pupils list seven of the countries in the quiz (*India, Japan, Brazil* etc.).
- 2 The pupils identify the countries they learnt about in the previous period. For each country, they identify what it produces (*India – tea* etc.).
- 3 The pupils talk about Palestine, and what it produces (*olives and olive oil*).

ACTIVITY 2 Read and do the quiz. Then work in pairs and compare answers. 10 mins

- 1 The pupils do the quiz individually.
- 2 In pairs, the pupils compare their answers. They check their answers against the ones in the book.

ACTIVITY 3 Read again. Mark the sentences true (✓) or false (X). 8 mins

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

Answers: 1 **X** 2 ✓ 3 ✓ 4 **X** 5 **X**

Work in pairs. Check your answers and correct the false ones.

- 4 In pairs, the pupils check their answers.
- 5 They correct the false sentences (1, 4, 5).
- 6 Check the answers orally.

Answers: 1 *People in Japan drink green tea.* 4 *Kuwait has a desert climate, which is not like Palestine's climate.* 5 *Palestine produces more olive oil than Kuwait.*

ACTIVITY 4 Listen and read aloud. 10 mins

- 1 Play recording. Pause CD after each sentence for pupils to read aloud.
- 2 Pupils listen and read the texts aloud.

CD3 Audio 21

*The food and drink quiz
by Julie Good*

What do you know about the things you eat and drink? Try our quiz and find out.

- 1 *Which country produces a lot of your tea?*
A, India
B, Japan
C, Brazil
- 2 *We use wheat to make bread. Which country produces the most?*
A, Canada
B, the USA
C, Russia
- 3 *Which country produces the most olives and olive oil?*
A, China
B, Kuwait
C, Palestine

Answers

- 1, a *Brazil grows a lot of high-quality coffee, but not tea. We do not import tea from Japan: theirs is green, not black. When you next go shopping, look at some packets of tea. You will probably read that the tea is from India.*
- 2, b *Canada and Russia grow a lot of wheat and export some, but the USA grows and exports huge quantities. Perhaps you had some bread for breakfast this morning or spaghetti last night. Well, the wheat was probably American.*
- 3, c *In China, olives are not part of the culture, so farmers there do not grow them. Kuwait is a desert country, and the climate is bad for olive trees: there are not many olives from there. However, Palestine's climate is just right. We produce and export a lot of olives and olive oil, and the quality is excellent.*

Period 6

INTRODUCTION ACTIVITY 4 mins

- 1 Ask the pupils questions about the topic in the previous period – making a shopping list: **What can you buy olive oil in?** (A can or a bottle), **What can you buy ice cream in?** (A carton) and **How much ground meat are they going to get?** (one kilo).
- 2 Choose pupils to ask more questions. Choose other pupils to answer.

ACTIVITY 1 Read and continue the notes. 8 mins

- 1 Copy the notes on the board. Read the notes to the pupils. Show them how all the information about Palestine is there.
- 2 Help the pupils to suggest notes for the United States. Call pupils up to the front to add the notes.
- 3 The pupils add notes for India.

Answers: *The United States / wheat / bread and spaghetti often contain American wheat India / tea / most of the tea we drink comes from India*

ACTIVITY 2 Answer the questions. Use your notes from activity 1 to help you. 8 mins

- 1 Read the example sentences to the pupils. Help them to say other sentences about the quiz.

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

Say what the underlined words refer to. Explain the underlined words.

- 1 Read number 1 to the pupils. Help them to find it in the texts. Elicit what it refers to (*tea in Japan*).

- 2 Repeat with number 2.

Answers: *1 tea in Japan. 2 Kuwait*

Now say what the underlined words mean.

- 3 Read number 1 to the pupils. Help them to express what the underlined words mean
- 4 Repeat with numbers 2 and 3.

Answers: *1 are not things you see in China? 2 a country with a hot, dry climate 3 perfect for growing olives*

ACTIVITY 4 Work in pairs. Make a list of food from other countries. 10 mins

- 1 Read the instructions to the pupils.
- 2 Read the example (*Packets of tea – India*) and copy it on the board. Help them to think of other examples. If possible, bring examples of imported food to the class – the pupils may not realize that some of the food they know well is in fact from other countries.
- 3 The pupils make a list in their books.
- 4 Call individual pupils up to the front to add to the list on the board.
- 5 Read the example sentences with *We've seen* and *You can also find* to the pupils.
- 6 Help the pupils say sentences about the food in the list on the board.
- 7 In pairs, all the pupils say sentences to each other about food from other countries.

Period 7

INTRODUCTION ACTIVITY 4 mins

- 1 Revise the words from the two vocabulary sets in the unit with 'Word Bingo', like this:
 - Write all the words from the two vocabulary sets on the board.
 - Tell the pupils to choose five of the words and write them in their notebooks.
 - Say words on the board at random and circle them; if the pupils hear one of their words, they circle it in their notebooks.
- 2 The first pupil to circle all their five words is the winner.

ACTIVITY 1 Complete the two tables. Add these words from Unit 9. 10 mins

- 1 Remind pupils of the difference between countable nouns and uncountable nouns. (We can count countable nouns – one apple, two apples etc.; we can't count uncountable nouns.)
- 2 Read the words in the box to the pupils.

- Copy the table on the board. Ask the pupils to identify the countable nouns in the box.
- Call pupils up to the front to add the countable nouns to the table.
- Repeat with the uncountable nouns.

Answers: Countable nouns: 1 apple 2 lemon 3 burger
4 can 5 carton 6 kebab 7 litre 8 olive
Uncountable nouns: 1 apple juice 2 lemon juice 3 bread
4 coffee 5 spaghetti 6 tea 7 vegetable oil 8 wheat

ACTIVITY 2 Complete the sentences. Use words from activity 1. Make any changes needed. 10 mins

- Read sentence number 1. Elicit the missing word (*burger*).
- The pupil complete the sentences.

Answers: 1 burger 2 cans 3 bread 4 vegetable oil
5 litres 6 spaghetti

ACTIVITY 3 Find words from Unit 9 that go together.

5 mins

- Read the words in the two boxes. Help the pupils to start matching them (*ground meat, ice cream* etc.).
- The pupils match the rest of the words.
- Check the answers orally.

Answers: *ground meat, ice cream, olive oil, olive tree, tomato paste*

ACTIVITY 4 Complete the sentences. Use words from activity 3. Make any changes needed. 5 mins

- Read number 1 to the pupils. Elicit the missing words (*ice cream*).
- The pupils complete the rest of the spaces with words from activity 3.

Answers: 1 *ice cream* 2 *ground meat* 3 *olive trees* 4 *tomato juice* 5 *olive oil*

ACTIVITY 5 Complete the sentences with these words that often go together. 5 mins

- Read the words in the box to the pupils.
- Read number 1 to the pupils. Help them to complete it with a phrase from the box (*tea and coffee*).
- The pupils complete the rest of the sentences.
- Check the answers orally.

Answers: 1 *tea and coffee* 2 *burgers and fries*
3 *knives and forks* 4 *oranges and lemons*

Period 8

INTRODUCTION 4 mins

- Review the word pairs from the previous period with the pupils: say the first word of one of the word pairs, for example, *bread*. The pupils say the pair of words (*bread and butter*).
- Choose pupils to say the first word of a pair; choose other pupils to say the pair.

ACTIVITY 1 Read sentences 1–6. 8 mins

- Read the sentences to the pupils. Focus on the use of *a/an, the, some* and zero article.

Look at the sentences again. Choose the best way to complete the statements.

- Read number 1 to the pupils. Elicit the answers (*a/an, some*).
- Repeat with the other sentences. Help the pupils to understand that the key points are:
 - whether we are talking about something for the first time (*a/an, some*) or we have mentioned it before (*the*);
 - whether we are talking about something in general (*zero article*), or just one or more examples (*a / an, the, some*).

Answers: 1 *a/an, some* 2 *the* 3 *do not add anything*

ACTIVITY 2 Work in pairs. Look, remember and describe the fruit and vegetables. 10 mins

- Show the picture to the pupils. Arrange the students in pairs.
- The pupils study the picture for a short time.

Look at the picture for a short time. Then close your books and take turns to say what you saw.

- Say **Close your books**.
- Read the first example dialogue to the pupils.
- In pairs, the pupils recall what there was in the picture.
- Make sure the pupils use *a/some*, as this is the first time they are talking about these fruit and vegetables.

Now talk about everything again.

- Stop the pupils. Read the second example dialogue. Make sure the pupils realize that you are using *the* because you have talked about the fruit before.
- In pairs, the pupils talk about the fruit again. Make sure that this time they use *the*.

Teaching tip

Cakes and biscuits, and European-style bread, are made from wheat.

Pasta is made from a special type of wheat, called durum or durum wheat. Some types of pasta are only durum wheat, some are a mixture of durum wheat and ordinary wheat. In the Middle East, durum is used to make flat bread.

ACTIVITY 3 Work in pairs. Use the words from the boxes to make statements. 10 mins

- 1 Read the words in the first box to the pupils. Read the words in the second box to the pupils. Make sure the pupils understand that we use the things in the first box to make the things in the second box – for example, we use ground meat to make burgers.
- 2 Read the example dialogue to the pupils.
- 3 In pairs, all the pupils talk about what we use to make different types of food, for example *We use wheat to make spaghetti.*
- 4 Make sure the pupils use zero article, because they are talking about the food items in general.

ACTIVITY 4 Work in pairs. Talk about things you like and things you do not like so much. 8 mins

- 1 Read the example dialogue to the pupils. Make sure the pupils understand that this dialogue uses zero article because the girls are talking about the burgers in general or kebabs in general.
- 2 Focus on the use of *prefer*, and the phrases *I do too*, *They're alright, but I prefer ...*, *No, not much. I really prefer ...*
- 3 Choose a pupil and practise the dialogue with him / her. Help the pupil to make appropriate replies.
- 4 Repeat with other pupils and other foods.
- 5 In pairs, the pupils practise the dialogue, talking about food in general.

Period 9**INTRODUCTION ACTIVITY 4 mins**

- 1 Review the ways we use *a / the* and zero article in English. First, elicit food, fruit and vegetable words from the pupils and write them on board.
- 2 Choose one word, for example, *oranges*, and make three sentences like this:
Oranges are good for you.
The orange I ate yesterday was delicious.
I would like an orange now.
- 3 Choose other words and help the pupils to make similar sets of three sentences, using zero article, *the* and *a*.

ACTIVITY 1 Work in pairs. Talk about the food and drink for your class party. 10 mins

- 1 Ask the pupils to imagine they are having a class party. Show them the picture and tell them that this is the food and drink for their party.
- 2 Check the vocabulary with the pupils (*cakes, burgers, chicken legs* etc.).
- 3 Read the example dialogues to the pupils. Focus on the use of *How much* with uncountables like lemonade, and *How many* with countables like chicken legs. (Note: *chicken* is uncountable, *chicken legs* are countable.)
- 4 Practise the dialogues with pupils, using different food and drink for the party. Help the pupils to respond appropriately.
- 5 In pairs, all the pupils practise the dialogues.

ACTIVITY 2 Write your shopping list. Then use it to say what you are going to get. 10 mins

- 1 Copy the shopping list on the board. Elicit other suggestions – including suitable quantities – for the list.
- 2 Call pupils to the front to write the food, drink and quantities on the board.
- 3 Read the example dialogue to the pupils.
- 4 Help the pupils continue the dialogue, talking about what they are going to get for the party.

ACTIVITY 3 Complete the statements. Add *a* or *an*, *some*, *the* or *nothing (X)*. 8 mins

- 1 Read the first sentence to the pupils. Help them to complete it (*a, a*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *a, some* 2 *X, X* 3 *the, the* 4 *X, an, a*
5 *X, X, the* 6 *a, the, a, the*

ACTIVITY 4 Work in pairs. Offer each other things to eat and drink. 8 mins

- 1 Read the dialogue to the pupils. Focus on the use of *a/an*, *the* and zero article.
- 2 Choose a pupil and practise the dialogue with him/her. Help the pupil to make appropriate replies.
- 3 Repeat with other pupils and other food.
- 4 In pairs, all the pupils practise the dialogue.

Period 10

INTRODUCTION ACTIVITY 4 mins

- 1 Review the language of the unit with a game of noughts and crosses. Write these words in the noughts and crosses squares on the board: *how much, how many, a, the, an, any more, some more, which, prefer.*
- 2 Divide the class into two teams, X and O. Pupils from the teams take turns to choose squares and make sentences or questions with the words.
- 3 If the sentence or question is correct, put the team's mark, X or O, in the square.
- 4 The first team to make a straight line of three squares gets a point.
- 5 If you have time, repeat until all the pupils have had a turn, then announce the winning team.

ACTIVITY 1 Look at different parts of the poem and answer these questions. 5 mins

- 1 Go through the questions with the pupils.
- 2 Show the poem to the pupils. Point out the title and the three verses.
- 3 Help the pupils to find the appropriate parts of the poem for each question.
- 4 Elicit the answers.

Answers: 1 *Thank You* 2 *It means to give thanks (to God) for everything we have* 3 *The poet is thanking God, because the title uses a capital letter for You, and because she is thinking about the things that God provides.*

ACTIVITY 2 Listen to the poem and do the tasks below.

10 mins 

- 1 Read the tasks to the pupils.
- 2 Play recording. The pupils listen and write their answers.

CD3 Audio 22

Thanksgiving

*Thank You
for all my hands can hold –
apples red,
and melons gold,
yellow corn
both ripe and sweet,
peas and beans
so good to eat!*

*Thank You
for all my eyes can see –
lovely sunlight,
field and tree
white cloud-boats
in sea-deep sky,
soaring bird
and butterfly.*

*Thank You
for all my ears can hear –
birds' song echoing
far and near,
songs of little
stream, big sea,
cricket, bullfrog,
duck and bee!*

Ivy O. Eastwick

Answers: 1 *Discuss this with the class.*

2 *hear – 3, eat – 1, see – 2*

ACTIVITY 3 Find things from the poem in the picture. 5 mins

- 1 Point to the picture. Help the pupils identify all the things in the picture.
- 2 Each time they say a correct word, call a pupil up to the front to add each word to a list on the board.
- 3 There will be a lot of words that the pupils do not know – give the word to the pupils and add it to the list.

Answers: *The picture has: river, sea, sun, clouds, fields, trees, swallow, butterfly, bullfrog, duck, cricket, bee, corn, peas, melon, green beans, red apples*

ACTIVITY 4 Talk about the meanings of some other words. Then work out the meanings of these new words. 5 mins

- 1 Choose some words from the poem and elicit or explain the meaning, using examples or translation.
- 2 Suitable words are: *gold, peas, beans, sunlight, field, little, cloud-boats, sea-deep, stream, cricket, bullfrog, hold, lovely, echoing* – but some of these may already have been explained in activity 3.
- 3 Help the pupils to work out the meaning of the words in the activity.

Answers: *corn b ripe b soaring a*

ACTIVITY 5 Work in pairs. Mark the words in each verse that rhyme: a–a and b–b. 6 mins

- 1 Read the first four lines to the pupils. Help them to find words that rhyme (*hold* and *gold*).
- 2 The pupils mark that pair *a ... a*. They look for other rhyming pairs and mark them *b ... b* etc.

Answers: 1 *hold / gold a ... a sweet / eat b ... b see / tree c ... c sky ... butterfly d ... d hear / near e ... e sea / bee f ... f*

ACTIVITY 6 Listen again and check your work in activity 5. Then read out the poem. 5 mins 

- 1 Play recording 22 again. The pupils check the rhyming pattern.
- 2 Help pupils to read the poem with a natural rhythm, chorally and individually.

Period 11

INTRODUCTION 4 mins

- 1 Read the poem from the previous period to the pupils again.
- 2 Choose individual pupils to read four lines of the poem each.

ACTIVITY 1 Listen and write down what you hear.

10 mins 

- 1 Play recording. The pupils listen.
- 2 Play recording. Pause after each section. The pupils write down what they heard.
- 3 Play recording a third time. The pupils check their answers.
- 4 Call pupils to the front to write what they hear on the board.

CD3 Audio 23

Narrator: 1

Girl: *We need to get a litre of apple juice, a kilo of ground meat and a carton of tomato paste.*

Narrator: 2

Boy: *Kuwait is a desert country, and the climate means that it cannot produce much of its food and has to import almost everything.*

Narrator: 3

Woman: *The quality of olives and olive oil from Palestine is excellent, and the Palestinians export them in large quantities to many parts of the world.*

Answers: see Audio for answers

ACTIVITY 2 Read the information. 10 mins

- 1 Remind pupils about the difference between countable and uncountable nouns.
- 2 Read the information about countable and uncountable nouns to the pupils.
- 3 Make sure the pupils understand that these texts show the way that countable and uncountable nouns are described in dictionaries.
- 4 Also emphasize that nouns are not always countable or always uncountable. A noun can be countable in some contexts and uncountable in other contexts.

ACTIVITY 3 Complete a text about Italian food. 16 mins

- 1 Explain to the pupils that they are going to read a recipe for spaghetti bolognese. This is a very popular dish in England. The name means spaghetti in the style of Bologna (a town in Italy). It's based on an Italian recipe.
- 2 Show the pupils the three paragraphs of the text. Give the pupils a bit of time to look at the text.
- 3 Read the topic sentences to the pupils. Help the pupils to match the topic sentences with the paragraphs.

Answers: *And now let's start cooking ... paragraph 3 / Traditional Italian food ... paragraph 1 / Let's look at things you need ... paragraph 2*

- 4 Help the pupils to write the nouns in the correct forms. The pupils will need to think about:
 - whether the nouns are countable or uncountable
 - the rules for using a/an, the, some or zero article – are they talking about the food in general, or for the first time, or something they have talked about before.
- 5 The pupils complete the text individually.
- 6 Check the answers orally.

Answers: 1 *fruit* 2 *vegetables* 3 *tomatoes* 4 *lemons*
 5 *dishes* 6 *a carton* 7 *tomato paste* 8 *some green peppers*
 9 *some onions* 10 *some olive oil* 11 *some ground meat*
 12 *some spaghetti* 13 *the green peppers* 14 *the onions*
 15 *the olive oil* 16 *the onions* 17 *the green peppers*
 18 *the meat* 19 *the tomato paste*

Period 12

INTRODUCTION ACTIVITY 4 mins

- 1 Explain that in this period the pupils are going to plan a class picnic.
- 2 Elicit ideas from the pupils about where they could go, when it could be, what they could eat and drink and what they would do on the picnic.

ACTIVITY 1 Work in groups. Talk about your favourite kinds of picnic food. 5 mins

- 1 Read the unit task to the pupils.
- 2 Explain that the pupils are going to plan a class picnic. This involves:
 - talking about the food and drink they like;
 - deciding what food and drink to get;
 - deciding what each person is going to buy or prepare for the picnic;
 - finally, reporting to the class about their plans.
- 3 Read the example sentences. Help the pupils to say sentences about the food and drink they like.
- 4 In groups, the pupils discuss their favourite food and drink.

ACTIVITY 2 Talk about food and drink for the class picnic.

8 mins

- 1 Read some example suggestions and replies to the pupils.
- 2 Help the pupils to make their own suggestions and replies.
- 3 In their groups, the pupils make suggestions and replies.

Now write a list of the things you agree about.

- 4 The pupils write a list of what they decide to get for the picnic.

ACTIVITY 3 Talk about quantities. Add them to your lists.

8 mins

- 1 Read some example questions and replies to the pupils.
- 2 Help the pupils to make their own questions and replies.
- 3 In their groups, the pupils make questions and replies.

Now add the quantities to your lists.

- 4 The pupils add quantities to all the items on the list.

ACTIVITY 4 Give different jobs to different people. 10 mins

- 1 Read some example questions and replies to the pupils.
- 2 Help the pupils to make their own questions and replies.
- 3 In their groups, the pupils make questions and replies.

Tick (✓) the things for you to do on your list.

- 4 The pupils put a tick (✓) next to the things that they are going to do.

ACTIVITY 5 Report your plan to the class. Take turns to say what you are going to do. 5 mins

- 1 Read some example plans to the pupils.
- 2 Arrange a feedback session: in each group, selected pupils talk about what they and the others in the group are going to make, buy and take to the picnic.
- 3 The class can vote on which picnic they think is going to be the best.

Back home in Palestine

Aims to understand and use prepositions of place; *in* and *with* for clothes and possessions; relative clauses with *who*, *which*, *that*; using *the one* and *the ones* for examples from a group

Key language *area, backpack, beard, centre, construct, crop, curly, deep, farm, farmer, farming, glasses, hotel, human being, include, including, moustache, side, straight, tour, tourism, tourist, tower, various, wife / wives*

Language structures *He lives near the school (plus next to, on the left); He's the one in a red jacket / with glasses; He's the person who / that ...; It's the book which / that ...; My house is the one with a blue door; Their books are the ones on the desk.*

Materials Pupil's Book, CD

Period 1

INTRODUCTION ACTIVITY 4 mins

- 1 Read the title of the unit to the pupils. Explain that they will be talking about tourist places in Palestine.
- 2 Talk with the pupils about the places that tourists go to in Palestine? Ask questions such as **What places do tourists visit? Do you ever visit any of these places with your family?**

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

CD3 Audio 24

backpack beard centre curly glasses moustache side straight wife/wives Jericho

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

- 1 Point to the picture on page 29. Ask the pupils **Where are they?** (*They're in Palestine*) and **What are they doing?** (*They're having a picnic*)
- 2 Read the beginning of sentence 1 (*This seems to be*). Help the pupils to match the rest of the sentence (*This seems to be / a picture of / a family picnic*).
- 3 The students match the rest of the sentences.

Answers: 1 *This seems to be / a picture of / a family picnic.*
2 *The boys in front / look like / three brothers.* 3 *The three men / behind them seem to be married / to the three women.* 4 *Two of these adults / are probably the parents / of the boys.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 Read the questions to the pupils. Play recording 25. The pupils listen to the questions.
- 2 Play recording 26. The pupils listen.
- 3 Play recording 25 again. In pairs, the pupils answer the questions.
- 4 Play recording 26 again. The pupils check their answers to the questions.
- 5 Check the answers orally.

CD3 Audio 25

- 1 *What has Omar received?*
- 2 *Where are Omar's mother and father?*
- 3 *Whose brothers are the men on the left and the right?*
- 4 *Who are the parents of the three boys?*

CD3 Audio 26

Omar: *Look. My brother Ahmad has emailed me a family photo.*

Yasmeen: *Oh, let's have a look!*

Omar: *It's a picnic with my mum's side of the family. They're at a beautiful place near Jericho.*

Adnan: *Ah! She's the one in the centre, and your dad's standing behind her.*

Omar: *That's right.*

Yasmeen: *Are those her brothers next to her? They look like brothers and sister.*

Omar: *Yes, the one on the left is her older brother, our Uncle Nazmi.*

Adnan: *You mean the one with a moustache.*

Omar: *Right, and his wife, Aunt Rania, is the one next to him in a red jacket.*

Yasmeen: *And the brother with glasses and a beard? He looks quite young.*

Omar: *Yes, Uncle Ameer is the youngest of the three. And his wife, Aunt Deema, is the one in a green dress. They haven't got any children yet.*

Adnan: *So are the children all Uncle Nazmi's?*

Omar: *That's right. Ali, Hazem and Sameer.*

Yasmeen: *Who's the one with long, straight hair?*

Omar: *That's Ali, and he's the oldest. He's finished school.*

Adnan: *And who's the boy with a backpack?*

Omar: That's Hazem. Then there's Sameer with short, curly hair.

Yasmeen: But where's your brother Ahmad with the big feet?

Omar: He's the one behind the camera!

Answers: 1 He's received a family photo. 2 They're at a beautiful place near Jericho. 3 They are Omar's mother's brothers. 4 Uncle Nazmi and Aunt Rania.

ACTIVITY 4 Listen and read. Find the words and phrases from activity 1. 8 mins

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 26 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

INTRODUCTION ACTIVITY 4 mins

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 8 mins

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

Answers: 1 backpacks 2 straight, curly 3 moustache, beard 4 side, centre 5 wife, glasses

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

- 1 Play recording. The pupils listen and check their answers.

- 2 Check the answers orally.
- 3 Choose a pair of pupils to read the dialogue to the class.
- 4 In pairs, all the pupils practise reading the dialogue.

CD3 Audio 27

Narrator: Period 2, Activities 1 and 2

Narrator: 1

Girl: What are you putting in these two backpacks?

Mother: Some things for our picnic – some sandwiches and some orange juice.

Narrator: 2

Boy 1: I think I've met your brother. Does he have long, straight hair down to his shoulders?

Boy 2: No, he has short, curly hair. Perhaps you're thinking of someone else.

Narrator: 3

Girl 1: Does your cousin have a small moustache?

Girl 2: He had one before, but he wanted more than that, so now he's grown a huge beard.

Narrator: 4

Boy 1: Let's swim to the other side of the river.

Boy 2: No, we can't do that. The water is very fast and dangerous in the centre.

Narrator: 5

Girl 1: I need to find Mrs Gazawi – Mahmoud's wife – but I don't know her.

Girl 2: Do you see those two women over there? Well, she's the one with glasses.

ACTIVITY 3 Read again and answer the questions. 8 mins

- 1 Point to the dialogue in activity 4 of period 1.
- 2 Elicit the names of the people in the picture.
- 3 Choose pupils to read the questions aloud.
- 4 The pupils read the conversation again.
- 5 The pupils answer the questions individually.
- 6 Check the answers orally.

Answers: 1 His brother Ahmad sent it. He sent it in an email. 2 Omar's mother and father 3 Omar's mother's side. 4 He's the oldest one. 5 No 6 Uncle Nazmi is the oldest, and Uncle Ameer the youngest. 7 From left to right, Ali, Hazem, Sameer 8 He was behind the camera.

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

- 1 Play recording 27 again. The students listen.
- 2 Choose pairs of pupils to read the conversations aloud.
- 3 In pairs, all the pupils practise reading the conversations.

Period 3

INTRODUCTION ACTIVITY 4 mins

- 1 Talk with the pupils about the story episode in the previous period. Ask questions such as **Who was in the photograph? Where were they?**
- 2 Elicit what pupils do with their families. Ask questions such as **Do you have a favourite place to go with your family? What do you do there? Why do you like going there?**

ACTIVITY 1 Read sentences 1–6. 10 mins

- 1 Read the sentences to the pupils. Focus on the use of prepositions (*near, next to* etc.) in the sentences.

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

- 2 The pupils read the sentences with prepositions again.
- 3 Help the pupils to complete the first statement (*thing or person*).
- 4 The pupils complete the rest of the statements.
- 5 Check the answers orally.

Answers: 1b 2b 3a 4a 5a 6b

ACTIVITY 2 Work in pairs. Look at the family photo on page 29 again, and complete the sentences. Use phrases from the box. 10 mins

- 1 Show pupils the picture again. Choose pupils to read the phrases in the box to the class.
- 2 Read number 1 to the pupils.
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *up in the hills* 2 *under the tree* 3 *in a long, light blue dress* 4 *with short grey hair* 5 *in a dark green T-shirt* 6 *with a sandwich in his hand*

ACTIVITY 3 Work in pairs. 16 mins

- 1 Read the example conversation to the pupils.
- 2 Practise the conversation with another pupil. Say the unit number and describe the person using *in* and *with*.
- 3 Help the pupil to identify the person.
- 4 Repeat with other pupils and other people in the book.
- 5 In pairs, all the pupils take turn to describe people in the book and guess who it is.

Period 4

INTRODUCTION ACTIVITY 4 mins

- 1 Revise some of the language from period 3, like this:
 - Write *in, near, with* on the board. Say sentences about people using these prepositions, for example:
Hassan is the boy in a blue T-shirt.
Ahmad is the boy near the door.
Aiman is the boy with a new bag.
 - Choose a pupil and say **Describe a person with in**. Help the pupil to reply appropriately.
 - Repeat with other pupils, using *near* and *new*.
- 2 Repeat with other pupils, using all three prepositions.

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

CD3 Audio 28

area construct crop deep hotel human being tower various

Word formation

- 4 Read the sets of words. Show the pupils how:
 - we can add *-ist* or *-er* to a verb (*tour, farm*) to make the person who does the action (*tourist, farmer*);
 - we can add *-ism* or *-ing* to a verb to make the activity (*tourism, farming, including*).

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 10 mins

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

CD3 Audio 29

Narrator: Period 4, Activities 2 and 3

Narrator: 1

Girl: Is the Dead Sea Valley very deep?

Mother: Yes, near the Dead Sea, it's over 400 metres below sea level.

Narrator: 2

Girl 1: I've heard that there are various ancient places to visit near Jericho.

Girl 2: Yes, human beings have lived there for 10,000 years, so there's lots to see.

Narrator: 3

Boy 1: Where do all the tourists stay when they come to visit?

Boy 2: They usually stay at one of the big hotels in town.

Narrator: 4

Woman 1: Hotels mean jobs, so lots of people work in tourism.

Woman 2: But what else do people do in this area of Palestine?

Woman 1: Farming is very important here, too: there are a lot of farms.

Narrator: 5

Boy 1: Are there many crops that grow well round here?

Boy 2: Yes, lots of things, including tomatoes, lemons, oranges, bananas and dates.

Narrator: 6

Girl 1: The new building is going to be the tallest tower in the world!

Girl 2: Yes, and they're going to start constructing it next month.

Answers: 1 deep 2 various, human beings 3 tourists, hotels 4 tourism, area, farming 5 crops, including 6 tower, constructing

ACTIVITY 3 Listen and check. Then practise in pairs.

9 mins 

- 1 Play recording 29 again. The pupils listen and check their answers.
- 2 Check the answer 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 task. 12 mins 

- 1 Explain the situation to the pupils.
- 2 Choose pupils to read the activities in the box to the class.
- 3 Play recording. The pupils listen.
- 4 Play recording again. The pupils listen and number the activities in the order Jake and Tina did them.
- 5 Play recording again. The pupils check their answers.

CD3 Audio 30

Jake: Hi again, and we hope you're still enjoying our blog about Palestine.

Tina: Now we come to our time deep down in the Dead Sea Valley.

Jake: When we got down there, we went to the Dead Sea first.

Tina: You know, the Dead Sea Valley is very deep – far below sea level.

Jake: I went swimming there, and it was the strangest thing: I just couldn't sink! It's because the water is very salty.

Tina: Have a look at my picture of him. He looks funny!

Jake: Well, after that, we rode over to Jericho.

Tina: It's a very green area, with lots of crops, including bananas, dates, lemons and tomatoes.

Jake: Well, we got to Jericho, and we started visiting some of the places that are so popular with all the tourists.

Tina: Yes, tourism is important in Jericho, and there are several big hotels there.

Jake: So first, we went out to the west side of the city to take the cable car up Deir Qruntil.

Tina: It was great to look out over the valley from there. It was amazing!

Jake: And then we rode over to Wadi al-Qilt. That's on the west side of Jericho, too.

Tina: It was beautiful to walk in the woods beside the little river.

Jake: And then, after that, we saw the ancient city walls north-west of the modern city.

Jake: And the last place we visited was Hisham's Palace. That was about three kilometres north of the city.

Tina: You can still see that it really was a great palace.

Answers: See the ancient city walls. 4 Take the cable car up to Deir Qruntil. 2 Visit the remains of Hisham's Palace. 5 Go walking in Wadi al-Qilt. 3 Go swimming in the Dead Sea. 1

Period 5**INTRODUCTION ACTIVITY 4 mins**

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Look at the web page pictures. Then do these tasks. 11 mins

- 1 Ask the pupils to recall Jake and Tina's blog. Help the pupils to remember the places they visited.
- 2 Show the picture to the pupils. Help the pupils to answer the questions.

ACTIVITY 2 Read and mark the sentences 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 ✓ in the answer box.
- 3 The pupils read the other sentences and write ✓ or X.

Answers: 1 ✓ 2 X 3 X 4 ✓ 5 X

Work in pairs. Check your answers and correct the false ones.

- 4 In pairs, the pupils check their answers.
- 5 They correct the false sentences (2, 3 and 5).
- 6 Check the answers orally.

Answers: 2 They prefer to go in the warm winter months.
3 The hotels are for visitors. 5 The walls of Jericho are a window on the past, but they don't really have windows in them.

ACTIVITY 3 Listen and read aloud. 10 mins 

- 1 Play recording. Pause CD after each sentence for pupils to read aloud.
- 2 Pupils listen and read the texts aloud.

CD3 Audio 31*The City of Palm Trees*

Jericho is a small city which stands in a deep valley between Jerusalem and Amman, near the Dead Sea. This is a famous salt lake that is 400 metres below sea level and is the lowest place on Earth. Jericho is most popular with tourists in the warm winter months. There are hotels for these visitors, and a lot of the people who live there work in tourism. Farming is also very important in this area. With large quantities of water and a warm climate, this part of Palestine is an excellent place to grow bananas and various other fruit and vegetable crops – including, of course, dates from all the palms.

With its water and warm climate, human beings first started visiting the area 12,000 years ago. There were many people who chose to remain, and they became some of the world's first farmers. These were also the people that 500 years later constructed the first city in the world.

Later, it had a high tower and stone walls which were almost four metres high. Tourists love seeing those walls today. They are a window on our most ancient past.

Period 6**INTRODUCTION ACTIVITY 4 mins**

- 1 Ask the pupils questions about the topic in the previous period – Jericho: **Where is Jericho? What is special about it? What do farmers grow in that area?**
- 2 Choose pupils to ask more questions. Choose other pupils to answer.

ACTIVITY 1 Read and add notes to answer questions 1–5.

10 mins

- 1 The pupils read the text from period 5 again, silently.
- 2 Help the pupils to answer questions 1–5.

Answers: 1 Between Jerusalem and Amman 2 It's 11,500 years old. 3 They work in tourism and farming. 4 bananas, dates, fruit and vegetables 5 In the warm winter months

Now look back at the map in period 4 to answer question 6.

- 3 Show pupils the map from Tina and Jack's blog in period 4.
- 4 The pupils find the places to visit and other things to in Jericho.

Answer: 6 You can go swimming in the Dead Sea, take a cable car up Deir Qruntil, visit the remains of Hisham's Palace, Go walking in Wadi al-Qilt, see the ancient city walls.

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

- 1 Read the roles to the pupils. Arrange the pupils in pairs; the pupils decide to be either the tourist, reporter or the assistant at the Palestine Information Centre.
- 2 Demonstrate the conversation with one of the pupils. Ask the pupil questions about visiting Jericho. Help the pupil to answer.
- 3 In pairs, all the pupils role play an interview.

! If you are teaching in the Jericho area, encourage the pupils to suggest other activities – visiting a favourite restaurant or picnic spot, for example.

ACTIVITY 3 Read again and do the tasks. 8 mins**Say what the underlined words refer to.**

- 1 The pupils read the text about Jericho again silently.
- 2 Help the pupils to identify what the underlined words refer to.

Answers: 1 in Jericho 2 the area where Jericho is 3 the area where Jericho is

Now say what these phrases mean.

3 Help the pupils to say the meanings of the phrases.

Answers: 1 *in the world* 2 *clearly* 3 *they give us an idea of what life in the ancient past was like*

ACTIVITY 4 Work in pairs. Ask and answer questions about your city or part of Palestine. 8 mins

- 1 Ask the pupils to suggest what tourists can do in the pupils' area of Palestine.
- 2 Arrange the pupils in pairs again. This time, the tourist/reporter wants information about the local area where the pupils live.
- 3 Demonstrate the conversation with one of the pupils. Ask the pupil questions about visiting the local area; help the pupil to answer.
- 4 In pairs, all the pupils role play an interview.

! If you are teaching in the Jericho area, the pupils can choose another area that they are familiar with.

Period 7**INTRODUCTION ACTIVITY 4 mins**

- 1 Revise the words from the two vocabulary sets in the unit with 'Word Bingo', like this:
 - Write all the words from the two vocabulary sets on the board.
 - Tell the pupils to choose five of the words and write them in their notebooks.
 - Say words on the board at random and circle them; if the pupils hear one of their words, they circle it in their notebooks.
- 2 The first pupil to circle all their five words is the winner.

ACTIVITY 1 Complete the table. 8 mins

- 1 Read the headings in the table to the pupils. Make sure the pupils understand that the first column is for words that are just nouns, but the third column is for words that can be nouns and verbs. For example: *Travel is interesting. I travel a lot.*
- 2 Help the pupils to complete the rest of the table.
- 3 Focus on the different endings: *-ist* goes with nouns, *-er* goes with noun/verbs.

Answers: *scientist, tourist, artist, guitarist / traveller, farmer, camper, worker*

ACTIVITY 2 Complete the sentences with pairs of words from activity 1. Make any changes needed. 10 mins

- 1 Read the first sentence to the pupils. Help them to choose the correct words from activity 3 (*work, workers*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *work, workers* 2 *travel, travellers* 3 *tourists, tours* 4 *science, scientist* 5 *farmer, farm* 6 *guitar, guitarist*

ACTIVITY 3 Complete the table. 8 mins

- 1 Read the headings to the pupils. This time, the pupils are making activity nouns from person nouns, and vice versa.
- 2 Help the pupils to complete the first blank (*farming*).
- 3 The pupils complete the rest of the table.

Answers: *farmer, camper, dancer, driver / farming, camping, dancing, driving / singer, swimmer, teacher, trainer / singing, swimming, teaching, training*

ACTIVITY 4 Complete the sentences with pairs of words from activity 3. Make any changes needed. 10 mins

- 1 Read the first sentence to the pupils. Help them to choose the correct words from activity 3 (*swimming, swimmer*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *swimming, swimmer* 2 *training, trainer* 3 *Farming, farmers* 4 *teacher, Teaching* 5 *singing, singers* 6 *camping, campers*

Period 8**INTRODUCTION 4 mins**

- 1 Review the thing–person pairs from the previous period with the pupils: say the thing words of the pairs, for example, *science*. The pupils say the pair of person words (*scientist*).
- 2 Repeat with the person–activity word pairs.

ACTIVITY 1 Read the sentences. 8 mins

- 1 Read the sentences to the pupils. Focus on the relative clauses (*which ... , that ... , who ...*).

Look at the sentences again. Tick (✓) the best way to complete statements 1–6.

- 2 Read number 1 to the pupils. Elicit the answer (*and each has a verb*).
- 3 Repeat with the other statements. Help the pupils to understand how we use relative clauses.

UNIT 10

Answers: 1a 2b 3a 4b 5b 6a

ACTIVITY 2 Work in pairs. Find more sentences with *who*, *which*, *that* clauses. 10 mins

- 1 The pupils read the text again. Help them to find a sentence with *who*. (... *a lot of people who live there work in tourism*)
- 2 Help the pupils to say this sentence with *that*. (... *a lot of people that live there work in tourism*)
- 3 The pupils find a sentence with *which*. (*Jericho is a small city which stands in a deep valley.*) The pupils say the same sentence with *that*. (*Jericho is a small city that stands in a deep valley.*)
- 4 The pupils find other sentences with *who ...* and *which ...* (... *the people who 500 years later constructed the first city in the world / a high stone tower and walls which were almost five metres high*)
- 5 The pupils say these sentences with *that*.
- 6 The pupils find sentences in the text with *that*.

ACTIVITY 3 Work in pairs. Remember and make statements. Put the clauses together. 10 mins

- 1 Read the sentence beginning in number 1 to the pupils (*Jake and Tina are the people*).
- 2 Help the pupils to complete the sentence (*who / visited Jericho on their bikes*).
- 3 The pupils make the rest of the statements.
- 4 Check the answers orally.

Answers: 1 *Jake and Tina are the people who visited Jericho on their bikes.* 2 *Jericho is the green city which stands between Jerusalem and Amman.* 3 *Dates are one of the many crops which grow well in this area.* 4 *The Dead Sea is the salty lake which is a short way south of Jericho.* 5 *Jake was the one who went swimming in the Dead Sea.* 6 *Tina was the one who took a photo of him in the water.*

ACTIVITY 4 Work in pairs. 8 mins

- 1 Demonstrate the guessing game with a pupil. Choose another pupil in the class and describe him/her. The pupils must guess who it is.
- 2 Demonstrate the guessing game with another pupil, but think of a thing this time. The pupil must guess what it is.
- 3 In pairs, all the pupils take turns to describe and guess.

Period 9

INTRODUCTION ACTIVITY 4 mins

- 1 Review the ways we use *who*, *which* and *that* in English. First, elicit name of famous people, places in Palestine, and words for Palestinian food. Write them all on the board.

- 2 Then, point to one of the words on the board and help a pupil to make a sentence; for example, *Jericho – Jericho is a town that has a very interesting history.*
- 3 Repeat with other words and other pupils.

ACTIVITY 1 Work in pairs. Look at the two pairs of twins. Say who is who. 15 mins

- 1 Show the pictures of the two pairs of twins to the pupils. Say the names.
- 2 Read the first example conversation to the pupils.
- 3 Choose a pupil and demonstrate a conversation with him / her. Use the sentence beginnings in the first example conversation, and help the pupil say suitable sentences. Note that in this conversation, the pupils are just distinguishing one pair of pupils from another.
- 4 In pairs, all the pupils practise identifying the pairs of twins.
- 5 Repeat the procedure with the second example conversation. Here, the pupils are distinguishing one from the other twin in each pair.
- 6 In pairs, all the pupils practise identifying the twins in each pair.

Answers: 1 *hair, shorts, curly black hair, jackets* 2 *moustache, shorts, trainers, glasses, orange shorts, blue trainers*

ACTIVITY 2 Work in pairs. Complete the dictionary entries. 11 mins

- 1 Read the example dictionary entry to the pupils (the definition of *car*).
- 2 Help the pupils to make a similar definition for *drum*.
- 3 In pairs, the pupils make definitions for the rest of the words, using *which* or *that*.
- 4 Call pupils to the front to write their definitions on the board.
- 5 The class can then choose the best definitions.

ACTIVITY 3 Work in pairs. Remember and make statements. Use *who* or *that*. 10 mins

- 1 Point to the first picture (of Ali Magrabi) Read the example sentence to the pupils.
- 2 Point to the second picture (the volunteers at Yosemite). Help the pupils to make a sentence about them (*These were the volunteers who ...*).
- 3 In pairs, the pupils remember who all the pictures are. They make sentences about the people with *who* or *that*.

Period 10

INTRODUCTION ACTIVITY 4 mins

- 1 Review the language of the unit with a game of noughts and crosses. Write these words in the noughts and crosses squares on the board: *the man who, the place which, the town that, the boy / girl with, the boy / girl near, the boy/ girl in, a person who, an animal which, a country that*
- 2 Divide the class into two teams, X and O. Pupils from the teams take turns to choose squares and make sentences or questions with the words.
- 3 If the sentence or question is correct, put the team's mark, X or O, in the square.
- 4 The first team to make a straight line of three squares gets a point.
- 5 If you have time, repeat until all the pupils have had a turn, then announce the winning team.

ACTIVITY 1 Listen and do the tasks. 10 mins

- 1 Show the map to the pupils. Ask the pupils to suggest the names of the places.
- 2 Read the place names in the box to the pupils.
- 3 Play recording for the first time. The pupils listen.
- 4 Play recording again. The pupils number the places in the order they hear them.
- 5 Play recording again. The pupils check their answers, then add the place names to the map.

CD3 Audio 32

- Tina: *Our last day in Palestine was a big day and we did a lot of things.*
- Jake: *We left Jerusalem early in the morning. That was high up in the hills, and we went down and down.*
- Tina: *Right down to the bottom of the Dead Sea Valley. It was a long way down.*
- Jake: *And then at the end of the day, we climbed up out of the valley again, right up high in the hills again on the other side, all the way to Amman. I can tell you, we were really tired when we finally got there.*
- Tina: *Yes, and in fact, we almost didn't go to Amman that day. We thought about staying in Jericho for the night because we were already tired after all our visits to different places near there.*
- Jake: *I liked our cable car ride up the mountain most, I think.*
- Tina: *Another really good thing was our tour of Hisham's Palace. In fact, we enjoyed everything in Jericho. It was a great visit!*
- Jake: *And I'll always remember our trip down to the Dead Sea, too. Swimming there was so strange!*

- Tina: *Right. But, yes, in the end, we didn't stay in Jericho that night. We went on, and we finally arrived in Amman after eight in the evening.*
- Jake: *Well, there was a problem, wasn't there? We lost some time at the bridge over the River Jordan.*
- Jake: *But we weren't really surprised about that, were we? We were moving from one country into a different one – Jordan – and that kind of thing often takes time.*

Answers: 1 Jerusalem 2 The Dead Sea Valley 3 Amman
4 Jericho 5 The Dead Sea 6 The River Jordan 7 Jordan

ACTIVITY 2 Listen and do the task. 10 mins

- 1 Show the table to the pupils. Explain that this time, they will be adding:
 - distances (from Jerusalem to Jericho, and from Jericho to Amman);
 - heights above sea level (+) and below sea level (–). Make sure the pupils understand the ideas of above and below sea level – use simple diagrams on the board if necessary.
- 2 Play recording for the first time. The pupils listen.
- 3 Play recording again. The pupils add the distances and heights to the table.
- 4 Play recording again. The pupils check their answers.
- 5 Copy the table on the board. Call pupils to the front to complete the table.

CD3 Audio 33

- Tina: *It was a long day, but you know, it wasn't really a long trip from Jerusalem to Amman. The trip from Jerusalem down to Jericho was only about 55 kilometres, but what a road down into the valley!*
- Jake: *And from Jericho to Amman was just 77 kilometres, but again, what a climb! And think about it: we started from Jerusalem, up in the mountains, about 750 metres above sea level.*
- Tina: *And in an hour we were down near the lowest city in the world – 250 metres below sea-level. That's a drop of a thousand metres – a kilometre!*
- Jake: *And then we went even deeper to the Dead Sea, the lowest place in the world – that was 410 metres below sea level!*
- Tina: *And then, that evening, we were back up high above sea level again in Amman.*
- Jake: *Yes, that was about 930 metres above sea level.*
- Tina: *So from top to bottom we went down more than a kilometre, and then we went up almost a kilometre and a half!*

UNIT 10

Answers: Jerusalem – Jericho 55 km / Jericho to Amman 77 km / Jerusalem +750m, Jericho –250 m, the Dead Sea – 410m, Amman +930 m

ACTIVITY 3 Work in pairs. Ask and answer questions.

8 mins

- 1 Demonstrate the interview with one of the pupils. You are the *Young Times* reporter, the pupil is Tina or Jake. Ask the pupil the example questions; help the pupil to respond.
- 2 In pairs, all the pupils choose a role (Tina/Jake, or the reporter); the reporter interviews Tina/Jake.
- 3 The pupils change roles and role play the interview again.

ACTIVITY 4 Practise your pronunciation: *th* /ð/ and *th* /θ/

8 mins

- 1 Play recording. The pupils listen. Focus on the pronunciation of /ð/ and /θ/.
- 2 Play recording again. The pupils listen and repeat.
- 3 Play recording again. Focus on which words have /ð/ and which words have /θ/. The pupils listen and repeat the words.
- 4 The pupils practise saying the sentences. They try to say them three times as fast as they can.
- 5 Arrange a class competition to see who can say them the fastest.

CD3 Audio 34

- 1 *things, everything, there, another*
- 2 *thirty, bathroom, that, although thought, healthy, the, brother thousand, something, those, clothes*
- 3 a *We thought that everything was there.*
b *The three brothers ran along the path until they found something.*

Period 11

INTRODUCTION 4 mins

- 1 Read the tongue twisters from the previous period to the pupils again.
- 2 Choose individual pupils to read the tongue twisters again, as fast as they can.

ACTIVITY 1 Listen and write down what you hear.

10 mins 

- 1 Play recording. The pupils listen.
- 2 Play recording again. The pupils write what they hear.
- 3 Play recording a third time. The pupils check what they have written.
- 4 Check the sentences orally.

CD3 Audio 35

Narrator: 1

Man 1: *My younger brother is the one on the right with glasses, a big moustache and long, straight, black hair.*

Narrator: 2

Woman: *Jericho is far below sea level, at the bottom of the Dead Sea Valley, and it is a popular centre of tourism.*

Narrator: 3

Man: *Farming is important in this area, and it produces many excellent fruit and vegetable crops, including dates and bananas.*

Answers: see Audio above

ACTIVITY 2 Read the information. 10 mins

- 1 Read the sentences about using pronouns to the pupils.
- 2 Make sure the pupils understand how we use these three different types of pronouns – subject, object and possessive.
- 3 Elicit the sets of pronouns from the pupils – subject (*I, you, he, she, it, we, they*), object (*me, you, him, her, it, us, them*) and possessive (*mine, yours, his, hers, ours, theirs*).

Now change from nouns to pronouns when you can.

- 4 Help the pupils to rewrite the sentences with pronouns.

Answers: 1 *She's in a blue dress, and he's wearing a grey sweater.* 2 *I saw him in the garden, and I saw her in the kitchen.* 3 ... *but I think they're probably hers, not his.*

ACTIVITY 3 Read the information. 8 mins

- 1 Read the sentences about using *one* and *ones* to the pupils.
- 2 Make sure they understand the idea of *the one* and *the ones* being examples from a larger group.

Now change from nouns to pronouns when you can.

- 3 Help the pupils to rewrite the sentence using *one* or *ones*.

Answers: 1 *Have the red one.* 2 *I've met the ones in the number 7, but not the other ones.*

ACTIVITY 4 Write this again. Change twelve nouns to different types of pronoun. 8 mins

- 1 Choose pupils to read a sentence each of the text to the class.
- 2 The pupils change as many words as they can to subject, object or possessive pronouns, or *one/ones*.
- 3 Check the answers orally.

Answers: 1 Khalid is **the one** in a green T-shirt and blue jeans. ...
 And next to **him** are Sajed and Fuad with their bikes. **They** ride **them** everywhere.
We all live in this street. My house is **the one** with a blue door.
 Khalid's house is **the one** with a green car in front of **it**. Sajed's and Fuad's homes are **the ones** between Khalid's and **mine**.
Their houses are **the ones** with the red doors.

Period 12

INTRODUCTION ACTIVITY 4 mins

- 1 Explain that in this period the pupils are going to describe a photo.
- 2 Elicit ideas from the pupils about what could they could write about – the names of the people and who they are, what they are wearing, what they are like, where the photo was taken etc.

ACTIVITY 1 Work alone and draw a 'photo' of your friends.

Do these tasks. 10 mins

- 1 Read the unit task to the pupils.
- 2 Read the instructions for the 'photo'.
- 3 The pupils draw their photos and plan how to describe the people in the photo.

ACTIVITY 2 Work in pairs. Ask and answer questions about your 'photos' of your friends. 11 mins

- 1 Read the example conversation to the pupils.
- 2 Demonstrate the conversation with one of the pupils, using his/her 'photo'. Help the pupil to make suitable answers.
- 3 In pairs, all the pupils practise the conversation about their 'photos'.

ACTIVITY 3 Work alone and write about your 'photo'. Do these tasks. 15 mins

- 1 Read the instructions to the pupils.
- 2 Elicit from the pupils the details of their pen friend from Unit 1.
- 3 The pupils copy the start of paragraph 1. Then they complete the paragraph. Ask the write, circulate around the glass to check grammar and vocabulary and help the pupils.
- 4 Repeat with paragraph 2.
- 5 Choose pupils to read their emails and show their 'photos' to the class.
- 6 The class can vote for the best email and the best 'photo'.

A Palestinian wedding

Aims to understand and use *Would you like ... / I would like ... / I'd prefer* for polite requests; to use *to* and *in order to* to talk about purpose

Key language *all right, as, bride, celebrate, congratulations, custom, dough, DVD, follow, full, groom, guest, hold, husband, purpose, ring, Scotland, Spain, spirit, stick, the Philippines*

Language structures *Would you like a piece of cake? / Yes, I'd love one / I'd prefer a sandwich / He's studying hard to pass his exam / in order to pass his exam*

Materials Pupil's Book, CD

Period 1

INTRODUCTION ACTIVITY 4 mins

- 1 Read the title of the unit to the pupils. Explain that they will be talking about Palestinian weddings and wedding customs around the world.
- 2 Talk with the pupils about Palestinian weddings. Ask questions such as **Have any of you had weddings in your family recently? What happens at a Palestinian wedding? Are Palestinian weddings different to weddings in other countries?**

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

CD3 Audio 36

all right bride congratulations DVD follow full groom guest

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

8 mins

- 1 Point to picture b on page 41. Ask the pupils what is happening (a wedding).
- 2 Read the beginning of sentence 1 (*This picture shows*). Help the pupils to match the rest of the sentence. (*This picture shows / a traditional Arab / wedding party*.)
- 3 The students match the rest of the sentences.

Answers: 1 *This picture shows / a traditional Arab / wedding party.* 2 *The bride is wearing / a beautiful white / wedding dress.* 3 *She and the groom / are sitting high up / on two large red chairs.* 4 *Some of the guests / are standing and chatting / below them.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 Read the questions to the pupils. Play recording 37. The pupils listen to the questions.
- 2 Play recording 38. The pupils listen.
- 3 Play recording 37 again. In pairs, the pupils answer the questions.
- 4 Play recording 38 again. The pupils check their answers to the questions.
- 5 Check the answers orally.

CD3 Audio 37

- 1 *What does everyone agree to do in part 1 of the conversation?*
- 2 *What is part 2 of the conversation about, and which picture shows this?*
- 3 *Who is the man on a horse in picture a, and what is happening?*
- 4 *Is the wedding a large one or a small one? How do we know?*

CD3 Audio 38

Narrator: *Mike and Tina are visiting the Kamals.*

1

Mrs Kamal: *Would you like another cake?*

Mike: *Yes, please. I'd love another one!*

Tina: *No, thanks, Mrs Kamal. I'm full!*

Nadia: *Who'd like to watch our cousin's wedding DVD? It's just arrived.*

Tina: *I'd love to.*

Mike: *Hm. I'd prefer to play computer games.*

Sami: *Come on, Mike! Say yes!*

Mike: *Well, all right.*

Narrator: 2

Tina: *Is this the wedding party?*

Mrs Kamal: *No, it's Sahra. It's a party before the wedding day. The women are singing, and the men are dancing the traditional dabka.*

Tina: *Everyone looks very happy!*

Narrator: 3

Mike: *What's happening now?*

- Sami:** *We call this Zaffa. That's our cousin on the horse. He's the groom, and he's riding round town to receive everyone's congratulations.*
- Nadia:** *The bride's following in a car. People are giving her their best wishes.*
- Tina:** *She looks beautiful!*
- Narrator:** 4
- Mrs Kamal:** *This is the wedding party. Look, the bride and groom are sitting in the centre, up above everyone else.*
- Tina:** *There are hundreds of guests!*
- Sami:** *Yes, everyone goes to a Palestinian wedding! We love them!*
- Nadia:** *It's so sad we couldn't go to this one.*
- Narrator:** 5
- Sami:** *And that's the end. So would you like to play computer games now, Mike?*
- Mike:** *Thanks, but I'd prefer to watch the DVD again. It was fantastic!*

Answers: 1 They agree to watch the wedding video. 2 It's about the Sahra, and it's picture c. 3 It's Sami's cousin, and he's riding round the town to receive everyone's congratulations. 4 It's a large one, because Tina says there are hundreds of guests.

ACTIVITY 4 Listen and read. Find the words and phrases from activity 1. 8 mins

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 38 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

INTRODUCTION ACTIVITY 4 mins

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.

- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 8 mins

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

Answers: 1 DVD 2 Congratulations! 3 groom, bride 4 full, guests 5 follow, all right

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

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

CD3 Audio 39

- Narrator:** 1
- Boy:** *Would Adnan like the new Batman™ DVD for his birthday?*
- Girl:** *He's already got it, so let's get a computer game? He loves playing them!*
- Narrator:** 2
- Man 1:** *Guess what! I'm going to marry Rania!*
- Man 2:** *Congratulations! I'm sure you'll be very happy together.*
- Narrator:** 3
- Girl 1:** *Now I can see the groom. He's up high on his horse.*
- Girl 2:** *But we can't see the bride yet. She's in a car behind him.*
- Narrator:** 4
- Woman 1:** *We've got a big room for the wedding, but it's completely full!*
- Woman 2:** *Yes, we invited 200 guests, and they've all come!*
- Narrator:** 5
- Boy 1:** *Can we go now?*
- Boy 2:** *No, we have to wait for the bride and groom to go first, and then we have to follow them.*
- Boy 1:** *Oh, all right. I didn't know that.*

ACTIVITY 3 Read again and answer the questions. 8 mins

- 1 Point to the dialogue in activity 4 of period 1.
- 2 Elicit the names of the people in the picture.
- 3 Choose pupils to read the questions aloud.
- 4 The pupils read the conversation again.

- 5 The pupils answer the questions individually.
- 6 Check the answers orally.

Answers: 1 *They've just been eating cake.* 2 *It's Nadia's cousin's wedding.* 3 *Tina wants to watch it, but Mike doesn't want to watch it.* 4 *They congratulate them and give them their best wishes.* 5 *She's sad.* 6 *Because they are in the United States, and the wedding is in Palestine.* 7 *No, he doesn't. He wants to watch the DVD again.* 8 *Because he thought it was fantastic.*

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

- 1 Play recording 38 again. The students listen.
- 2 Choose a group of five pupils to read part 1 aloud.
- 3 Repeat with parts 2/3, and parts 4/5, using other groups of five pupils.
- 4 In groups of 5, all the pupils practise reading the conversations. They should read part 1, then decide roles for parts 2/3 and read parts 2/3. Then they decide roles for parts 4/5 and read parts 4/5.

Period 3

INTRODUCTION ACTIVITY 4 mins

- 1 Talk with the pupils about the story episode in the previous period. Ask questions such as **What were they watching? Who was getting married?**
- 2 Elicit ideas about how Mike's opinion of the DVD changed. Ask questions such as **How did Mike feel at the beginning? How did he feel at the end? Why did he change his opinion?**

ACTIVITY 1 Read sentences 1–6. 10 mins

- 1 Read the sentences to the pupils. Focus on the difference between *We love weddings* and the different uses of *would love / would prefer* in the other sentences.

Look at the sentences again. Tick (✓) the best way to complete the sentences 1–7.

- 2 Help the pupils to choose the correct option in the first statement (*always really like*).
- 3 The pupils choose the correct options in the rest of the sentences.
- 4 Check the answers orally.

Answers: 1a 2b 3b 4a 5b 6b 7b

ACTIVITY 2 Complete the sentences. Use the words to write conversations. 15 mins

- 1 Read the cues to the pupils. Help them to say what Mrs Kamal says. (*Tina, would you like another sandwich?*)

- 2 The pupils complete the rest of the conversations.
- 3 Call pupils up to the front to write the conversations on the board.

Answers: *Tina, would you like another sandwich? / Yes, please. I'd love one. They're delicious. / What about you, Mike? Would you like a sandwich or would you prefer cake? / I'd prefer to have cake now, Mrs Kamal. It looks delicious.*

Now work in pairs. Practise the conversations.

- 3 In pairs, the pupils practise the conversations.

ACTIVITY 3 Work in pairs. Make offers and give polite answers. 11 mins

- 1 Show the pupils the two categories: *Things* and *Actions*.
- 2 Read the two conversations for the two categories.
- 3 Demonstrate the conversations with individual pupils.
- 4 In pairs, all the pupils practise the conversations.

Period 4

INTRODUCTION ACTIVITY 4 mins

- 1 Revise some of the language from period 3, like this:
 - Elicit food and drink words from the pupils. Write the words on the board.
 - Ask pupils questions using the food and drinks words, for example: **Would you like some cake?**
 - Help the pupils to reply appropriately.
- 2 Repeat with other pupils and other food and drink words.

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

CD3 Audio 40

*as celebrate custom dough hold husband
purpose ring spirit stick
Scotland Spain the Philippines*

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 5 mins

- 1 Play recording 41. Pupils listen.
- 2 Read number 1 to the pupils. Ask **What's the missing word?** (*celebrate*)
- 3 The pupils complete the rest of activity with the new words from period 1.

CD3 Audio 41

Narrator: 1

Girl 1: *When do Muslims celebrate Eid al-Fitr?*Girl 2: *That happens at the end of Ramadan.*

Narrator: 2

Boy 1: *Oh, no! I've broken your plate!*Boy 2: *Don't worry. I'm sure we can stick the pieces together again.*

Narrator: 3

Girl 1: *Do you have any traditional wedding customs in your country?*Girl 2: *Yes, for example, after a wedding, the husband has to carry his new wife into their new home.*

Narrator: 4

Boy 1: *When you think about it, a baker does something amazing. He starts with a piece of soft, heavy dough that you can't eat.*Boy 2: *Yes, and it comes out of the oven as delicious bread!*

Narrator: 5

Boy 1: *At the start of a new year in Japan, people throw salt from their front doors.*Boy 2: *Why? What's the purpose of doing that?*Boy 1: *It's to keep bad spirits away from the house for the coming year.*

Narrator: 6

Girl 1: *Please show us your beautiful wedding ring.*Girl 2: *Well, all right. If I hold it up to the light, you can see it more clearly.*

Answers: 1 celebrate 2 stick 3 customs, husband
4 dough, as 5 purpose, spirits 6 ring, hold

ACTIVITY 3 Listen and check. Then practise in pairs.5 mins 

- 1 Play recording 41 again. The pupils listen and check their answers.
- 2 Check the answer 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 to the speakers. Match them to pictures1–5. 5 mins 

- 1 Point to each of the pictures. Elicit descriptions of the pictures: *the people are singing; there are two people at a door, they've got some flowers* etc.
- 2 Play recording. The pupils listen.
- 3 Play recording again. The pupils match the descriptions with the pictures. They number the pictures.
- 4 Play recording a third time. The pupils check their answers.

5 Check the answers orally.**CD3 Audio 42**

Teacher: *Well, hello, everyone, and today we're going to talk about customs. Now, we all come from different countries, so let's tell each other about customs in our countries. Who'd like to start?*

Girl 1: *I will, if you like.*Teacher: *Fine.*

Girl 1: *Well, in many parts of the world it's the custom to take a present when you visit someone's home – when they've invited you as a dinner guest, for example. Well, in Germany, we have quite a clear rule. We can take a box of chocolates, or else we can take flowers – and the number of flowers should be twelve.*

Teacher: *Interesting! Who else has a custom for when you meet people?*

Boy 1: *We have an important one in Japan. In most countries, it's normal to shake hands when you meet. But in Japan, we bow to each other. And there's something that's quite funny to watch: we even bow to each other when we're just talking on the phone!*

Teacher: *Amazing! Now what about customs when people are celebrating?*

Girl 2: *Well, our biggest thing is Thanksgiving in November every year. It started in the old days when people came together to give thanks to God for a good harvest. And now it's an important family holiday. People travel from all over the country to be with each other and have their Thanksgiving dinner together.*

Teacher: *Yes, it's a very important day for Americans. What about other times when people celebrate?*

Boy 2: *Well, here's a New Year custom in Scotland. When the New Year starts at twelve o'clock, we all get in a circle and join hands, and we sing a famous old song together. It's called Auld Lang Syne. And while we're singing, everyone moves in and out, so the circle gets bigger and then smaller. It's a lot of fun.*

Teacher: *That's a good one, yes, and what about another kind of get-together – weddings?*

Girl 3: *In China, we've got a very important one when people get married. During the wedding, the young bride and groom go to their parents, and they do something very nice for them. They bring tea and offer it to them. It's in order to say thank you to their parents for everything and for the wedding.*

Teacher: *Oh, I like that. Very nice!*

Answers: The speakers describe the customs/pictures in this order: 2, 5, 3, 1, 4

Listen again and match the customs to countries 1–6.

- 6 Read the list of countries to the pupils. Tell them they are going to match each custom with a country.
- 7 Play recording again. The pupils match the customs with the countries. They can refer to the map on the front inside cover to check countries and nationalities.
- 8 Play recording again. The pupils check their answers.
- 9 Check the answers orally.

Answers: China 4, Germany 2, Japan 5, Scotland 1, USA 3

- 10 Tell the pupils to look at the front of the book and check the nationality words for each country.
- 11 The pupils describe the customs, pointing to the pictures and saying. For example: *This is a custom from Germany. It's a German custom.*

ACTIVITY 5 Work in pairs. Describe the customs in the pictures in your own words. 6 mins

- 1 Point to the first picture. Help the pupils to describe it.
- 2 In pairs, all the pupils describe the rest of the pictures.

Period 5**INTRODUCTION ACTIVITY 4 mins**

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Work in pairs. Talk about the picture in the text. 10 mins

- 1 Read the first question to the pupils. Elicit the answer. (*It's their wedding.*)
- 2 In pairs, the pupils answer the rest of the questions.

Answers: 1 *It's their wedding.* 2 *She's wearing a white bride's dress.* 3 *A wedding cake* 4 *They're cutting the cake.* 5 *To show that in future they will be living their lives together.* 6 *They may feel excited, happy or nervous.*

ACTIVITY 2 Read and mark the sentences 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** next to the sentence.
- 3 The pupils read the other sentences and write ✓ or X.

Answers: 1 X 2 X 3 X 4 X 5 ✓

Work in pairs. Check your answers and correct the false ones.

- 4 In pairs, the pupils check their answers.
- 5 They correct the false sentences (1, 2 and 3).
- 6 Check the answers orally.

Answers: 1 *People worry that bad spirits will take the bride away.* 2 *He gives the bride money to show that he will work hard for everything they need.* 3 *They cut their wedding cake together to show that they will be a good team.* 4 *They eat the second half of their wedding cake when the wife has her first baby.*

ACTIVITY 3 Listen and read aloud. 10 mins 

- 1 Play recording. Pause CD after each sentence for pupils to read aloud.
- 2 Pupils listen and read the texts aloud.

CD3 Audio 43

What a wedding!

Everyone loves a wedding, but people celebrate weddings in a thousand different ways. Here are some of the most interesting customs.

Before the wedding: In the Philippines, the bride and her assistants must all wear the same dresses. They do this to stop bad spirits from finding the bride and carrying her away.

At the wedding: A groom in Spain gives his bride her wedding ring and then a little money in order to show that he will work hard for everything they need.

At the wedding party: In many countries, the bride and groom both hold the knife in order to cut the wedding cake together. This shows that they will be a good team. In Scotland, people only eat half of the cake at the wedding. They keep the other to eat when the first child arrives.

After the wedding: In Palestine, the bride sticks some bread dough to the front door of her new home. This is to show that she and her husband will stay together all their lives.

Round the world, wedding customs are very different, but they are all for the same purpose: to put a man and a woman on the road to a happy future together as husband and wife.

Period 6**INTRODUCTION ACTIVITY 4 mins**

- 1 Ask the pupils questions about the topic in the previous period – wedding customs: **What do people do in the Philippines? Where does the groom give the bride a little bit of money? Why does the bride stick bread dough to the door in Palestine?**

- 2 Choose pupils to ask more questions. Choose other pupils to answer.

ACTIVITY 1 Read for information. Match the notes for customs 1–5 in the table. 10 mins

- 1 Show the pupils the example answer; read the sections marked 1 to the pupils.
- 2 Help the pupils to match the other sections.

Answers: 1 *The bride and her assistants wear the same dress. To stop bad spirits from taking her away.* 2 *The groom gives his bride a little money. To show that he will work hard.* 3 *The bride and groom cut the wedding cake together. To show that they will be a good team.* 4 *The bride and groom keep half of their wedding cake. To eat it when they have their first baby.* 5 *The bride sticks some dough to the front door. To show that she and her husband will always stay together.*

Now go back to period 4, activity 4. Add notes about another wedding custom.

- 3 The pupils choose another custom from period 4, activity 4. They complete the table with the country and the details.

ACTIVITY 2 Work in pairs. Ask and answer questions for a report on wedding customs. 8 mins

- 1 Explain the situation to the pupils.
- 2 Read the example questions and answers to the pupils.
- 3 Choose a pupil and demonstrate the conversation. You are the reporter from *Young World*; help the pupil to make appropriate answers.
- 4 In pairs, all the pupils ask and answer questions about wedding customs around the world.

ACTIVITY 3 Read the passage again and do these tasks.

10 mins

Say what the underlined words refer to.

- 1 The pupils read the passage again silently.
- 2 They work out what the underline words refer to.

Answers: 1 *cutting the cake together* 2 *the second half of the wedding cake*

Now say what the underlined words mean.

- 3 Help the pupils to express the meaning of the underlined words.

Answers: 1 *people who co-operate and help each other* 2 *when their first baby is born* 3 *going towards*

ACTIVITY 5 Describe customs in Palestine. Start like this:

8 mins

- 1 Read the introduction to the pupils.
- 2 Help pupils to describe customs in Palestine.
- 3 Write up any vocabulary they need on the board.
- 4 In pairs, the pupils talk about customs in Palestine.

Period 7

INTRODUCTION ACTIVITY 4 mins

- 1 Revise the words from the two vocabulary sets in the unit with 'Word Bingo', like this:
 - Write all the words from the two vocabulary sets on the board.
 - Tell the pupils to choose five of the words and write them in their notebooks.
 - Say words on the board at random and circle them; if the pupils hear one of their words, they circle it in their notebooks.
- 2 The first pupil to circle all their five words is the winner.

ACTIVITY 1 Work in pairs. Add the plural forms -es, -ies, or -s of nouns from the text. 10 mins

- 1 Elicit the plurals of numbers 1, 6 and 11 (*ways, countries, dresses*).
- 2 The pupils add these to the table.

Now add to the table these nouns with their plural forms.

- 3 Read the first word in the box to the pupils (*baby*) and elicit the plural (*babies*).
- 4 Ask **Where does babies go in the table?** (number 7)
- 5 The plurals write the rest of the singular and plural forms in the table.

Answers: 1 *way, ways* 2 *boy, boys* 3 *day, days* 5 *monkey, monkeys* 5 *toy, toys* 6 *country, countries* 7 *baby, babies* 8 *family, families* 9 *party, parties* 10 *story, stories* 11 *dress, dresses* 12 *box, boxes* 13 *glass, glasses* 14 *sandwich, sandwiches* 15 *wish, wishes*

ACTIVITY 2 Work in pairs. Complete the table with the singular and plural words from the text. Then add the plural forms of other words you know (5 and 6).

5 mins

- 1 Read the first word to the pupils (*life*). Help them to find the plural form (*lives*) in the passage.
- 2 The pupils add the rest of the singular and plural forms to the table.

Answers: 1 *life, lives* 2 *half, halves* 3 *knife, knives* 4 *wife, wives* 5 *shelf, shelves* 6 *wolf, wolves*

ACTIVITY 3 Work in pairs. Label the pictures with irregular nouns – singular and plural. 10 mins

- 1 Show number 1 to the pupils. Elicit the missing word (*people*).
- 2 The pupils complete the rest of the labels with irregular plurals.

Answers: 1 *one man, several men, one person, several people*
 2 *one woman, several women* 3 *one child, several children*
 4 *one foot, several feet* 5 *one tooth, several teeth*
 6 *one mouse, several mice*

ACTIVITY 4 Complete the sentences. Use plural forms of words in activities 1–3. 10 mins

- 1 Read the first sentence to the pupils. Help them to complete it with suitable words from activities 1, 2 and 3.
- 2 The pupils complete the other sentences.

Answers: 1 *men, women, children, lives* 2 *families, sandwiches, halves, boxes*

Period 8

INTRODUCTION 4 mins

- 1 Review plural forms from the previous period with a game. Divide the class into two teams and call one pupil from each team to the front.
- 2 Say a singular word, for example *life*. The first pupil to write the plural form (*lives*) correctly on the board gets a point for his/her team.
- 3 Repeat until all the pupils have come to the front, then announce the winning team.

ACTIVITY 1 Read the sentences. 8 mins

- 1 Read the sentences to the pupils. Focus on *to* and *in order to* to express purpose. Make sure the pupils understand that *in order to* is appropriate for more formal, particularly written, English, but when speaking in everyday life, *to* is more commonly used.

Look at the sentences again. Tick (✓) the best way to complete statements 1–2.

- 2 Read number 1 to the pupils. Elicit the answer (*to + infinitive*).
- 3 Repeat with the other statement.

Answers: 1 *a* 2 *a*

ACTIVITY 2 Change the sentences. Use *in order to* instead of *so*. 10 mins

- 1 Read the example sentence and answer to the pupils.
- 2 Help the pupils to rewrite number 2. (*The groom gives his bride a little money, in order to show that he will work hard.*)
- 3 The pupils change the rest of the sentences.

Answers: 1 *They all wear the same dresses in order to hide the bride from bad spirits.* 2 *The groom gives his bride a little money in order to show he will work hard.* 3 *The bride and groom cut the cake together in order to show that they will be a good team.* 4 *The bride and groom keep half of the wedding cake in order to celebrate again when the first baby arrives.* 5 *The bride sticks some dough to the front door in order to show she and her husband will stay together.*

Note: show can also be used with that – The groom gives his bride a little money in order to show **that** he will work hard. There is no difference in meaning.

ACTIVITY 3 Match sentence halves 1–5 and a–e. Join them with *to* or *in order to*. 8 mins

- 1 Show the pupils that number 1 goes with d. Help the pupils to make the complete sentence with *to* or *in order to* (*People often choose a large hotel for the wedding party to get a room that is the right size for hundreds of guests.*)
- 2 The pupils join the rest of the sentences.

Answers: (answers can use *to* or *in order to*) 1d *People often choose a large hotel for the wedding party to get a room that is the right size for hundreds of guests.* 2a *The groom's family visit all their friends and cousins to invite everyone to the wedding.* 3e *The groom's mothers and sisters start work early on the big day to prepare the food for the wedding party.* 4c *Traditionally, the family and friends follow the groom's horse and sing to show everyone that they are very happy.* 5b *At the party, everyone stops talking when the musicians start playing to welcome the bride and groom to the party.*

ACTIVITY 4 Work in pairs and do a role play. 10 mins

- 1 Read the situation to the pupils.
- 2 Demonstrate the role play with a pupil. Take the role of the visitor; help the pupil to answer your questions about Palestinian customs.
- 3 In pairs, all the pupils do the role play.

Period 9

INTRODUCTION ACTIVITY 4 mins

- 1 Review the ways we use *to* and *in order to* in English. First, elicit ideas for things which good pupils should do – *study every day, pay attention in the class* etc. Write the ideas on the board.
- 2 Then, point to one of the ideas and say either *to* or *in order to* – for example, *pay attention in the class, in order to*
- 3 Help a pupil to make a sentence, for example, ***We should pay attention in the class in order to understand everything.***
- 4 Repeat with other pupils and other ideas.

ACTIVITY 1 Work in pairs. Do the tasks in order to plan a trip into town. 18 mins

- 1 Read the situation to the pupils.
- 2 Choose a pupil to be Student B. Read the class what Student A and Student B have to do.
- 3 Help the pupil to choose three things (in addition to money) that he/she needs from town.
- 4 Demonstrate the conversation with the pupil. Help him/her to make suitable replies. Show pupils how you underline the shops in the box.
- 5 In pairs, all the pupils decide to be Student A or Student B. Tell the Student Bs to choose three things they need.
- 6 In pairs, the pupils plan their trip into town. The Student As underline the shops they are going to.

ACTIVITY 2 Work in pairs. Say what you are going to do. Use these 'list' words. 18 mins

- 1 Read the words in the box to the pupils.
- 2 Use the shops you underlined to say what you are going to do.
- 3 Ask one pair of pupils to talk about what they are going to do. Help them to use the 'list' words appropriately.
- 4 In pairs, all the pupils talk about what they are going to do.

Period 10

INTRODUCTION ACTIVITY 4 mins

- 1 Review the language of the unit with a game of noughts and crosses. Write these words in the noughts and crosses squares on the board: *first, next, then, after that, finally, to buy, in order to listen to, to get, in order to see*
- 2 Divide the class into two teams, X and O. Pupils from the teams take turns to choose squares and make sentences or questions with the words.
- 3 If the sentence or question is correct, put the team's mark, X or O, in the square.

- 4 The first team to make a straight line of three squares gets a point.
- 5 If you have time, repeat until all the pupils have had a turn, then announce the winning team.

ACTIVITY 1 Look at the picture and do the tasks. 8 mins

- 1 Show the picture to the pupils. Ask questions such as ***Where are they? Who are they? What are they doing?*** and ***What is the girl doing?***
- 2 Help the pupils to speculate what has happened. (*The girl is showing her parents her engagement ring; she is going to get married.*)

ACTIVITY 2 Listen to part 1 and check your answer to task 2. 10 mins

- 1 Play recording. The pupils listen.
- 2 Ask the pupils if their answers in activity 1 were correct.

CD3 Audio 44

Narrator: Part 1

Ann: *Hi, Mum, Dad, Ben!*

Mum: *You sound very happy, dear!*

Ann: *I am! I am!*

Dad: *Ah! Does that mean Robert has asked you to marry him?*

Ann: *Yes, and I said, 'Yes'. So look, here's my ring!*

Mum: *It's beautiful. And I'm sure you and Robert will be fantastic together.*

Dad: *Robert talked to me earlier today, so we've been waiting for this. We're very happy for you and Robert.*

ACTIVITY 3 Read the 'to-do' list, 1–7 and a–g. Then listen to part 2 and do the tasks. 10 mins

- 1 Choose pupils to read one sentence each from the 'to-do' list.
- 2 Play recording. The pupils listen.
- 3 Play recording again. The pupils the sentences under *What to do* with the reasons under *What for?*
- 4 Play recording again. The pupils check their answers and add the person / people who is / are going to do each thing.

CD3 Audio 45

Narrator: Part 2

Mum: Listen, everyone, we need to sit down and talk. And we need to write a 'to-do' list. We also have to decide who's going to do what.

Ann: I'll write the list.

Mum: Good. Now, first things first. I think we should contact Robert's parents. We need to talk to them to decide the date of the wedding.

Ann: Fine. Well, who's going to do that?

Dad: I think your mother and I should do it, Ann.

Mum: And next, we'd better look at our address books to make a guest list.

Dad: Yes, all of us had better do that.

Ann: And then what about phoning all the hotels in town? We'll need to do that in order to find a place for the wedding party, won't we?

Mum: And I think I should be the one who does that.

Ben: And I can start work on the computer to design the wedding invites.

Mum: Good idea. And Ann, you and I should go to the Wedding Dress Shop in order to look for something wonderful to wear on the big day.

Ann: And another thing, Mum. You and I will have to visit the Happy Day Flower Shop.

Mum: Yes, you're right. We'll need to do that to talk about the right kinds of flowers and the right colours.

Ann: And then, finally, I have to go shopping with Robert.

Ben: What's that for?

Ann: That's to choose our wedding rings together, of course.

Answers: 1 g Mum and Dad 2 a All 3 d Mum 4 b Ben
5 f Ann and Mum 6 e Ann and Mum 7 c Ann and Robert

ACTIVITY 4 Practise your pronunciation: silent letters.

8 mins

- 1 Read the sentences to the pupils. Help the pupils to identify the silent letters.
- 2 Play recording. The pupils check their answers.
- 3 Play recording again. The pupils listen and repeat.

CD3 Audio 46

A. Listen, everyone, we need to sit down and talk.

B. We need to write a list.

C. I think we should contact Robert's parents.

D. We need to talk to them.

E. Well, who's going to do that?

Answers: The silent letters are in a Listen b write c should d talk e who's

Period 11**INTRODUCTION 4 mins**

- 1 Take a class vote to decide the most popular poem so far in the book.
- 2 Read that poem to the pupils again.
- 3 Choose individual pupils to read four lines of the poem each.

ACTIVITY 1 Listen and write down what you hear.

10 mins 

- 1 Play recording. The pupils listen.
- 2 Play recording again. The pupils write what they hear.
- 3 Play recording a third time. The pupils check what they have written.
- 4 Check the sentences orally.

CD3 Audio 47

- 1 The cousin is riding a horse round town to receive the congratulations of everyone who knows him.
- 2 In many countries, the bride and groom both hold the knife in order to cut the wedding cake together.
- 3 People celebrate weddings with many different customs, but the purpose is always to put the husband and wife on the road to a happy future.

Answers: see Audio above

ACTIVITY 2 Read the information. Then find more examples in your book. 8 mins

- 1 Read the text about using full stops and commas.
- 2 Arrange the pupils in groups of three or four. Assign each group one of these punctuation features to look for in their books:
 - full stops marking a clear break between sentences;
 - commas marking a shorter break inside a sentence, between clauses;
 - commas marking a break between phrases;
 - commas before and / or after one word phrases;
 - commas before and / or after people's names;
 - commas before tag questions;
 - commas in lists of two or more adjective.
- 3 The pupils look for the punctuation feature they were assigned.
- 4 Check the answers orally.

ACTIVITY 3 Work in pairs. Write out the following.**Add 12 commas. 5 mins**

- 1 Read Nadia's first sentence. Ask the pupils to suggest where to put commas.
- 2 The pupils add commas to the whole conversation.

Answers: (answers may vary)

Nadia: Oh look, Sami, I can see Uncle Hassan near the bride and groom. And on his right, Tina, you can see our Aunt Rania.

Tina: Oh, is she the one in that beautiful, traditional, Palestinian dress?

Nadia: Yes, it's amazing, isn't it? Stop the DVD, Sami, please, and then we can see the dress more clearly.

ACTIVITY 4 Read the information. Then find more examples in your book. 8 mins

- 1 Read the text about using apostrophes.
- 2 Arrange the pupils in groups of three or four. Assign each group one of these uses of apostrophes to look for in their books:
 - to shorten forms of auxiliary verbs *be, have, will, would*;
 - to shorten *not*;
 - for possessive forms of nouns;
 - with *Let's*.
- 3 The pupils look for the apostrophe use they were assigned.
- 4 Check the answers orally.

ACTIVITY 5 Work in pairs. Discuss and then write out the following. Add 12 apostrophes. 5 mins

- 1 Read Mike's first sentence. Ask the pupils to suggest where to put apostrophes.
- 2 The pupils add apostrophes to the whole conversation.

Answers:

Mike: Look, I've found these two DVDs. They're yours or Yasmeen's, aren't they?

Sami: Let's have a look ... Well, this one's mine, but the other one isn't, and I don't think it's hers, either.

Mike: So perhaps it's Tina's. I'd better ask her.

Period 12**INTRODUCTION ACTIVITY 4 mins**

- 1 Explain that in this period the pupils are going to plan a wedding.
- 2 Elicit ideas from the pupils about what they will have to decide – how many guests, where the wedding party will be, what food they will serve etc.

ACTIVITY 1 Work in groups. Decide what job each will do.**10 mins**

- 1 Read the unit task to the pupils.
- 2 Explain to the pupils that they are going to plan a wedding.
- 3 Arrange the pupils in groups of three or four. Each pupil chooses one job (this means that not all the jobs will be chosen)
- 4 With one group, demonstrate the conversation. Help the pupils to use the suggested language to choose a job and suggest one for others.
- 5 In their groups, all the pupils plan what they are going to do.

ACTIVITY 2 Work in groups of three or four students. Make statements about your jobs. 8 mins

- 1 Read the list of activities in the box.
- 2 With one group, help the pupils to make statements about what they're going to do, and how they're going to do it.
- 3 Help the pupils to use the suggested language.
- 4 In their groups, all the pupils plan how they are going to do their jobs.

ACTIVITY 3 Offer choices. 8 mins

- 1 Explain that you are the groom or bride.
- 2 With one group, help the pupils to explain what they have decided about the wedding. Help them to use the suggested language.
- 3 The other groups tell you what they have decided for the wedding.

ACTIVITY 4 Continue an email. 10 mins

- 1 Remind the pupils about the pen friends from Unit 1.
- 2 Read the start of the email. Help the pupils to complete it according to what they have decided.
- 3 The pupils write the email with their decisions.

Finding out about names

Aims to understand and use reported speech (with no change of verb tenses) in affirmative and negative sentences and *wh...* questions

Key language *ancestor, began, check, counsellor, date of birth, discuss, Dr, German, Germany, given name, Haifa, long ago, message, once, on the line, personal details, Rome, son, student, wrong, zero*

Language structures *She says she needs to check / She wants to know when you are coming*

Materials Pupil's Book, CD

Period 1

INTRODUCTION ACTIVITY 4 mins

- 1 Read the title of the unit to the pupils. Explain that they will be talking about the meaning of first names and surnames.
- 2 Talk with the pupils about their first names. Ask questions like **Can you say what your first name means in English?**
- 3 Talk with the pupils about their surnames. Ask questions like **Do any of you have surnames that say where you are from?**

ACTIVITY 1 Listen and repeat. 6 mins

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

CD4 Audio 1

*check counsellor date of birth given name
personal details student wrong zero*

Word formation

- 4 Read the two words *study* and *student*.
- 5 Make sure the pupils understand that *study* a verb, and we make the person by taking of *y* and adding *-ent*.

ACTIVITY 2 Look at the picture on the next page.

Describe it. 7 mins

- 1 Point to the picture on page 53. Ask the pupils what is happening in the picture. (*The woman is talking to someone on the phone, and reading something from the computer screen.*)

- 2 Make sure the pupils understand the headings in the table on the computer screen (*Family name, Given name* etc.). Explain that zip codes identify where a place is. The first two letters of a zip code identify the state – in this case, California. Other zip codes are TX – Texas, NY – New York, MA – Massachusetts.
- 3 Read the beginning of sentence 1 (*The woman*). Help the pupils to match the rest of the sentence (*is looking at something / on her computer screen*).
- 4 The students match the rest of the sentences.

Answers: 1 *The woman is looking at something on her computer screen.* 2 *She is also / talking to someone / on the phone.* 3 *The computer screen / is showing her some information / about several girls.* 4 *The information / includes their names / and addresses.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 Read the questions to the pupils. Play recording 2. The pupils listen to the questions.
- 2 Play recording 3. The pupils listen.
- 3 Play recording 2 again. In pairs, the pupils answer the questions.
- 4 Play recording 3 again. The pupils check their answers to the questions.
- 5 Check the answers orally.

CD4 Audio 2

- 1 *What does Rose Hill need to check?*
- 2 *Is there another reason for her call? What is it?*
- 3 *What is the same about Rose's and Yasmeen's names?*

CD4 Audio 3

Narrator: *American schools have counsellors who give students advice and help them with their problems. The new counsellor at Yasmeen's school calls one evening.*

Dad: *Hello. Khalid Haifawi speaking.*

Rose: *Good evening, Mr Haifawi. I'm Rose Hill, your daughter's new counsellor.*

Dad: *Is there a problem?*

Rose: *No, no. But some of our students' personal details are wrong, and I need to check Yasmeen's. I'm also trying to meet everyone, so I want to find a time to see her. Could I speak to her, please?*

Dad: *Of course. Could you hold, please? ... Yasmeen, it's for you.*

Dad: *It's your new school counsellor. She says some of their student details are wrong, and she needs to check yours. She says she's also trying to meet everyone, so she wants to find a time to see you.*

Yasmeen: *Thanks, Dad ... Hello. Yasmeen speaking. Dad says you need to check my details.*

Rose: *Yes, sorry, Yasmeen, but may I check your family name? Is it H-i-g-h-...?*

Yasmeen: *No, it's H-a-i-f-a-w-i.*

Rose: *And could you spell your given name for me, please?*

Yasmeen: *Certainly. It's Y-a-s-m-double-e-n.*

Rose: *Ah! Not m-i-n at the end. Y-a-s-m-double-e-n. Yasmeen. What a beautiful name! What does it mean?*

Yasmeen: *It's the name of a flower.*

Rose: *Like my name – Rose! Nice! Now, here's my next question: When ...?*

Answers: 1 She needs to check the students' personal details.
2 Yes, there is. She wants to meet all the students. 3 They're both the names of flowers.

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

8 mins 

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 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

INTRODUCTION ACTIVITY 4 mins

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 8 mins

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

Answers: 1 counsellor, students 2 daughter, check 3 given name, wrong 4 personal details, date of birth 5 zero

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

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

CD4 Audio 4

Narrator: 1
Carol: *Hello. Carol Lindsey speaking.*
Mrs Shawa: *Oh, hello. Are you the new school counsellor?*
Carol: *That's right. I'm here to help the students in Grades eleven and twelve.*

Narrator: 2
Mrs Shawa: *Well, my daughter is in twelfth Grade, and she says I need to speak to you.*
Carol: *Good, well first I should check that I have her on my list of names.*

Narrator: 3
Mrs Shawa: *Of course. The family name is Shawa, and her given name is Susan.*
Carol: *Well, I've got a Shawa here, but the first name is Susannah. Is that wrong?*
Mrs Shawa: *Yes, it's just Susan.*

Narrator: 4
Carol: *Hm, well, let's see if I have her other personal details right – like her age.*
Mrs Shawa: *She's 17.*
Carol: *Yes, I've got her date of birth here. And I see that she'll be 18 tomorrow. I hope she has a very happy birthday!*

Narrator: 5
Carol: *But part of her phone number is missing. I've only got two-zero-six.*
Mrs Shawa: *Oh, right yes, it starts two-six-six and then it's nine-one-three-double-five.*
Carol: *So that's two-six-six-nine-one-three-seven-five. Thank you.*

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 Choose pupils to read the questions aloud.
- 4 The pupils read the conversation again.
- 5 The pupils answer the questions individually.
- 6 Check the answers orally.

Answers: 1 They give students advice and help them with problems. 2 It's evening, and she's calling the Haifawi's house. 3 Because she wants to meet everyone. 4 Yasmeen's family name. 5 It's spelt HIGH on the computer. 6 Yasmeen's given name. 7 The spelling on the computer is Yasmin. 8 What is your date of birth?

ACTIVITY 4 Work in groups. Listen again and practise the conversation. 8 mins 

- 1 Play recording 4 again. The students listen.
- 2 Choose pairs of pupils to read the conversations aloud.
- 3 In pairs, all the pupils practise reading the conversations.

Period 3**INTRODUCTION ACTIVITY 4 mins**

- 1 Talk with the pupils about the story episode in the previous period. Ask questions such as **Where were the family? Who phoned them? What was the problem?**
- 2 Ask the pupils some of the questions from the telephone conversation, such as **May I check your family name? Could you spell your given name for me, please?**

ACTIVITY 1 Read the sentences. 8 mins

- 1 Read the sentences to the pupils. Focus on the first original sentence, for example, *Some of our computer details are wrong*, and the way it is reported: *She says some of their computer details are wrong.*
- 2 Repeat with the second pair of sentences.

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

- 3 Help the pupils to choose the correct option in the first statement (*she says*).
- 4 The pupils choose the correct options in the rest of the sentences.
- 5 Check the answers orally.

Answers: 1b 2a 3b 4b

ACTIVITY 2 Work in groups. Take the parts of Rose Hill, Dad and Yasmeen. 13 mins

- 1 Read the example to the pupils.
- 2 Help the pupils to complete the report. (*She says she's sorry to call you in the evening like this.*)
- 3 In groups of three, the pupils take the roles of Rose Hill, Dad and Yasmeen. They say and report numbers 1 to 3.
- 4 The change roles, so that each pupil says each person's part.

ACTIVITY 3 Work in groups. Give and report messages. Use your own names. 15 mins

- 1 Arrange the pupils in groups of three.
- 2 Demonstrate conversation 1 with one of the group. Assign the roles of A, B and C.
- 3 Help the pupils in the group to read their part in the dialogue, using their own names.
- 4 With another group, demonstrate conversation 2. The pupils will need help to say appropriate things.
- 5 With a third group, demonstrate conversation 3.
- 6 In groups of three, all the pupils practise all three conversations.

Change round. Think of more statements to report in the same way.

- 7 The pupils take turns to start the conversation; if possible, they should try to start new conversations.

Period 4**INTRODUCTION ACTIVITY 4 mins**

- 1 Revise some of the language from Period 3, like this:
 - Say simple sentences to the pupils, for example, **This class is very good. We have a test tomorrow. You have a lot of homework tonight.**
 - Choose pupils and help them to report what you said, for example, *The teacher said this class is very good.*
 - Repeat with other sentences and other pupils.
- 2 Repeat with other pupils.

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

CD4 Audio 5

ancestor began discuss Dr long ago once
on the line son text message
Germany German Haifa Rome

ACTIVITY 2 Listen. Add new words from activity 1. Make any changes needed. 10 mins

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

CD4 Audio 6

Narrator: 1

Boy 1: Did Fuad phone?

Boy 2: No, he sent a text message instead.

Narrator: 2

Girl 1: It's for you, Sameera. It's your brother Tariq on the line.

Girl 2: Oh, good. Perhaps he's calling to discuss our family holiday together next summer.

Narrator: 3

Boy 1: Where did our earliest ancestors come from? Does anyone know?

Boy 2: Well, yesterday, Dr Hassan was on TV, and he was talking about that. He knows everything about ancient history!

Boy 1: Really! So there is someone who knows about people so very, very long ago!

Boy 2: Yes, it seems that everyone in the world today comes from a small group of people who once lived in Africa. And then these people slowly began moving to other parts of the world about 100,000 years ago.

Answers: 1 text message 2 on the line, discuss 3 ancestors, Dr, long ago, once, began

ACTIVITY 3 Listen and check. Then practise in pairs.

8 mins 

- 1 Play recording 6 again. The pupils listen and check their answers.
- 2 Check the answer 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. 13 mins

- 1 Show the class register to the pupils.
- 2 Play recording 7 part 1. The pupils listen and tick the names when the people speak to the teacher.
- 3 Play recording 7 part 1 again. The pupils listen again and write the country for each person.
- 4 Play recording 7 part 1 a third time. The pupils check their answers.

CD4 Audio 7

Narrator: Part 1

Teacher: Hisham Al-Qudsi

Boy 1: Here, Mr Woods.

Teacher: Anna Voroshilov

Girl 1: Here, Mr Woods.

Teacher: And finally, Barbara Ziegler

Girl 2: Here, Mr Woods.

Teacher: Good. Right. Let's begin. A little later in the lesson, we're going to hear a radio programme for schools about people's names. But before we do that, let's talk about our names. This is America, so almost all of our families once lived in other countries. Perhaps your ancestors came to America long ago, or perhaps it was your parents who moved to the USA only a few years ago. But they came from countries everywhere round the world. Think of the names I've just read out. Hisham, I think you're from an Arab country, aren't you?

Boy 1: Yes, I'm from Palestine. My family come from Jerusalem.

Teacher: And Anna, were your people from Russia?

Girl 1: Sure. Voroshilov is a very Russian name.

Teacher: And Barbara, I'm guessing that your family come from Germany.

Girl 2: That's right. My grandparents came over here many years ago.

Narrator: Part 2

Teacher: Now names from different parts of the world sometimes seem very different, but they can mean the same thing. For example, think of two of your names here – Rob MacDonald and Mary O'Donnell. MacDonald is a name from Scotland, and O'Donnell is a name from Ireland, but they mean the same thing. Donnell is really the same name as Donald. And another thing: O' is short for of, and Mac means the same thing – of, or the son of. So a long time ago, you both had an ancestor with the name Donald. So, Rob, you're Rob of the family of Donald. And Mary, you're Mary of the family of Donald. And a lot of people once moved between Ireland and Scotland long ago. So perhaps it was even the same Donald!

Boy 2: Hi, cousin Mary!

Girl 3: Hi, cousin Rob!

Boy 3: Heh! Maybe we're cousins, too, Mr Woods!

Teacher: Really?

Boy 3: You see, my people come from Japan, and my name means woods in Japanese.

Teacher: Well, I think it means that we both had ancestors who lived in or near some woods. But you see, my family came over from England long ago. So maybe, just maybe, they were different woods! Well, now, it's almost time for that radio programme ...

Answers: Hisham – Palestine, Anna – Russia, Barbara – Germany

- 5 Show pupils the notes.
- 6 Play recording 7 part 2. The pupils listen and write the country for each student.
- 7 Play recording 7 part 2 again. The pupils write the meaning of each name.
- 8 Play recording 7 part 2 a third time. The pupils check their answers.
- 9 Check the answers orally.

Answers: Rob / Scotland / of Donald, Ken / Japan / wood, Carol, / Ireland / of Donell / Donald

Period 5

INTRODUCTION ACTIVITY 4 mins

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Work in pairs. Talk about the picture on the next page. 14 mins

- 1 Show pupils the picture on the next page.
- 2 Read the first question to the class. Elicit the answer (Adnan).
- 3 In pairs, the pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 Adnan 2 His family name is Haifawi, and family are from Palestine. 3 He's calling on a mobile. 4 One girl is sending an email, the boy is sending a text message, another girl is phone on a landline 5 The man who introduces the Did you know? programme. 6 They're making a radio programme. 7 He's holding an email; it may be from Adnan.

ACTIVITY 2 Read and mark the sentences true (✓) or false (X). 12 mins

- 1 The pupils read the texts silently.

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

Answers: 1 X 2 ✓ 3 ✓ 4 ✓ 5 X 6 X

Work in pairs. Check your answers and correct the false ones.

- 4 In pairs, the pupils check their answers.
- 5 They correct the false sentences (1, 5 and 6).
- 6 Check the answers orally.

Answers: 1 Dr Romano's ancestors were from Rome.

5 Lucy's parents perhaps hope she will bring light into people's lives. 6 Four people have contacted the program in three different ways.

ACTIVITY 3 Listen and read aloud. 10 mins

- 1 Play recording. Pause CD after each sentence for pupils to read aloud.
- 2 Pupils listen and read the texts aloud.

CD4 Audio 8

Robson: Hello. I'm Alan Robson, and you're listening to 'Did you know'? Today, we're discussing people's names. And to answer your questions we have Dr Julia Romano.

Romano: Hello, everyone.

Robson: Let's begin with a call from Emma Baker.

Emma: How did our ancestors get their family names?

Romano: Well, they were often place names. For example, mine shows that my ancestors were once from Rome.

Robson: Here's an email from Adnan Haifawi. He asks what his name means.

Romano: It's like mine. It means his family were from Haifa long ago.

Robson: Now we have a text message from Dan Schumacher. He asks where his family were from.

Romano: From Germany. Dan's name is German for shoe and maker, so they made people's shoes. There are other 'work' names too, like Farmer and Fisher.

Robson: This email is from Tina Johnson. She wants to know when people started using family names.

Romano: Long ago. Perhaps 700 years ago, people started calling an ancestor of hers John's son – and that became Johnson.

Robson: And finally, we have Lucy Paris on the line.

Lucy: How do parents choose given names?

Romano: In different ways. For example, parents often hope their children will be like their names. Yours means 'light', Lucy, so perhaps your parents hope you'll bring light into people's lives and make them happy.

Period 6

INTRODUCTION ACTIVITY 4 mins

- 1 Ask the pupils questions about the topic in the previous period – the meaning of names: **What does the name Haifawi mean? What name means 'light'? What is the surname of a man who was the son of John?**
- 2 Choose pupils to ask more questions. Choose other pupils to answer.

ACTIVITY 1 Read and complete lines 1–4 of the table. Then think about the other young person's family name and complete line 5. 10 mins

- 1 Show the table to the pupils.
- 2 The pupils read the text again silently.
- 3 Help the pupils to complete the name and the first line (*Romano, Her ancestors were from Rome*).
- 4 The pupils complete numbers 1–4.
- 5 Show the other name in the table to the pupils (*Emma*). Help the pupils to suggest where her name comes from.

Answers: 1 *Romano, Her ancestors were from Rome.* 2 *Haifawi, His family were from Haifa* 3 *Schuhmacher, his ancestors made shoes* 4 *Johnson, her ancestor became John's son* 5 *Emma Baker: Her ancestors made bread*

ACTIVITY 2 Work in pairs. Make statements from the table in activity 1. 8 mins

- 1 Read the example statement to the pupils.
- 2 Choose a pupil. Help him/her to make statements about another person in activity 1.
- 3 In pairs, all the pupils take turns to make statements to each other about the people in activity 1.

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

Say what the underlined words refer to.

- 1 The pupils read the passage again silently.
- 2 They work out what the underlined words refer to.

Answers: 1 *Dr Romano's family name* 2 *Lucy Paris's name*
3 *Lucy's parents*

Now say what the underlined words mean.

- 3 Help the pupils to express the meaning of the underlined words.

Answers: 1 *the same as my name* 2 *names which come from the work a person did* 3 *a man who fishes*

ACTIVITY 4 Think and discuss. 8 mins

- 1 Arrange a class discussion about names. Encourage the pupils to talk about the names they like, and why they like them.
- 2 Make a list on the board of the most popular names in the class.

Period 7

INTRODUCTION ACTIVITY 4 mins

- 1 Revise the words from the two vocabulary sets in the unit with 'Word Bingo', like this:
 - Write all the words from the two vocabulary sets on the board.
 - Tell the pupils to choose five of the words and write them in their notebooks.
 - Say words on the board at random and circle them; if the pupils hear one of their words, they circle it in their notebooks.
- 2 The first pupil to circle all their five words is the winner.

ACTIVITY 1 Match the word pairs. Add them to the personal details table below. 8 mins

- 1 Read the words in the two boxes to the pupils.
- 2 Help them to match the first word (*Home*) with a word from the second box (*address*).
- 3 The pupils write the *Home address* label above the addresses in the table.
- 4 The pupils match the rest of the words and write the labels.
- 4 Check the answers orally.

Answers: (from left to right) *Family name, Given name(s), Date of birth, Home telephone, Home address*

ACTIVITY 2 Read the conversation and correct Yasmeen's personal details above. 8 mins

- 1 Choose pupils to read the conversation to the class.
- 2 Ask **What information is wrong in the table?** (*The address is 192, Palmer Way, CA29975.*)

ACTIVITY 3 Complete Rose Hill's answer. 10 mins

- 1 Read the Head's speech bubble to the pupils.
- 2 Help the pupils complete the counsellor's speech bubble.

Answers: *Her full name is Yasmeen Haifawi, and her date of birth is 08 / 09 / Her telephone number is 267 7924 and her full home address is 192 Palmer Way, Fairfax, CA 29975.*

ACTIVITY 4 Match the underlined words to the correct meanings 1–4 in the dictionary. 10 mins

- 1 Read the dictionary definitions to the pupils. Make sure they understand that these are different ways of using the same word way.
- 2 Read the first sentence (*Yasmeen lives at 192 Palmer Way*). Ask **Which definition is it?** (2)
- 3 The pupils match the rest of the sentences with the definitions.

Answers: 2, 1, 3, 2

Period 8

This lesson focuses on *Wh* questions, but note that it only covers object questions (*Who did you see? What did you do?*) and not subject questions (*Who went to the shops? What made that noise?*).

INTRODUCTION ACTIVITY 4 mins

- 1 Review the word pairs from the previous period with the pupils: say the first word of one of the word pairs, for example, *home*. The pupils say the pair of words (*home address*).
- 2 Choose pupils to say the first word of a pair; choose other pupils to say the pair.

ACTIVITY 1 Read sentences 1–8. 8 mins

- 1 Read the sentences to the pupils.
- 2 Focus on comparing the original sentences, for example, *What does my name mean?* with the reported sentences *He asks what his name means*.

Look at the sentences again. Tick (✓) the best way to complete statements 1–4.

- 3 Read number 1 to the pupils. Elicit the answer (*changes to statement form*)
- 4 Repeat with the other statements.

Answers: 1b 2b 3b 4a

ACTIVITY 2 Work in pairs. Change the following into reported questions. 14 mins

- 1 Read the first question to the pupils. Help them to report it. (*Emma asks how our ancestors got their family names?*)
- 2 Repeat with the second question.

Go on with questions by the Head Teacher, Dr Cook, about another Grade 8 girl. Use the reporting verbs in brackets.

- 3 In pairs, the pupils write the reported questions in their notebooks.

- 4 Call pupils up to the front to write the reported questions on the board.

Answers: 1 *Emma asks how our ancestors got their family names.* 2 *Lucy wants to know how parents choose given names.* 3 *Dr Cook asks how Helen spells her family name?* 4 *He also wants to know what her home telephone number is.* 5 *Then he needs to check where she lives.*

ACTIVITY 3 Work in groups. Take turns to ask, report and answer questions. 14 mins

- 1 Arrange the pupils in groups of three.
- 2 Show the pupils how the sequence of asking, reporting and answering works.
- 3 Choose one group to read the example set of question, report and answer.
- 4 Choose another group to do the same with another question.

Write down questions to ask about your partners. Then take turns to ask, report and answer. Use your own names.

- 5 In groups of three, all the pupils write down questions to use with the game.
- 6 In their groups, all the pupils practise the sequence of asking, reporting and answering

Period 9

INTRODUCTION ACTIVITY 4 mins

- 1 Review the ways we use the reported speech in English. First, elicit *wh* question words from the pupils (*who, what* etc.) and write them on the board.
- 2 Then, point to one of the words and elicit a question from a pupil, for example, **Where do you live?**
- 3 Help another pupil to report the question – *He asked where I live.*
- 4 Repeat with other questions and other pupils.

ACTIVITY 1 Copy the message form. Then work in pairs, and read out the conversation. 18 mins

- 1 The pupils copy the message form in their notebooks.
- 2 In pairs, the pupils read the conversation.
- 3 Choose a pupil and help him/her to complete the first reporting statement. (*Ben West says he needs to speak to you later today, if you have time.*)

Now work alone, and complete the message. Write reported statements.

- 4 Individually, the pupils complete the message form and report the conversation.

Answers: Date: (Today's date) Time: (The time now) Message for: Peter Kraft from: Ben West Taken by: Rose Hill
Ben West says he needs to see you later today, if you have time. He also says you and he had a long chat yesterday, and you promised to write a letter about him to his parents. He says his mother will want to see the letter when he goes home.

ACTIVITY 2 Copy the message form. Then work in pairs, and act out the conversation. 18 mins

- 1 The pupils copy the blank message form in their notebooks again.
- 2 In pairs they act out the conversation.

Now work alone, and complete the message. Write reported questions.

- 3 Individually, the pupils complete the message form and report the conversation.

Answers: 1 Date: (Today's date) Time: (The time now) Message for: Rose Hill from: Dr Cook Taken by: Peter Kraft
First, Dr Cook wants to know when you are going to see the Grade 10 girls. Next, she wants to know what room you want to use for that. Then she wants to know how long you will need the room for, and finally, she wants to know what you are planning to talk to the girls about.

Period 10

INTRODUCTION ACTIVITY 4 mins

- 1 Review the language of the unit with a game of noughts and crosses. Write these words in the noughts and crosses squares on the board: *he asked when, he asked what, he asked where, he asked if, he asked what time, she asked when, she asked what, she asked where, she asked if*
- 2 Divide the class into two teams, X and O. Pupils from the teams take turns to choose squares and make sentences or questions with the words.
- 3 If the sentence or question is correct, put the team's mark, X or O, in the square.
- 4 The first team to make a straight line of three squares gets a point.
- 5 If you have time, repeat until all the pupils have had a turn, then announce the winning team.

ACTIVITY 1 Look at the picture and the computer form. Guess the kind of conversation you will hear. 5 mins

- 1 Show the picture and the form to the pupils. Ask them **What do you think the conversation is about?** (a conversation about a new student)

ACTIVITY 2 Copy the form. Then listen and complete it.

10 mins

- 1 The pupils copy the form in their notebooks.
- 2 Play recording. The pupils listen.
- 3 Ask the pupils what they heard about the Soccer Cups (*the boys team and the girls team won the Fairfax School Soccer Cups this year*) Ask the pupils what the connection with Yasmeen and Adnan is. (In Unit 5, Yasmeen and Adnan had to train for important matches the next day – these were the matches where they won the Soccer Cups.)
- 4 Play recording again. The pupils add the details to the form.
- 5 Play recording a third time. The pupils check the details.
- 6 Copy the form on the board. Call pupils up to the front to complete it.

CD4 Audio 9

- P.A.: Good morning. Fairfax High School. This is Sally Green speaking, Dr Cook's personal assistant.
- Father: Hello. My name's Peter Jarrett, and I'm calling from Los Angeles.
- P.A.: And how can I help you?
- Father: Well, you see, my family and I are going to move to Fairfax very soon, and we've heard that Fairfax High is the best in the area.
- P.A.: Ah, well, you've heard correctly! Our students come top in almost every subject in the Fairfax area. And our sports teams always do very well. Our teams have won the Fairfax Schools Soccer Cups for boys and for girls this year. And everyone says we're also the friendliest school in town!
- Father: Wow! That sounds great. And so do you have a place for our boy?
- P.A.: I'll have to check, but I think we do.
- Father: Thank you very much.
- P.A.: First, I need to write down some personal details. It's Mr Jarrett, isn't it?
- Father: That's right. And it's J-a-double-r-e-double-t. Peter Jarrett.
- P.A.: And could I have your son's given names?
- Father: It's Allen. Just Allen.
- P.A.: Could you spell that, please?
- Father: It's A-double-l-e-n.
- P.A.: Thanks. What grade is Allen in at the moment?
- Father: He's in Grade 8.
- P.A.: And what age is he?
- Father: He was 14 yesterday.
- P.A.: May I ask when Allen can join us?
- Father: Well, we're going to move on Monday, May 15th. So could Allen join you a week after that – on Monday, May 22nd?
- P.A.: I'll talk to Dr Cook, and then I'll call you back. So could I have your phone number, please?

Father: *Nine-two-zero-six double-seven-one-double-eight-five.*

P.A.: *Thank you. Now let me read it all back to you. Your number is nine-two-zero-six-double-seven-one-double-eight-five.*

Father: *That's it.*

P.A.: *Your name is Peter Jarrett, and your son's full name is Allen Jarrett. The spelling is A-double-l-e-n. And then J-a-double-r-e-double-t. He's 14 years old, and he's in 8th Grade.*

Father: *That's right.*

P.A.: *And the start date that you would like is Monday, May 22nd.*

Father: *That's it. Thank you.*

Answers: Family name: Jarrett Given name(s) Allen Present Present grade: 8th age: 14 Start date: Monday, May 22nd Full name of parent(s): Peter Jarrett Phone 9206771885

ACTIVITY 3 Listen. Practise writing down numbers and spellings. 8 mins

- Say the pair of numbers in 1 to the pupils.
- Choose pupils to say the other pairs of numbers.
- Play recording part 1. The pupils listen.
- Play recording part 1 again. The pupils tick the numbers they hear.
- Play recording part 1 a third time. The pupils check their answers.

CD4 Audio 10

Narrator: 1

A. 0124 56973

B. 0163 84752

C. 0174 96322

Narrator: 2

A. 01326 <pause>794521

B. 01592 <pause>483299

C. 01682 <pause>834424

Narrator: 3

A. Mr P Barton

B. Mrs D Harty

C. Dr K Galcarney

Narrator: 4

A. Brian B-r-i-a-n <pause>Whistler W-h-i-s-t-l-e-r

B. Heather H-e-a-t-h-e-r <pause>Burroughs B-u-double-r-o-u-g-h-s

C. Graham G-r-a-h-a-m <pause>Mitchell M-i-t-c-h-e-double-l

Answers: a/b ✓ X X ✓ c X ✓

- Play recording part 2. The pupils listen.

- Play recording part 2 again. The pupils write the numbers they hear.

- Play recording part 2 a third time. The pupils check their answers.

Answers: 1 01326 794521 2 01592 483299 3 01682 834424

- Choose pupils to read the pairs of names. Play recording part 3. The pupils listen.

- Play recording part 3 again. The pupils tick the names they hear.

- Play recording part 3 a third time. The pupils check their answers.

Answers: a X ✓ b X ✓ c ✓ X

- Play recording part 4. The pupils listen.

- Play recording part 4 again. The pupils write the names they hear.

- Play recording part 4 a third time. The pupils check their answers.

Answers: 1 Brian Whistler 2 Heather Burroughs 3 Graham Mitchell

ACTIVITY 4 Practise your pronunciation: numbers and spellings. 8 mins

- Play recording. The pupils listen and repeat.
- The pupils practise saying the numbers and letters.

CD4 Audio 11

A. zero-1-double-5-9-4-double-6-5-double-8

B. zero-double2-8-6 double-5-9-double-4-3

C. A-double-n-e-double-t-e D-double-e-n-e

D. B-i-double-l-y P-a-double-t-e-n

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

- Read the conversation with a pupil.
- In pairs, all the pupils read and act out the conversation.

Period 11

INTRODUCTION 4 mins

- Practise spelling names with the pupils. Point to a pupil and ask **How do you spell his/her surname?** Help another pupil to spell the surname.
- Point to another pupils and ask **How do you spell his/her given name?** Help another pupil to spell the given name.
- Choose pupils to point and ask the questions about spelling, and other pupils to spell the names.

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

- 1 Play recording. The pupils listen.
- 2 Play recording again. The pupils write what they hear.
- 3 Play recording a third time. The pupils check what they have written.
- 4 Check the sentences orally.

CD4 Audio 12

- 1 *Rose Hill is the new school counsellor, and she calls one evening in order to check Yasmeen's personal details.*
- 2 *On today's radio programme, they are discussing people's names, and students are asking questions for Dr Romano to answer.*
- 3 *One listener asks how our ancestors got their family names, and another wants to know how parents choose given names.*

Answers: see Audio for answers**ACTIVITY 2 Read the start and the finish of the formal letter. Answer these questions. 8 mins**

- 1 Choose pupils to read the start and finish of the letter.
- 2 Help the pupils to answer the questions.

Answers: 1 *It's to Mr and Mrs Jarrett, from Sally Green.* 2 *It starts with Dear and it ends with Yours truly.* 3 *Allen has been accepted at the school.***ACTIVITY 3 Add the addresses in the right places. Then add today's date. 8 mins**

- 1 Read the addresses to the pupils.
- 2 Help the pupils to work out where they go on the letter.
- 3 The pupils add the addresses to the letter.

Answers:

Address 1
 Fairfax High School
 792 Barton Street
 Fairfax
 CA 93781

Date (example) 1st May 2014

Address 2
 Mr and Mrs P Jarrett
 1206 North Down Street
 Los Angeles
 CA 98680

ACTIVITY 4 Read Dr Cook's note to Sally Green. Copy and complete the letter. 10 mins

- 1 The pupils copy the outline of the letter in their notebooks.
- 2 Read the notes to the pupils. Help the pupils to start completing the letter. (*Dr Cook says that he is pleased that you can visit the school on April 25th.*)
- 3 The pupils complete the rest of the letter.

Answers: ... *Dr Cook says that he is pleased that you can visit the school on April 25th. He says he hopes to meet you. He also has one or two questions. He wants to know what time you will arrive, how long you are going to stay, and who you would like to meet.***Period 12****INTRODUCTION ACTIVITY 4 mins**

- 1 Explain that in this period the pupils are going to write a formal letter.
- 2 Elicit ideas from the pupils about what should be in the formal letter – their address, the address of the organization they are writing to, the date, a formal opening, a formal ending, their given name and surname at the end.

ACTIVITY 1 Work in groups. Do the following tasks. 36 mins

- 1 Read the unit task to the pupils.
- 2 Arrange the pupils in groups of four or five.

Read what she wants and underline the key words from each paragraph.

- 3 Read the letter from Sally Green. Help the pupils to underline the key words in each paragraph.

Answers: *everyone's, family names, given names, dates of birth, home telephone numbers, home addresses, very important / send us all your questions***Draw a table like the one on Rose's computer on page 53.**

- 4 Copy the table from period 2 on the board.
- 5 The pupils copy the table in their notebooks.
- 6 Show the pupils how to fill in the table with names, dates of birth, phone numbers and addresses.
- 7 The pupils complete the table with information about the people in their group.

Start your formal letter like Sally Green's letter to Mr Jarrett.

- 8 The pupils copy the start of the letter, but in Address 1 they put their school address, and in Address 2 they put the address of Fairfax High.

Start the body of the letter. Discuss, agree and add a subject line and a short first paragraph – like Sally's first paragraph.

- 9 They add the greeting *Dear Ms Green*
- 10 Help the groups to decide on a suitable subject line – perhaps *School trip to Fairfax School*.
- 11 The pupils write the first paragraph.

Copy the personal details into the second paragraph. Start like this.

- 12 The pupils copy the opening sentence of the paragraph, then add the table of information.

Read the questions. Take turns to choose one question from your parents.

- 13 Read the questions to the pupils. Each pupil in each group chooses a question.

Report their questions to the group.

- 14 Help the pupils to report the questions to their groups, for example, *My parents want to know where past groups of student visitors come from?*

Report the questions in the third paragraph. Start like this.

- 15 The pupils add their question to the third paragraph, using the suggested beginning.

Finish the letter with this.

- 16 The pupils add the final sentence.

Then add a formal ending like Sally. (However, do not write a 'Job' line.)

- 17 The pupils write the formal ending to the letter.
- 18 Choose pupils to read their group's letter to the class.

When Islam came to Spain

Aims to understand and use phrasal verbs without an object, with a noun object, and with a pronoun object

Key language *architecture, Al-Andalus, Alhambra, Baghdad, Cordoba, disease, Granada, housework, hurry up, Islam, Islamic, land, look up, medical, Muslim, operation, pick up, put down, rich, set up, take over, turn off, work on, work out*

Language structures *He's going to get up early / He's going to pick up the pen / He's going to pick it up*

Materials Pupil's Book, CD

Period 1

INTRODUCTION ACTIVITY 4 mins

- 1 Read the title of the unit to the pupils. Explain that they will be talking about the Islamic period in Spain.
- 2 Talk with the pupils about Spain. Ask questions such as **Can you show me where Spain is on the map of the world?** (Use the map of the world in the Pupil's Book).
- 3 Talk with the pupils about the Islamic period in Spain. Ask questions such as **When was Spain an Islamic state?**

ACTIVITY 1 Listen and repeat. 6 mins

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

Word formation

- 4 Read the two words *Islam* and *Islamic*.
- 5 Make sure the pupils understand how *Islamic* is the adjective made from *Islam* by adding the suffix *-ic*.

CD4 Audio 13

*housework hurry up look up Muslim
pick up put down take over turn off work on*

ACTIVITY 2 Look at the picture on the next page.

Describe it. 8 mins

- 1 Point to the picture on page 65. Ask the pupils who it is (Mike).
- 2 Read the beginning of sentence 1 (*The boy in the picture*). Help the pupils to match the rest of the sentence (*has been doing homework / in his bedroom*).

- 3 The students match the rest of the sentences.

Answers: 1 *The boy in the picture / has been doing homework / in his bedroom.* 2 *We can see that / one of his books is / about the history of Spain.* 3 *It seems to be late / because we can see / that it is night outside.* 4 *The boy has stopped / to speak to someone / on his mobile phone.*

ACTIVITY 3 Listen and answer the questions. 12 mins

- 1 Read the questions to the pupils. Play recording 14. The pupils listen to the questions.
- 2 Play recording 15. The pupils listen.
- 3 Play recording 14 again. In pairs, the pupils answer the questions.
- 4 Play recording 15 again. The pupils check their answers to the questions.
- 5 Check the answers orally.

CD4 Audio 14

- 1 *Before Sami called, why was he worried about his friend Mike?*
- 2 *Why does Mike have to finish everything today?*
- 3 *What is he working on now?*
- 4 *How does Sami help him?*

CD4 Audio 15

Narrator: *Mike is working hard when Sami calls. He puts down his pen and picks up his phone.*

Sami: *Hi, Mike? Is anything wrong? You didn't play football with us after school.*

Mike: *I couldn't. I've got lots of homework.*

Sami: *What about doing that tomorrow? It's Saturday.*

Mike: *No, I want to hurry up and finish today if I can.*

Sami: *But why?*

Mike: *We've got some visitors tomorrow, so I have to get up early and help do the housework. I have to tidy up my room, sweep up round the house – and help with the guests, too!*

Sami: *Poor you! So what are you working on now?*

Mike: *My project about Islamic Spain.*

Sami: *Oh, yes, when Muslims from North Africa took Spain.*

Mike: *Yes, they took over the country, and I need to find out the date.*

Sami: *I can help. I'll look up my History of Islam here.*

Mike: *Oh, thanks!*

Sami: *I'm looking for the right place. Islamic art ... Islamic culture ... Ah! Islamic Spain!*

Mike: *Well done!*

- Sami:** Here it is. Listen, the Muslims arrived in the year 711, and they stayed for almost 800 years.
- Mike:** Thanks, Sami!
- Sami:** And now I think you should turn off your computer and stop. It's late!

Answers: 1 Because Mike didn't play football with them after school. 2 Because his family have got guests tomorrow, and he has to help. 3 He's working on his project on Islamic Spain. 4 Sami looks it up in his book, History of Islam

ACTIVITY 4 Listen and read. Find the words and phrases from activity 1. 8 mins

- 1 Read the words in activity 1 to the pupils again.
- 2 Play recording 14 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 it.

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

INTRODUCTION ACTIVITY 4 mins

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Read. Add new words from period 1. Make any changes needed. 8 mins

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

Answers: 1 take over 2 turn off 3 put down, pick up 4 hurry up, housework 5 working on, Islam, Islamic 6 look up, Muslim

ACTIVITY 2 Listen and check. Then practise in pairs.

10 mins 

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

CD4 Audio 16

Narrator: 1

Girl 1: Tariq and Fuad have been working for five hours. They look very tired!

Girl 2: Yes, let's offer to take over from them. Then they can have a rest.

Narrator: 2

Mother: Could you turn on the radio when you go to the kitchen?

Boy 1: Yes, and I'll turn off the TV here in the living room.

Narrator: 3

Man 1: Let's put down the table. I think this is the right place.

Man 2: Yes, and then we need to pick up the sofa and take it over there.

Narrator: 4

Girl 1: Come on! Let's hurry up and go. We don't want to be late for the match.

Girl 2: I can't go yet. I'm still finishing the housework. Perhaps you'd like to help!

Narrator: 5

Father: You both look very busy with your books. What are you working on?

Girl 1: We're doing a project on the history of Islam and Islamic culture.

Narrator: 6

Boy 1: I need to look up the word for someone who follows the Islamic religion.

Boy 2: Oh, I can tell you that. The word is Muslim.

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 Choose pupils to read the questions aloud.
- 4 The pupils read the conversation again.
- 5 The pupils answer the questions individually.
- 6 Check the answers orally.

Answers: 1 He went home. 2 He has been working. 3 He thinks Mike should work on Saturday. 4 He has to tidy his room and sweep the house. 5 He has to help with the guests. 6 He looked up Islamic Spain 7 They came from North Africa in 711 8 They stayed almost 800 years.

ACTIVITY 4 Work in pairs. Listen again and practise the conversations. 8 mins

- 1 Play recording 16 again. The students listen.
- 2 Choose pairs of pupils to read the conversations aloud.
- 3 In pairs, all the pupils practise reading the conversations.
- 4 Read the *Did you know?* box to the pupils.
- 5 Ask **What do you know about Tariq Ibn Zaid?** Ask **What do you think of what he did with the boats?** Help them to express their ideas.

Period 3

INTRODUCTION ACTIVITY 4 mins

- 1 Talk with the pupils about the story episode in the previous period. Ask questions such as **What work were Sami and Mike doing? What is Mike's project about? How did Sami help Mike?**
- 2 Elicit what your pupils can remember about Mike's jobs in the house. Then ask questions such as **Do you help in the house? What housework do you like? What housework do you hate?**

ACTIVITY 1 Read sentences 1–6. 10 mins

- 1 Read the sentences to the pupils. Focus on the two phrasal verbs (*put down, pick up* etc.).

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

- 2 Help the pupils to choose the correct option in the first statement (*one more word*).
- 3 The pupils choose the correct options in the rest of the sentences.
- 4 Check the answers orally.

Answers: 1a 2a 3b

ACTIVITY 2 Complete the sentences. Use these phrasal verbs. 11 mins

- 1 Read the phrasal verbs in the box to the pupils. Explain that these are all phrasal verbs that the pupils have seen before.
- 2 Help the pupils to complete number 1 (*wake up, get up*).
- 3 The pupils complete the rest of the sentences.

Answers: 1 *wake up, get up* 2 *look for* 3 *get on* 4 *carry on* 5 *put away* 6 *tidy up*

ACTIVITY 3 Work in pairs and do the tasks. 15 mins

- 1 Choose a pupil and read the question in activity 2 to him/her. Help the pupil to reply appropriately.
- 2 In pairs, all the pupils ask and answer the questions.

- 3 Arrange a feedback session: the pupils report their partner's answers.

Period 4

INTRODUCTION ACTIVITY 4 mins

- 1 Revise some of the language from Period 3, like this:
 - Write the phrasal verbs from Period 3 (*put down, pick up, get up* etc.) on the board.
 - Choose pupils and help them to make sentences with these verbs, for example, *I put down my bag when I arrived in the class.*
- 2 Repeat with the other phrasal verbs and other pupils.

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

CD4 Audio 17

architecture disease land medical operation rich set up work out Al-Andalus Alhambra Baghdad Cordoba Granada

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

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

CD4 Audio 18

Narrator: 1
Man 1: *I hear that Muneer has made a lot of money recently.*
Man 2: *Yes, he's a rich man now.*

Narrator: 2
Girl 1: *What are you going to do when you leave school?*
Girl 2: *I want to study architecture and learn how to design beautiful buildings!*

Narrator: 3
Boy 1: *In the past, different diseases killed millions of people every year.*
Boy 2: *Yes, but things have got better. Doctors have worked out how to save many more people than before.*

Narrator: 4
Girl 1: My dad says your granddad has gone into hospital for an operation.
Girl 2: Yes, he has several medical problems. But the doctors say he'll be fine.

Narrator: 5
Woman 1: I hear you're going to set up a new farm.
Woman 2: Yes, I've bought some land near the river, and I'm going to start soon.

Answers: 1 rich 2 architecture 3 diseases, worked out 4 operation, medical 5 set up, land

ACTIVITY 3 Listen and check. Then practise in pairs.

8 mins 

- 1 Play recording 18 again. The pupils listen and check their answers.
- 2 Check the answer 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. 10 mins

- 1 The pupils copy the table into their books.
- 2 Play recording. The pupils listen for the areas that Mike wants to write about, and for examples of each area.
- 3 Play recording again. The pupils add information to the table.
- 4 Play recording a third time. The pupils check their answers.

CD4 Audio 19

Mike: Thanks for the date, Sami. Seven eleven. There, I've made a note of that now.

Sami: No problem.

Mike: Listen, could I borrow your book for a day or two? It may be very useful.

Sami: Yes, but first, let's check that it has the right information for you. What kinds of things are you going to write about?

Mike: Well, I need to start with the history. Does your book have much about that?

Sami: Yes, lots.

Mike: Good, because I think I should say something about the most important dates.

Sami: That sounds good.

Mike: So first, ... History ... For example, ... the most important dates.

Sami: And what else do you want to write about?

Mike: Well, next, I think I need to write about farming.

Sami: OK, the book has something on that. And you're right. The Muslims brought new crops like lemons.

Mike: Right, so I should say something about their new crops, for example. Just a moment. Farming ... For example, their new crops ...

Sami: What else do you want to write about?

Mike: Their architecture, I think.

Sami: Well, there's lots on that, too – with some photos of mosques and palaces.

Mike: Good, so area number three is ... architecture ... for example, their mosques and palaces.

Sami: And science and medicine were very important, too, weren't they?

Mike: Yes, I should write about medicine.

Sami: They worked out new medical operations that saved people's lives.

Mike: Right. So, medicine ... for example, their new medical operations.

Sami: Well, that should be enough. If you do any more, your project will become a book!

Answers: 1 History: The most important dates 2 Farming: new crops 3 Architecture: mosques and palaces 4 Science and medicine: new medical operations

ACTIVITY 5 Work in pairs. Talk about the information in activity 4. 5 mins

- 1 Choose a pupil and read the conversation with him/her.

Go on with the other information in the table.

- 2 Continue with the other information in Mike's table. Help the pupil to respond appropriately.
- 3 In pairs, the pupils take the roles of Mum and Mike. They start the conversation as in the example, and then talk about the other information in the table.

Period 5

INTRODUCTION ACTIVITY 4 mins

- 1 Review the new words and phrases from the previous period with a dictation:
 - Call a pupil up to the front and say one of the new words or phrases.
 - The pupil writes the word or phrase on the board.
 - Ask the rest of the class if the spelling is correct or not. If it is not, help the pupil to correct the spelling.
- 2 Repeat with other pupils until all the new words and phrases are on the board.

ACTIVITY 1 Work in pairs. Talk about the map and picture on the next page. 15 mins

- 1 Show the map and the picture to the pupils.
- 2 In pairs, the pupils discuss their answers to the questions.

3 Check the answers orally.

Answers: 1 Spain and Portugal 2 Most of it 3 They came over the sea from Africa. 4 Morocco 5 The Alhambra Palace in Granada 6 It's in the south of Spain. 7 It was an Islamic city and Muslims lived there.

ACTIVITY 2 Read and mark the sentences true (✓) or false (X). 11 mins

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

Answers: 1 X 2 ✓ 3 ✓ 4 X 5 X

Work in pairs. Check your answers and correct the false ones.

- 4 In pairs, the pupils check their answers.
- 5 They correct the false sentences (1, 4 and 5).
- 6 Check the answers orally.

Answers: 1 East and West met in Spain from 711 for 800 years. 2 Al-Khatib found out how people pass on diseases. Al-Zahrawi worked out new medical operations. 5 You can still feel ancient Al-Andalus in parts of Cordoba and Granada.

ACTIVITY 3 Listen and read aloud. 10 mins

- 1 Play recording. Pause CD after each sentence for pupils to read aloud.
- 2 Pupils listen and read the texts aloud.

CD4 Audio 20

The Muslims in Al-Andalus
People often say East is East and West is West, and the two can never meet. However, the history of Spain tells us something different. Here, East and West met for almost 800 years.

They sometimes fought, but there was real contact between cultures.

When the Muslims arrived in 711, they took the country over very quickly. They came with new ideas, and they completely changed the land that they called Al-Andalus. With new crops and better ways of farming, Al-Andalus soon grew rich.

The Muslims needed a capital, and they set it up in Cordoba. Here, they built beautiful mosques and palaces, and the city became as important as Baghdad. Al-Andalus became a centre of the Islamic World and the centre of civilisation in Europe.

Its science, medicine, architecture, arts and crafts became famous. Here, Al-Khatib found out how people pass diseases on. Here, Al-Zahrawi worked out many new medical operations. Students in both East and West studied the work of people like these for centuries, and we still remember them today.

Spain is now a busy, modern country. But walk the narrow streets of old Cordoba and visit Granada's amazing Alhambra Palace and gardens, and you will find a different Spain. Here, ancient Al-Andalus still lives.

Period 6

INTRODUCTION ACTIVITY 4 mins

- 1 Ask the pupils questions about the topic in the previous period – Muslim Spain: **Where was the capital of Muslim Spain? What did the Muslims build there? What did Al-Zahrawi do?**
- 2 Choose pupils to ask more questions. Choose other pupils to answer.

ACTIVITY 1 Read and complete the table. Find one or two examples for each of points 1–4. 8 mins

- 1 Read the table to the pupils. The pupil look for examples of things that Islamic Spain did in the text from period 5.
- 2 Check the answers orally.

Answers: 1 New crops 2 Science and medicine 3 The Alhambra Palace 4 Al-Khatib, Al-Zahrawi

ACTIVITY 2 Work in pairs. Produce short conversations from the table. 10 mins

- 1 Demonstrate the dialogue with one of the pupils. Help him/her to say suitable replies.
- 2 In pairs, all the pupil practise the dialogue.

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

Say what the underlined words refer to.

- 1 The pupils read the passage again silently.
- 2 They work out what the underlined words refer to.

Answers: 1 the Muslims 2 in Al-Andalus 3 like Al-Khatib and Al-Zahrawi 4 in the streets of old Cordoba and in the Alhambra Palace

Now say what the underlined words mean.

- 3 Help the pupils to express the meaning of the underlined words.

Answers: 1 The East is completely different to the West 2 became 3 the place where the most important things happened 4 Spain that is not the same as modern Spain

ACTIVITY 4 Think and discuss. 8 mins

- 1 Read the instructions to the pupils.
- 2 Ask the pupils to suggest ideas – perhaps Islamic Spain, or early Islamic Baghdad.
- 3 Help the pupils to expand on their ideas – what they would see, who they would talk to etc.
- 4 In pairs, the pupils discuss their ideas.
- 5 Arrange a feedback session: choose pupils to tell the class about their ideas.
- 6 Read the *Did you know?* box on page 68 to the pupils. Help them to talk about how these two inventions have changed our lives.

Period 7**INTRODUCTION ACTIVITY 4 mins**

- 1 Revise the words from the two vocabulary sets in the unit with 'Word Bingo', like this:
 - Write all the words from the two vocabulary sets on the board.
 - Tell the pupils to choose five of the words and write them in their notebooks.
 - Say words on the board at random and circle them; if the pupils hear one of their words, they circle it in their notebooks.
- 2 The first pupil to circle all their five words is the winner.

ACTIVITY 1 Look at the passage again. Find opposites of these words. 5 mins

- 1 Read the first word (*nothing*) to the pupils.
- 2 Help them to find the opposite word in the text (*something*)
- 3 The pupils find the rest of the opposite words in the texts.

Answers: 1 *something* 2 *different* 3 *beautiful*
4 *remember* 5 *busy* 6 *narrow*

ACTIVITY 2 Complete the following. Use pairs of opposites from activity 1. 10 mins

- 1 Read number 1 to the pupils. Help them to complete the sentence with opposite words (*busy, quiet*).
- 2 The pupils complete the rest of the sentences with opposite words.

Answers: 1 *busy, quiet* 2 *wide, narrow* 3 *nothing, something* 4 *the same, different* 5 *remember, forget* 6 *ugly, beautiful*

ACTIVITY 3 Match the words to name jobs round the house. 8 mins

- 1 Read one of the verbs on the left, for example, *clean*, to the pupils.
- 2 Help the pupils to match it with words on the right, for example, *the windows*.
- 3 The pupils match the other words.

Answers: (answers may vary) *clean the windows, prepare food, do the shopping, put away my clothes, sweep up round the house, tidy up my room, wash the dishes, make tea or coffee*

Now put the jobs into groups of two of more. Use -ing forms of the verbs.

- 4 Read the sentences to the pupils. Elicit ideas for activities to go in each group (For example, in *I really like doing these jobs* – *cleaning the windows*)
- 5 The pupils write the activities in the groups, according to how they feel about them.
- 6 Choose pupils to talk about which groups they have put the activities in.

ACTIVITY 4 Work in pairs. Compare feelings about the jobs in activity 3. 13 mins

- 1 Demonstrate the conversation with a pupil. Help the pupil to reply appropriately.
- 2 In pairs, all the pupils express opinions or respond to them.

Change round.

- 3 The pupils exchange roles, then continue to express opinions and respond them.

Period 8**INTRODUCTION ACTIVITY 4 mins**

- 1 Review the word pairs from the previous period with the pupils: say the first word of one of the word pairs, for example, *prepare*. The pupils say the pair of words (*prepare food*).
- 2 Choose pupils to say sentences with the word pairs, using *I like* or *I don't like*. For example, *I like preparing food*.

ACTIVITY 1 Read sentences 1–6. 10 mins

- 1 Read the sentences to the pupils. Focus on the two phrasal verbs (*hurry up, get up, took over* etc.).

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

- 2 Help the pupils to choose the correct option in the first statement (*do not have*).

- The pupils choose the correct options in the rest of the sentences.
- Check the answers orally.

Answers: 1b 2a 3a 4b 5b 6a

ACTIVITY 2 Work in pairs. Ask and answer questions about the texts on pages 64 and 68. 14 mins

Text 1

- Read the first question and answer to the pupils.
- Ask the other questions to other pupils. Make sure the pupils put the pronoun in the middle position

Text 2

- Continue with these questions.
- In pairs, all the pupils ask and answer the questions.

ACTIVITY 3 Play the 'broken robot' game. 12 mins

- Read the example instructions to the pupils.
- Call a pupil to the front to be the 'broken robot'
- Practise the example dialogue with the pupil.
- Make new commands (for example, *Could you pick up the bag, please*). Help the pupil to respond to them (*Do I have to pick it up or put it down?*).
- Help the other pupils to give instructions to the 'broken robot'.
- Call other pupils to the front to be the 'broken robot'.
- If your class is doing the activity well, suggest other pairs of verbs, for example, *put on / take off your jacket / glasses etc., put away / take out your books, CD etc.*

Period 9

INTRODUCTION ACTIVITY 4 mins

- Review the phrasal verbs from the previous class. First, write all six phrasal verbs on the board.
- Point to one of the verbs and say it. Choose a pupil and help him/her to make a sentence with it.
- Repeat with the other phrasal verbs and other pupils.

ACTIVITY 1 Complete the conversations. Use these phrasal verbs. 18 mins

- Read the list of phrasal verbs to the pupils.
- Help them to complete the first sentence (*turn on, turn them on*).
- The pupils complete the rest of the sentences.
- Check the answers orally.

Answers: 1 *turn on, turn them on* 2 *turn off, turn it off* 3 *tidy up, tidy them up* 4 *put on, put it on* 5 *pass on, pass it on* 6 *throw away, throw them away*

Now practise in pairs.

- In pairs, the pupils practise the dialogues.

ACTIVITY 2 Write out the words in the correct order. Put the object after the phrasal verb when you can. 18 mins

- Show the example dialogue to the pupils.
- Help the pupils to put the words in the correct order for the second dialogue. (*I can't work out the answer. / I can work it out for you.*)
- The pupils write the rest of the dialogues.

Now practise in pairs.

Answers: 1 A: *I need to look up some dates.* B *You can look them up on the Internet.* 2 A: *I can't work out the answer.* B: *I can work it out for you.* 3 A: *Let's put away these dishes.* B: *Yes, let's put them away in that cupboard.* 4 A: *We need to give those books back soon.* B: *Yes, we should give them back today.*

Period 10

INTRODUCTION ACTIVITY 4 mins

- Review the language of the unit with a game of noughts and crosses. Write these words in the noughts and crosses squares on the board: *turn on, turn off, pick up, put down, set up, throw away, look up, tidy up, make up*
- Divide the class into two teams, X and O. Pupils from the teams take turns to choose squares and make sentences or questions with the words.
- If the sentence or question is correct, put the team's mark, X or O, in the square.
- The first team to make a straight line of three squares gets a point.
- If you have time, repeat until all the pupils have had a turn, then announce the winning team.

ACTIVITY 1 Look at the poem. Answer these questions.

5 mins

- Ask the question: help the pupils to express their opinions.
- Don't let the pupils read all the poem before they answer these questions. Explain that the idea is to get ideas about it to make it easier to understand.

Answers: 1 *Geography* 2 *I love Geography – the poem will probably be happy, because the writer loves this subject*

Now look at the pictures and do these tasks.

- The pupils answer the question according to what they can see in the picture.
- The pupils may not be able to identify everything in the picture, but they should be able to identify at least *cloud, stars, river, cave*.

Answers: 1 clouds, stars, river, cave 2 rainbow, plain, field, snow, ice, volcano, glacier, cliff, spring

ACTIVITY 2 Listen to the poem and decide. Were you correct? 10 mins 

- 1 Play recording. The pupils listen to the poem.
- 2 Discuss with the pupils if their ideas about the poem were correct.

CD4 Audio 21

Geography

I love Geography.

*Other people, other places,
Different customs, different faces,
Drought and desert, field and plain,
Snow and ice and monsoon rain,
Volcanoes, glaciers,
Bubbling springs,
Clouds and rainbows,
Countless things,
Stars and planets, distant space,
Whatever's ugly, full of grace.
Seas and rivers,
Cliffs and caves,
The wondrous ways this world behaves.
So much to learn; so much to know;
And so much further still to go.*

John Kitching

ACTIVITY 3 Listen to understand some new words. Then decide the meanings of these. 8 mins 

- 1 Read the possible meanings of the words to pupils.
- 2 Play recording 21 again. The pupils choose the correct meanings of the words.
- 3 Discuss the meanings with the pupils. Also discuss the meaning of the last line.

Now explain the last line. Say what kind of journey the writer means.

Answers: 1 a 2 a 3 b *The poet refers to the journey of life, and possibly beyond.*

ACTIVITY 4 Work with a partner. Mark the words that rhyme: a–a; b–b; ... f–f. 8 mins

- 1 Read the first four lines to the pupils. Help them to find words that rhyme (*places* and *face*, *plain* and *rain*).
- 2 The pupils mark the first pair a...a, and the second pair b...b They look for other rhyming pairs and mark them c...c etc.

Answers: places / faces a...a, plain / rain b...b, springs / things c...c, space / grace d...d, caves / behaves e...e, know / go f...f

ACTIVITY 5 Listen again and check your work in activity 4. Then read out the poem. 5 mins 

- 1 Play recording again. The pupils check the rhyming pattern.
- 2 Help pupils to read the poem with a natural rhythm, chorally and individually.

Period 11

INTRODUCTION 4 mins

- 1 Read the poem from the previous period to the pupils again.
- 2 Choose individual pupils to read four lines of the poem each.

ACTIVITY 1 Listen and write down what you hear.

10 mins 

- 1 Play recording. The pupils listen.
- 2 Play recording. Pause after each section. The pupils write down what they heard.
- 3 Play recording a third time. The pupils check their answers.
- 4 Call pupils to the front to write what they hear on the board.

CD4 Audio 22

- 1 *Mike is trying to finish his homework this evening because he has to do housework tomorrow and also help with the guests.*
- 2 *When the Muslims took over, they developed a great centre of civilisation, and they built many beautiful mosques and palaces.*
- 3 *Al-Andalus became famous for its arts and crafts and its architecture, science and medicine, including many new medical operations.*

Answers: see Audio above

ACTIVITY 2 Complete a paragraph for Mike's project. Do these tasks. 13 mins

- 1 Read the three possible topic sentences to the pupils.
- 2 The pupils look at the paragraph in the box and choose the best topic sentence.

Answer: c

- 3 Read the time expressions to the pupils. The pupils complete the paragraph with these words.
- 4 Check the answers orally.

Answers: 1 First 2 Then 3 Soon 4 In only three years, 5 Just two years after that

ACTIVITY 3 Complete another paragraph for Mike's project. Do these tasks. 13 mins

1 The pupils choose the best topic sentence, as before.

Answer: b

2 The pupils complete the rest of the paragraph by choosing the correct linking words.

Answers: 1 However 2 so 3 Because 4 For example, 5 in order to 6 Therefore 7 and 8 and so

Period 12

Note: You may want to ask pupils to prepare for this lesson in advance. They can use all the information sources available to them – the Internet, books and family – to gather information about Al-Aqsa.

At the end of this section is some information which may be useful for you during the class – however, the pupils should be encouraged to find this information out for themselves.

INTRODUCTION ACTIVITY 4 mins

- 1 Explain that in this period the pupils are going to write a description of a famous Palestinian building.
- 2 Elicit ideas for suitable buildings, and then explain that they will be writing about Al-Aqsa mosque.
- 3 Find out what the pupils know about Al-Aqsa mosque. Ask questions such as **Where is it? Have you been to it? How old is it?**

ACTIVITY 1 Work in groups to discuss the al-Aqsa Mosque. Do these tasks. 8 mins

- 1 Read the unit task to the pupils.
- 2 Explain that the pupils are going to be writing about the Al-Aqsa Mosque.
- 3 Arrange the pupils in groups of three or four. The pupils discuss where it is / why it is important / its age and size.
- 4 One pupil from each group tells the class what they discussed. If any groups hear new, useful information during this part, they should add it to their notes.

ACTIVITY 2 Use the notes to write another paragraph for Mike's project. Do these tasks. 15 mins

- 1 The pupils look at the paragraph notes and choose the best topic sentence, as before. Make sure the pupils understand that these paragraph notes are part of Mike's project, so they are about a building in Islamic Spain, not Al-Aqsa.

Answer: c

- 2 After they have chosen the topic sentences, explain that this paragraph is about the Great Mosque in Cordoba, Spain. Explain that the design of this mosque was based on the Al-Aqsa mosque, which had been finished in 705, 80 years before building started on the Great Mosque of Cordoba.
- 3 In pairs, the pupils make a paragraph from the notes. Circulate while they are doing this, and help them with any writing problems, such as how to use connecting words correctly.
- 4 Call individual pupils to the front to write a sentence each of the paragraph on the board.

Answer: (the exact wording may vary)

Al-Andalus was famous for its beautiful mosques. The most famous one of all is the Great Mosque of Cordoba. This is in the heart of the ancient Muslim capital in Cordoba. It is important because it is the largest and greatest example of early Islamic architecture in Al-Andalus. It seems they started working on the new mosque in 785, soon after the Muslims took over Spain and set up their new capital. Work finally finished in 988. It has changed shape and size several times since then, and today it is 128 metres long and 115 metres wide.

ACTIVITY 3 Work in pairs. Write a new paragraph. Do these tasks. 13 mins

- 1 The pupils look at their notes about the Al-Aqsa Mosque.
- 2 In pairs, they decide what information from their notes to include in their paragraph.
- 3 The pupils plan the paragraph, deciding where to put each piece of information and how to connect it.
- 4 The pupils write their paragraph.

Teaching tip

Information about the Al-Aqsa Mosque:

- Where it is: At the heart of old Jerusalem on the south side of Haram al-Sharif, 'the Noble Sanctuary'.
- Why it is important: Because it stands close to the Rock from which Buraq carried Mohammed on his Night Journey to Heaven. It is the third most important place in Islam – after the sacred sites in Mecca and Medina.
- Its age and size: It seems that they began working on the new mosque in 690. Work on it finally finished in 705. It has changed shape and size several times (after great damage by earthquakes). Salah al-Din also did important new work on the Mosque after he took over Jerusalem in 1187. Today's building is 83 metres long and 56 metres wide.

Revision 2

Aims to review the Key vocabulary and Language Structures of Units 8–13

Key language the vocabulary from Units 8–13

Language structures the language structures from Units 8–13

Materials Pupil's Book, CD

Period 1

INTRODUCTION ACTIVITY 4 mins

- 1 Explain to the pupils that this is a revision unit. They are going to looking at the grammar and vocabulary they saw in Units 8–14.
- 2 Help the pupils to make a list of the grammar points that they have found most difficult so far. Write the list on the board.
- 3 Pay special attention to these grammar points when they occur in this revision unit.

ACTIVITY 1 Look at the pictures on the next page.

Make statements. 8 mins

- 1 Show the pictures to the pupils. Ask **Who are they?** (*Yasmeen, Adnan and Omar*)
- 2 Read the beginning of sentence 1 (*In the first picture, we can see Omar*). Help the pupils to match the rest of the sentence (*and his cousins, Adnan and Yasmeen*).
- 3 The pupils match the rest of the sentences.

Answers: 1 *In the picture, we can see Omar and his cousins, Adnan and Yasmeen.* 2 *All of them look worried about the weight of a large bag.* 3 *In the second picture, Omar and the Haifawis are saying goodbye.* 4 *This seems to be the end of Omar's trip to America.*

ACTIVITY 2 Work in pairs. Do the tasks. 8 mins

- 1 In pairs, the pupils recall the events in the units.
- 2 Choose pupils to report to the class what they remembered.

ACTIVITY 3 Listen and answer the questions. 10 mins 

- 1 Choose pupils to read the questions to the class.
- 2 Play recording 23. The pupils listen.
- 3 Play recording 24. The pupils answer the questions.
- 4 Play recording 23 again. The pupils check their answers.
- 5 Check the answers orally.

CD4 Audio 23

- 1 Why does Mr Haifawi want to go soon?
- 2 How many kilos can Omar take in his big bag?
- 3 What does Omar think he should do about the weight problem?
- 4 Does Adnan agree?
- 5 What does everyone chat about before they finally say goodbye?

CD4 Audio 24

- Narrator:** *It is Omar's last day, and the Haifawis plan to put him on his plane home. However, he is late – even with Adnan's help.*
- Mr Haifawi:** *The roads will soon get much busier, so we need to go.*
- Mrs Haifawi:** *I can turn the radio on in order to get the traffic news.*
- Mr Haifawi:** *Good idea. If we leave much later, he'll miss his plane! Yasmeen, could you tell the boys we haven't got much time?*
- Mrs Haifawi:** *And how many kilos has he got? He can only carry 20.*
- Yasmeen:** *Omar, Dad says if we leave much later, you'll miss your plane.*
- Omar:** *OK!*
- Adnan:** *We're coming!*
- Yasmeen:** *And Mum's asking how many kilos you've got. You can only take 20, she says.*
- Adnan:** *Let's check the weight.*
- Omar:** *... Oh, no. It's more than 20. It's 23! I'd better leave some things – things that are heavy. I've got some magazines, and they're heavier than anything else. Would you like them?*
- Adnan:** *Thanks, but take them in your backpack. You can carry that with you on the plane.*
- Omar:** *Good! I'm ready!*
- Yasmeen:** *Great! Let's go!*
- Narrator:** *In fact, the roads are not as busy as Mr Haifawi thought. So, in the end, they have some time to chat happily about Omar's visit before they finally say goodbye.*

Answers: 1 *Because the roads will soon get busier.* 2 *He can take 20 kilos.* 3 *He thinks he should leave some things.* 4 *No, Adnan says that he should put some things in his backpack. (Note that this is a good idea because the weight of carry-on luggage is not normally included in the luggage allowance, so Omar can put heavy items in his carry-on luggage)* 5 *They chat about Omar's visit.*

ACTIVITY 4 Listen and read. 10 mins 

1 Play recording again. The pupils listen and read.

Period 2**INTRODUCTION ACTIVITY 4 mins**

- 1 Help the pupils to make a list of the vocabulary sets that they have seen so far in Units 8–14 (*clothes, food and containers, tourism* etc.).
- 2 Write the list on the board.
- 3 Explain that they will be revising these vocabulary sets over the next four classes.

ACTIVITY 1 Read and mark the sentences true (✓) or false (X). 10 mins

- 1 The pupils read the text from period 1 again silently.
- 2 Read the first sentence to the pupils. Ask **Is that true?** (Yes) The pupils write ✓ next to the sentence.
- 3 The pupils read the rest of the sentences and write ✓ or X next to each one.

Answers: 1 ✓ 2 ✓ 3 X 4 X 5 X

Work in pairs. Check your answers and correct the false ones.

- 4 In pairs, the pupils check their answers.
- 5 They correct the false sentences (3, 4 and 5).
- 6 Check the answers orally.

Answers: 3 *Yasmeen takes two messages from her parents to the boys.* 4 *Omar wants to leave his magazines because they are heavy.* 5 *They have time to chat about Omar's visit.*

ACTIVITY 2 Read part 1 and answer the questions. 7 mins

- 1 The pupils read part 1 again silently.
- 2 The pupils read the questions and answer them.
- 3 Check the answers orally.

Answers: 1 *They plan to put Omar on his plane home*
2 *The problem is that Omar isn't ready.*

ACTIVITY 3 Read part 2 and answer the questions. 8 mins

- 1 The pupils read part 2 again silently.
- 2 The pupils read the questions and answer them.
- 3 Check the answers orally.

Answers: 1 *Mr Haifawi* 2 *He says that they get busier later on.* 3 *In order to hear the traffic news.* 4 *If the traffic is getting bad.* 5 *20.*

ACTIVITY 4 Read part 3 and answer the questions. 8 mins

- 1 The pupils read part 3 again silently.
- 2 The pupils read the questions and answer them.
- 3 Check the answers orally.

Answers: 1 *3 kilos* 2 *some heavy things* 3 *some magazines* 4 *To Adnan* 5 *He should put the magazines in his backpack*

ACTIVITY 5 Read part 4 and answer the questions. 7 mins

- 1 The pupils read part 4 again silently.
- 2 The pupils read the questions and answer them.
- 3 Check the answers orally.

Answers: 1 *No, they aren't.* 2 *They have time to chat about Omar's visit.*

Period 3**INTRODUCTION ACTIVITY 4 mins**

- 1 Choose one of the vocabulary sets from the list that you made in period 1 of Unit 14.
- 2 Select individual pupils to say one word each from the set. Continue until the pupils have said all the words (or you have helped them).
- 3 Write all the words from the vocabulary set on the board. The pupils check that they understand all these words and they have them in their notebooks.

ACTIVITY 1 Compare the cars. Use the forms that you see below. 10 mins

- 1 Show the pupils the pictures of the cars. Read the questions in the table about the cars to the pupils.
- 2 Read the example conversation to the pupils.
- 3 Help the pupils to compare the cars using *expensive, fast* and *drive nicely*.

ACTIVITY 2 Choose, buy and prepare the right food to give Tariq and Fuad. Do the tasks, and use the forms that you see below. 28 mins

- 1 Read the food words to the pupils.
- 2 Make sure the pupils understand that a happy face means *like*, an unhappy face means *don't like*, and a neutral face means *don't mind*.
- 3 Elicit sentences from the pupils about their likes and dislikes, for example *Tariq doesn't like tomato soup* and *Fuad likes vegetable soup*.
- 4 Read example conversation 1 to the pupils.
- 5 In pairs, the pupils adapt this conversation to talk about what both Tariq and Fuad like.

UNIT 14

- 6 Show the shopping list to the pupils. Read example conversation 2 to the pupils.
- 7 In pairs, the pupils adapt this conversation to talk about what food they are going to buy.
- 8 Read example conversation 3 to the pupils.
- 9 In pairs, the pupils adapt this conversation to talk about how long making the food will take.

Period 4

INTRODUCTION ACTIVITY 4 mins

- 1 Choose one of the vocabulary sets from the list that you made in period 1 of Unit 14.
- 2 Select individual pupils to say one word each from the set. Continue until the pupils have said all the words (or you have helped them).
- 3 Write all the words from the vocabulary set on the board. The pupils check that they understand all these words and they have them in their notebooks.

ACTIVITY 1 Name and describe people. Do the tasks, and use the forms below. 14 mins

- 1 Arrange the pupils in pairs facing one another. One pupil from each pair looks at one picture, the other pupil uses the other picture.
- 2 Choose one pupil and practise the conversation with him/her, using the descriptions. Help the pupil to answer appropriately. For example:
Pupil: Who are these people?
Teacher: The one with long hair and glasses is (Name).
Pupil: Oh, I see. Do you mean the one who's carrying a box of picnic things?
Teacher: Yes, that's right.
- 3 In pairs, all the pupils ask and answer questions.

ACTIVITY 2 You are at the picnic. Advise the others with *You'd better ...* and the words below. 8 mins

- 1 Read number 1 to the pupils. Show them how to make the reply with *had better* and the cues.
- 2 The pupils make the rest of the sentences.

Answers: 1 *You'd better put it down over there with the other pieces of wood.* 2 *You'd better put it on to keep cool.* 3 *You'd better turn them over to cook the other side.* 4 *You'd better tidy them up and put them away in the picnic box. Then you'd better take it over to our car.*

ACTIVITY 3 Talk about places to visit in order to do things there. Do these tasks. 14 mins

- 1 Demonstrate the activity with a pupil. Choose three places, and choose three reasons.

- 2 Start the conversation with the pupil. Help him/her to make suitable replies.
- 3 Repeat with another pupil. Invent a reason for going to, for example, the market (*to buy some shoes*). Help the pupil to make suitable replies.
- 4 In pairs, all the pupils practise the conversation. They can use the places and purposes in the book, or their own ideas.

Period 5

INTRODUCTION ACTIVITY 4 mins

- 1 Choose one of the vocabulary sets from the list that you made in period 1 of Unit 14.
- 2 Select individual pupils to say one word each from the set. Continue until the pupils have said all the words (or you have helped them).
- 3 Write all the words from the vocabulary set on the board. The pupils check that they understand all these words and they have them in their notebooks.

ACTIVITY 1 Work in groups. Take turns to ask, report and answer questions about your families. 8 mins

- 1 Arrange the pupils in groups of three.
- 2 Read the example conversation to the pupils. Remind them that they did a similar activity in Unit 12.

Write down more questions to ask about the families of your partners – questions like these.

- 3 Read the example questions to the pupils.
- 4 In their groups, the pupils write down questions to ask each other about their families.

Then take turns to ask, report and answer. Use your own names.

- 5 Choose a group to demonstrate the sequence of asking, reporting and answering.
- 6 In their groups, all the pupils practise the sequence of asking, reporting and answering.

ACTIVITY 2 Complete the conversations. Use these expressions. 8 mins

- 1 Read the expressions in the box to the pupils.
- 2 The pupils complete the conversations with the words in the box.

Answers: 1 *Well done!* 2 *How can I help you?* 3 *just right*
4 *Let's have a look.* 5 *Come on! Say yes! Well, all right.*
6 *Could I speak to Muneera, please?* 7 *Could you hold, please?*
8 *It's for you.*

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

- 1 Play recording. The pupils listen and check their answers.
- 2 Check the answers orally.

CD4 Audio 25

Narrator: 1

Boy: I've finally finished painting the outside of the house.

Father: Well done! Now you can begin painting the inside!

Narrator: 2

Woman 1: Excuse me.

Woman 2: Yes. How can I help you?

Woman 1: I'd like to try those two jackets, please.

Narrator: 3

Woman 2: Which jacket do you prefer?

Woman 1: I think the blue one is just right.

Woman 1: I agree. It looks very good.

Narrator: 4

Little girl: I've drawn a picture of you.

Mother: Really? Let's have a look!

Little girl: Here it is. It's a present for you.

Mother: Thanks very much. It's really very good

Narrator: 5

Boy 1: I'm sorry, but I can't go to the cinema with you.

Boy 2: Come on! Say yes! You can't work all the time.

Boy 1: Well, all right. Just this one time.

Narrator: 6

Man: Hello. Hisham Jabir speaking

Girl 1: Good evening, Mr Jabir. This is Rania. Could I speak to Muneera, please?

Narrator: 7

Man: Oh, good evening, Rania. Yes, of course. Could you hold, please? I'll call her.

Girl 1: Thank you very much.

Narrator: 8

Man: Muneera! It's for you.

Girl 2: Thanks, Dad. I'm just coming.

ACTIVITY 4 Listen and write down what you hear.10 mins 

- 1 Play recording. The pupils listen.
- 2 Play recording. Pause after each section. The pupils write down what they heard.
- 3 Play recording a third time. The pupils check their answers.
- 4 Call pupils to the front to write what they hear on the board.

CD4 Audio 26

- 1 Hard hats, safety boots and thick gloves are uncomfortable, but they are better than a horrible accident.
- 2 The quality of Palestine's olives and olive oil is excellent, and we produce and export them in large quantities.
- 3 Rose Hill is the new counsellor at Yasmeen's school, and she is phoning people to check everyone's personal details.

Answers: see Audio above**Period 6****INTRODUCTION ACTIVITY 4 mins**

- 1 Choose one of the vocabulary sets from the list that you made in period 1 of Unit 14.
- 2 Select individual pupils to say one word each from the set. Continue until the pupils have said all the words (or you have helped them).
- 3 Write all the words from the vocabulary set on the board. The pupils check that they understand all these words and they have them in their notebooks.

ACTIVITY 1 Look at the picture and answer the questions.

5 mins

- 1 Show the picture to the pupils.
- 2 Elicit the answers to the questions.

Answers: 1 planes, runway 2 to say goodbye to Omar
3 About Omar's visit.

ACTIVITY 2 Listen and tick (✓) the things that the Haifawis choose. 8 mins **(Tick again if another person chooses the same thing.)**

- 1 Choose pupils to read the items and prices on the menu.
- 2 Play recording 27 part 2. The pupils tick the things that people choose.

CD4 Audio 27

Narrator: Part 1

Mr Haifawi: Well, I'm pleased that we're a little early. It means we don't have to worry about time.

Mrs Haifawi: Which is Omar's plane?

Mr Haifawi: It's the second one on the London route.

Mrs Haifawi: Ah, yes. The one at the bottom of the board. It's going to leave at 12:45, isn't it? And then you're going to change planes in London, Omar, and you're going to go on home from there, aren't you?

Omar: *That's right.*
 Mr Haifawi: *And the time now is what? ... Yes, 11:45.*
 Mrs Haifawi: *So let's go and have a cup of coffee and something to eat.*
 Adnan: *Good idea. I'm hungry!*
 Yasmeen: *And I'm really thirsty, too!*
 Mr Haifawi: *Well, I think we've got about an hour, and then Omar will have to go.*
 Mrs Haifawi: *Good, so let's go to that coffee shop there.*

Narrator: *Part 2*
 Waiter: *Now what would you all like to order?*
 Mr Haifawi: *Well, everyone, say what you'd like.*
 Adnan: *You go first, Mum.*
 Mrs Haifawi: *All right. Well, I'd like a chicken sandwich, please, and an ice coffee.*
 Waiter: *Right. And who's next?*
 Mr Haifawi: *Omar, what would you like?*
 Omar: *Could I have a small pizza, please, and a glass of apple juice?*
 Mrs Haifawi: *Would you like something else, too? What about a cake, for example?*
 Omar: *Well, all right, a cake would be nice.*
 Mr Haifawi: *Now you, Yasmeen. What would you like?*
 Yasmeen: *Well, can I have an orange juice, please? And I'd like a small pizza ... and a large ice cream, too. Thanks, Dad.*
 Mr Haifawi: *You're welcome. And now you, Adnan.*
 Adnan: *Well, if Yasmeen can have a large ice cream, I'd like one, too, please, Dad, and an apple juice – like Omar. And I'm really hungry, so could I have a large pizza, too, please?*
 Mrs Haifawi: *I think your eyes are bigger than your stomach, Adnan!*
 Mr Haifawi: *Excuse me, but how big is a large pizza?*
 Waiter: *Very big. Usually, two or even three people share one.*
 Adnan: *Oh, I see. Sorry. Well, could I have a regular pizza then?*
 Waiter: *One regular pizza.*
 Mr Haifawi: *And for myself, I'd like a tomato salad and a cup of lemon tea.*
 Waiter: *Fine. Now let me check that I've got everything right ...*

Answers: They choose 1 chicken sandwich, 1 tomato salad, 2 small pizzas, 1 regular pizza, 1 cake, 2 large ice creams, 2 apple juices, orange juice, 1 lemon tea, 1 ice coffee

ACTIVITY 3 Work in pairs. Take the parts of Mr Haifawi and the waiter. 8 mins

- 1 Read the example dialogue to the pupils.

- 2 Demonstrate the activity with a pupil. Take the role of the waiter and make mistakes; the pupil listens for the mistakes and corrects you.

ACTIVITY 4 Revision unit task: You are going to write about English and yourself. 10 mins

- 1 Copy the table on the board. Choose pupils to evaluate their own learning; write ticks in the appropriate columns in the table. Note: make sure the pupils are realistic, but encourage them not to be pessimistic or over-critical.
- 2 Individually, all the pupils copy the table in their books and complete it.
- 3 Using the evaluation of one of the pupils on the board, show the pupils how to write sentences based on it, for example:
My reading has got much better. My listening hasn't got better. It's got hard. I hope to do better in listening next year.
- 4 Arrange the sentences in two paragraphs, one for the things that have got better, one for the things that have got harder.
- 5 Individually, the pupils write their own two-paragraph evaluations.
- 6 Choose pupils to read their evaluations to the class.

Grade 8 English Test

Teacher's Notes

Reading 30 minutes 30 marks

ACTIVITY 1 Read and match the questions and answers. 8 marks

8 marks

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

ACTIVITY 2 Read and choose. 8 marks

Answers: 1 for, yet 2 Yours, ours 3 than, tall 4 many, Just

ACTIVITY 3 Read and number the sentences in the correct order. 8 marks

Answers:

- 1 Doctor: Hello Alex. You don't look well. What's the matter?
2 Alex: I've been feeling sick for a long time.
3 Doctor: Have you been sleeping well?
4 Alex: No, I haven't. I've been eating badly too.
5 Doctor: What do you have for breakfast?
6 Alex: I haven't been eating breakfast. I've been getting up late.
7 Doctor: That isn't good. You should have breakfast every day.
8 Alex: I haven't got time. I'm very tired in the morning.
9 Doctor: You should go to bed earlier.

ACTIVITY 4 Read the email and write T (true) or F (false). 6 marks

6 marks

Answers: 1F 2F 3T 4T 5F 6T

Listening 20 minutes 20 marks

In listening tests, play each recording twice. With longer passages, pause every now and then to give the pupils enough time to listen and write the answers. Allow the pupils to make notes while they listen.

ACTIVITY 1 Listen and match. 4 marks

CD4 Audio 28

OK, let's look at these pictures. What the first one? Volleyball. Well, I've played a lot of sports, but I've never played volleyball. Then the next one is football. I play football a lot – I can't count the number of times I've played football. OK, then we've got basketball. I've played basketball a few times, perhaps four or five times. I like it – I'd like to play it more often. And finally we've got table tennis. I've played table tennis a few times too, perhaps three or four times – but I'm not very good at it. I don't really like it very much.

Answers: 1 d 2 a 3 b 4 c

ACTIVITY 2 Listen and note. 6 marks

CD4 Audio 29

I work in an office in the centre of town, so I have to look smart. I always wear trousers and a shirt. Some of my friends at work wear a tie, but I never wear one. They're very uncomfortable.

On holiday I usually go camping. I don't go to hot places – in fact I usually go to the mountains, so it's often cold. I don't wear shorts and T-shirts. I wear jeans and a sweater. That way I keep warm!

I've definitely got some favourite clothes – the clothes I've had for a long time. I think I've got two favourites. There's my black shoes – I used to wear them for work, but they're getting very old now, and my blue jacket – I don't wear that often, either. Just when I need to be extra smart.

Answers: 1 & 2 trousers, shirt 3 & 4 jeans, sweater
5 & 6 black shoes, blue jacket

ACTIVITY 3 Listen and circle the correct words. 5 marks

CD4 Audio 30

- Man: Excuse me. Could I ask you a few questions about our town?
Woman: Yes, of course.
Man: Do you live in this town?
Woman: Yes, I do. I've lived here for 17 years.
Man: Great. Could you tell me your family name, please?
Woman: My family name is Edmond.
Man: Thank you. And your first name?

Woman: My first name is Jane.
 Man: And your address?
 Woman: 40, Dover Street. And my phone number, if you want that, is 01232-671-892.
 Man: Thank you. Could you tell me your date of birth?
 Woman: It's 22nd July.
 Man: That's all the information I need. Now I want to ask you some questions about the town.

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

ACTIVITY 4 Listen and complete. 5 marks

CD4 Audio 31

- 1 The people in the photo are the groom and the guests.
- 2 I'm going to discuss this with someone at the school.
- 3 He's the tall man with a backpack and a beard.
- 4 Can you get a carton of tomato paste and a jar of olives?
- 5 She's wearing a thick sweater and comfortable shoes.

Answers: 1 groom, guests 2 discuss, someone
 3 backpack, beard 4 carton, jar 5 thick, comfortable

Writing 30 minutes 30 marks

ACTIVITY 1 Put the words in order to make sentences.

3 marks

Answers: 1 We arrived home early in order to watch the video.
 2 He's looking it up on the internet. 3 This jacket is the most expensive of all.

ACTIVITY 2 Write a, the or --- 3 marks

Answers: a, ---, The

ACTIVITY 3 Complete with words from the box. 6 marks

Answers: 1 up 2 near 3 who 4 many 5 in 6 When

ACTIVITY 4 Circle the correct words. 4 marks

Answers: 1 couldn't 2 used 3 well 4 faster

ACTIVITY 5 Report what each person says. 4 marks

Answers: 1 He says he has a problem. 2 She asks where your / my family are from. 3 They say they want to ask you / me some questions. 4 They ask where he lives.

ACTIVITY 6 Write a reply to this letter about a problem.

10 marks

Award up to 5 marks for accuracy – neatness and clarity of writing, spelling, punctuation, and grammatical accuracy. Award up to 5 marks for content and communication – what the pupil chooses to write and how well he/she manages to communicate it.

Speaking (approximately 10 minutes per pupil but time will depend on the size of the class) **20 marks**

ACTIVITY 1 Choose and say. 4 marks.

Preparation: Pupils can work in pairs or groups to find a poem or chant from Grade 8A or 8B Pupil's Books. Give them a few minutes to prepare. Then listen to each in turn read the poem aloud.

Assessment: Give up to 4 marks for good pronunciation, rhythm and intonation.

ACTIVITY 2 Work in pairs. Ask and answer. 8 marks

Put the pupils in pairs. Give them a few minutes to prepare before they perform.

Assessment: Give up to 8 marks for the ability to ask and answer questions effectively, to communicate information clearly, to take turns to listen and respond accurately. Don't take marks away for lack of grammatical accuracy unless it interferes with the ability to communicate.

ACTIVITY 3 Show and tell. 8 marks

Preparation: Ask pupils to find, or make available to them, the stories, diary entries, letters, etc. that they have produced during the year in the unit tasks. Ask them to choose one which they are proud of and prepare to present it. Alternatively, they can bring in something special they want to share with the class, eg. a photograph, a souvenir, or a book. The pupils take turns to present their item for no more than a few minutes. Encourage them to plan what they are going to say.

When they do their presentation, they must do it without looking at any notes. You/The rest of the class can ask them questions to help.

Assessment: Give up to 6 marks for the content of the presentation and 2 marks for answering questions.

Reading

(page 1)

Name: _____

Class: _____

1 Read and match the questions and answers. 8 marks

- | | | |
|--|--------------------------|---|
| 1 Do you often text your friends? | <input type="checkbox"/> | a No, I haven't. My bag is still in the house. |
| 2 Can you cook? | <input type="checkbox"/> | b No, I don't. I prefer to email them. |
| 3 Have you put your things in the car yet? | <input type="checkbox"/> | c Mine, too. |
| 4 I'm very thirsty. I want something to drink. | <input type="checkbox"/> | d I'd prefer to read my book. |
| 5 This is my favourite food. | <input type="checkbox"/> | e No, I haven't. I'd like to go there. |
| 6 Would you like to watch television? | <input type="checkbox"/> | f I can make <i>kebabs</i> and <i>sfeehah</i> . |
| 7 Would you like a sandwich? | <input type="checkbox"/> | g I can give you some water. |
| 8 Have you ever been to California? | <input type="checkbox"/> | h I'd love one. |

2 Read and choose. 8 marks

- 1 He has been doing his homework **for / since** two hours. He hasn't finished it **still / yet**.
- 2 My bag is blue. **Your / Yours** is black. This red bag isn't **us / ours**.
- 3 My sister is older **as / than** my brother. She isn't as **tall / taller** as him.
- 4 How **much / many** apples do you want? **Just / But** four, please.

3 Read and number the sentences in the correct order. 8 marks

- Doctor: Hello Alex. You don't look well. What's the matter? 1
- Doctor: You should go to bed earlier.
- Doctor: Have you been sleeping well?
- Doctor: What do you have for breakfast?
- Doctor: That isn't good. You should have breakfast every day.
- Alex: I haven't been eating breakfast. I've been getting up late.
- Alex: No, I haven't. I've been eating badly too.
- Alex: I've been feeling sick for a long time.
- Alex: I haven't got time. I'm very tired in the morning.

Reading

(page 2)

Name: _____

Class: _____

4 Read the email and write T (true) or F (false). 6 marks

Hi Luke

I'm sending you this email from Yosemite. We arrived here on Monday. The next day we went for a long walk in the woods in the afternoon. In the evening we had a barbecue with some new friends. On Wednesday we walked to a lake and we swam in it. It was very cold but we enjoyed it. Yesterday we climbed a mountain. We were walking for eight hours. I was very tired in the evening.

I've taken a lot of photos. I took some photos of trees on our walk in the woods. They're taller than any tree I've ever seen. I took a lot of photos at a waterfall. It was near the river where we were swimming. I didn't take my camera to the mountain, so I haven't got any photos of that.

Today I'm working with the Friends of Yosemite. They clean the paths and they tidy up the campsite. It sounds boring, but in fact it's good fun. I really like helping and working with other people. Mum and Dad are relaxing at the campsite.

We haven't been white-water rafting yet. I'd like to do that, but Mum and Dad don't want to.

See you soon

Joe

- | | |
|---|--------------------------|
| 1 They swam in a lake on Tuesday. | <input type="checkbox"/> |
| 2 The barbecue was on Wednesday. | <input type="checkbox"/> |
| 3 Joe took photos of the trees on Tuesday. | <input type="checkbox"/> |
| 4 He likes working with the Friends of Yosemite. | <input type="checkbox"/> |
| 5 His Mum and Dad are working with the Friends of Yosemite. | <input type="checkbox"/> |
| 6 Joe hasn't done white-water rafting yet. | <input type="checkbox"/> |

Total: _____ / 30

Listening

Name: _____

Class: _____

1 Listen and match. 4 marks

1



a a lot of times

2



b 4 or 5 times

3



c 3 or 4 times

4



d never

2 Listen and note. 6 marks

clothes for work

clothes on holiday

favourite clothes

1 _____

3 _____

5 _____

2 _____

4 _____

6 _____

3 Listen and circle the correct words. 5 marks

Family name

a Edwards

b Edmond

First name

a Jane

b Jill

Address

a 14, Dover Street

b 40, Dover Street

Telephone number

a 01232-671-892

b 01232-682-791

Date of birth

a 22nd June

b 22nd July

4 Listen and complete. 5 marks

1 The people in the photo are the _____ and the _____.

2 I'm going to _____ this with _____ at the school.

3 He's the tall man with a _____ and a _____.

4 Can you get a _____ of tomato paste and a _____ of olives?

5 She's wearing a _____ sweater and _____ shoes.

Total: _____ / 20

Writing

Name: _____

Class: _____

1 Put the words in order to make sentences. 3 marks

the video we home order watch to early arrived in

1 _____

internet he's the it up looking on

2 _____

this the of all jacket expensive most is

3 _____

2 Write *a, the* or --- 3 marks

Yesterday, I was in the garden. There was _____ cat in the garden. I don't like _____ cats. _____ cat in the garden was very old.

3 Complete with words from the box. 6 marks

who up when many in near

1 I must tidy _____ my bedroom today.

2 She lives in a house _____ the river.

3 My teacher is a man _____ likes his job.

4 We don't want _____ tomatoes.

5 My brother is the boy _____ a blue jacket.

6 _____ people are tired, they often yawn.

4 Circle the correct words. 4 marks

When I was six I **can't / couldn't** swim but I **use / used** to like the beach.

Now I can swim **well / good**. I can swim **quicker / faster** than my brother.

5 Report what each person says. 4 marks



I have a problem.

1 He says _____



Where are your family from?

2 She asks _____



We want to ask you some questions.

3 They say _____



Does he live in Poland?

4 They ask _____

6 Write a reply to this letter about a problem. 10 marks

Dear Teen World

Can you help me? I'm 13 years old and I started at a new school three months ago. At first, the other students talked to me. The problem was, I was very nervous and I didn't talk to them. I wanted to talk, but I couldn't think of things to say. Now the other students don't talk to me at all. Everyone thinks I'm unfriendly. I haven't made any friends.

I used to like going to school, but I don't like going to school now. My grades are getting worse and worse. My parents are worried about me but they don't know what the problem is.

Total: _____ / 30

Speaking

Name: _____

Class: _____

1 Choose and say. 4 marks

Choose one of the poems from the book that you like. Read it aloud.

2 Work in pairs. Ask and answer. 8 marks

You are Omar, and Omar's friend in Palestine, Aiman. Omar is now back in Palestine and he is calling Aiman on the phone. Aiman wants to know about Omar's trip to California.

Aiman?
It's Omar here.

I'm fine, thanks.

Hi, Omar.
How are you?

How was your trip to
California?

3 Show and tell. 8 marks

Choose one of the unit tasks you did this year and show what you produced (a story, diary entry, letter, etc.). Tell the class about it. Answer any questions.

OR

Bring a special item to the class (a photo, gift, etc.). Tell the class about it. Answer any questions.

Total: _____ / 20

Authorship Supervisory Committee (original edition)

Dr Hazem Y Najjar (Head)	Bethlehem University
Dr Salem Aweiss	Birzeit University
Dr Omar Abu Al-Hummos	Al-Quds University
Mr Othman Diab Amer (Rapporteur)	Ministry of Education

English Language Curriculum Team (original edition)

Dr Hazem Y Najjar	Bethlehem University
Dr Salem Aweiss	Birzeit University
Dr Omar Abu Al-Hummos	Al-Quds University
Dr Odeh J Odeh	Al-Najah University
Dr Samir M Rammal	Hebron University
Dr Nazmi Al-Masri	Gaza Islamic University
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Ms Majedah Dajani	Ministry of Education
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Mr Suhail Murtaja	Ministry of Education
Mr Othman Diab Amer (Rapporteur)	Ministry of Education

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