English for Starters is a communicative course in English, which takes into account the most modern methodology. English for Starters Level 8 aims to stimulate the child’s interest in learning English and to develop confidence through a range of enjoyable activities.

The focus at this stage of the course is on all four skills – listening, speaking, reading and writing. An active use of language is promoted throughout the course, setting the foundation for successful language learning.

The course consists of:

• A Students’ Book, which includes attractive and lively material to encourage students’ interest in the language through a range of listening, reading and speaking activities.

• An Activity Book, which provides a range of stimulating reading and writing activities.

• A Teacher’s Book, which contains step-by-step, easy-to-follow instructions for each lesson and useful notes on the effective use of teaching aids.

• A Cassette, which contains all of the listening activities and songs for the course.
English for Starters 8
Teacher’s Book
Liz Kilbey
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Introduction

*English for Starters* is an English course for Primary and Preparatory level students in Syria. This level is for Grade 8.

Each level of *English for Starters* includes a Students’ Book, two cassettes with listening material, Activity Book and Teacher's Book.

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

**What the course provides**

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

The course also builds on and broadens students’ general knowledge, through text-based work within the topics, and vocabulary development. The *Did you know?* boxes present interesting and unusual facts, which the students can collect and add to with their own ideas.

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

**Language**

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

**Skills**

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

There are also plenty of opportunities for students to develop critical thinking skills and express their own opinions.

**Pronunciation**

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

**Projects**

The projects offer students an opportunity to practise English in a less formal context and encourage cooperation and interaction within groups. A project may need extra materials, and involve research and other preparation, some of which may be done as homework. Access to reference books and the Internet is useful, either in class or at home. Students are encouraged to present their work well, with appropriate illustrations and eye-catching headings. The projects should be displayed around the classroom if possible.

**Components**

**Activity Book**

The Activity Book is closely interlinked with the Students’ Book and is designed to be used in class to provide both extra practice of the language and skills covered in the Students’ Book, and extension work to develop topic and language areas. At the end of each module, there is a Progress Test.

**Teacher’s Book**

The Teacher’s Book provides comprehensive guidance notes and full answer keys for teachers, as well as complete tapescripts for listening material at the end of each module and an Activity Book answer key at the end of the book. Extra listening exercises for each module are also included. Writing help, which gives general guidance for planning and drafting written work, can be found on page 105.

**The roles of the Students’ Book and the Activity Book**

The Activity Book is designed to be written in. It is used as part of the lesson but can also be used for extra work for the students to do at home. It is very important that the teacher regularly checks the Activity Books. This could be done as a class exercise or by collecting in the books. The Activity Book also includes self-assessment exercises which the students can do at home. These exercises are followed by an asterisk (*) where they are mentioned in the Teacher’s Book.

The Students’ Book is not designed to be written in, so every student needs a notebook for copying and answering exercises, and recording what they learn in class. Again, these should be regularly checked.

Students should also be encouraged to record new words in their notebooks.
How to use the course

Preparing for the lessons

Before teaching the Students’ Book unit, teachers should read the Overview, which gives the main aims of the lesson and identifies the language focus. It also lists what materials will be needed for the lesson. Suggestions for simple teaching aids that will add interest to the lesson are sometimes given too, for example, magazine pictures – preferably English language ones, but any will do. Some materials are suggested repeatedly, and it would be useful to keep them stored in the classroom, or in a box which can be carried from class to class. These materials are:

- a globe / atlases / a map of the world
- sheets of drawing paper
- rough paper
- scissors or paper cutters
- glue sticks
- coloured pens

Overview

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<th>Outcomes</th>
<th>Can read and understand a story; can talk about decisions and plans</th>
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Teachers should then read through the notes for the lesson, and note the timings suggested for each stage of the lesson (these are only given as a rough guideline).

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

How each unit works

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

Lessons 1–4

Opener

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

Outcomes

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

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

Grammar presentation

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

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

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

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

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

The Activity Book contains further grammar practice exercises, with more examples of specific grammar points in short texts and stories, and regular revision of grammar structures throughout.

Vocabulary

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

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

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

Lessons 5 and 6

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

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

Each Speaking and Writing task is carefully staged with models and examples to help students. The Teacher’s notes often give further suggestions.

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

In some units, students have the opportunity to listen to an authentic poem, linked to the theme, which they then practise reading aloud.
Lessons 7 and 8

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

Lesson 9

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

Classroom management techniques

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

Giving instructions

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

Presenting and practising new language

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

Speaking practice

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

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

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

Groups of four or five

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

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

Pair work

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

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

Listening to students

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

Using the board

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

The teacher’s notes often suggest that students come to the board to record their answers for exercises. This is a useful way of changing the pace of the lesson and keeping the students’ interest. It also harnesses students’ growing confidence with the English language. As far as possible, the teacher should ensure that students who write on the board will be writing the correct answer. Any mistakes should be dealt with discretely.
Module 1

Social activities: Fitness and achievement

Students’ Book page 5

Opener (10 minutes)

Explain to the students that the page tells them what they will be doing in the first module. Ask them to read the title (Social activities: Fitness and achievement) and look at the pictures. Ask for or explain the meaning of the words and invite them to tell you what the flag is (the Olympic flag).

Put the students in pairs and give them two minutes to note down the names of as many sports as possible. Invite suggestions and write the correct ones on the board.
Students’ Book pages 6 and 7

Vocabulary sport

1 (5 minutes)
Ask the students to look at the words in the box and compare them with the list on the board from the Opener activity. Are there any new words? Ask for or give their meanings. Then read out the five categories. Allow time for the students to sort the sports into the correct lists, then put them in pairs to compare answers.

KEY
1 discus, shot-put
2 snowboarding, skiing, ice-skating
3 sprinting, marathon, jogging
4 high jump, long jump
5 cycling, roller skating

Comprehension

2 BEFORE YOU READ (10 minutes)
Ask the students to look at the pictures and tell you the names of the sports (running, high jump and javelin). Ask which students do these sports. Which one would they most like to try? Why? Allow a brief class discussion.

3 (10 minutes)
Allow time for the students to read the Factfile, then ask them to cover it and try (with a partner) to answer the questions. Then ask them to uncover the Factfile and check their answers.

KEY
1 a high jump b discus / shot-put / javelin c sprinting
2 a world record for javelin (98.48 metres) b high jump (2.5 metres) c long jump (9 metres)
3 a throwing b jumping c running

Grammar in context present simple or present continuous

4 (10 minutes)
Ask the students to copy the table into their notebooks while you do the same on the board. Ask them to look at the Links website. Play the recording while they read the website.

Ask them to listen while you play the first part again, then allow time for them to record the information about Samer in the table.

Play the second and third parts of the recording, pausing each time for them to record the information about Ruba and then Hassan.

Put the students in pairs to compare answers, then invite different students to come to the board to complete the table. If necessary, play the recording once more to check.

Tapescript 1.1 – see page 23
Vocabulary   sport
Put these activities into the five groups below.

javelin  high jump  snowboarding  cycling  discus  sprinting  shot-put
skiing  marathon  ice-skating  roller skating  jogging  long jump

1 throwing things  javelin 2 moving on ice or snow 3 running
4 jumping  5 moving on wheels

Comprehension
BEFORE YOU READ   Look at the pictures on page 6. What sports can you see?

Read the Factfile on page 6 and answer the questions.

1 What are you doing if you:
   a jump very high?
   b throw things a long way?
   c run very fast?

2 What do these numbers refer to?
   a 98.48
   b 2.5
   c 9

3 What sport is this advice for?
   a Use soft equipment.
   b Bend your knees.
   c Move your arms.

Grammar in context   present simple or present continuous

1.1 Listen and read about the students. Then, in your notebook, copy and complete the table.

<table>
<thead>
<tr>
<th>Favourite sport</th>
<th>How often</th>
<th>Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ruba</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hassan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.2 Draw a new table in your notebook for Maher, Reem and Noura. Listen and make notes.

Write sentences about the students in exercises 4 and 5.

Samer’s favourite sport is jumping. He does it once a week. Today he’s doing long jump.

Talking about sports   Work in pairs. Cover the tables and ask and answer questions about the students.

What is Hanan’s favourite sport? How often does she do it? What is she doing today?

OVER TO YOU   Work in pairs. Talk about a sport you play.

My favourite sport is football. I play it once a week. I’m in the school team.

1.2 – see page 23
OVERVIEW
Outcomes  Can talk about exercise and keeping fit
Language focus  parts of the body; the -ing form of nouns; the infinitive
Materials  Students’ Book pages 8–9; Activity Book page 5; Cassette 1

Students’ Book pages 8 and 9

Vocabulary  parts of the body

1  (10 minutes)
Read out the words in the box, pausing after each one for the students to point to the appropriate part of the illustrations. Tell them to check with their partners each time. Then allow a few minutes for them to write the correct words in their notebooks. When they are ready, play the recording for them to check their answers.

KEY
1  lungs  2  heart  3  elbow  4  arm  5  wrist  6  hand  7  thumb  8  finger  9  neck  10  back  11  shoulder  12  arm

Comprehension

2  BEFORE YOU READ  (10 minutes)
Ask the students to read the questions and think about their answers. Then put them in pairs to discuss them. Go round and listen, helping where necessary.

Finally, ask three or four students to tell the class about their partners.

Ask the class to decide who the fittest person in the room is.

3  (10 minutes)
Tell the students to read the article quickly, then put them in pairs to answer the question. Go round and offer help if needed.

KEY

4  (10 minutes)
First, ask the students to read the article again. Then read out the first sentence. Ask why it is false (according to the article)  (It doesn’t have to be difficult to keep fit). Then ask them to decide which of the remaining sentences are false. Tell them to compare ideas with a partner, then write out the correct versions.

KEY
1  F – It doesn’t have to be difficult to keep fit.
2  T
3  F – The warm-up takes 5–10 minutes, not an exercise session.
4  F – They are good for cooling down and for making you more flexible. Aerobic exercise is good for your heart and lungs.
5  T
6  F – It is bad for you.

ACTIVITY BOOK  page 5

Healthy exercise
Keeping fit

When you are fit, you are healthier. You can study better and do daily tasks better. It doesn’t have to be difficult to keep fit. Walking is easy and doesn’t need any special equipment. Even playing a friendly game of football helps you to keep fit. Try to take the stairs rather than the lift, too!

There are three main types of exercise – aerobic, resistance and stretching. Aerobic exercise is when you make your heart and lungs work hard. Examples of this are swimming and roller skating. Resistance training, such as press-ups and weight-lifting, is for building up your muscles. Stretching activities, such as yoga, make you more flexible. It is important to have an exercise regime which contains all three types of exercise. Try to keep a diary and aim to train two or three times a week. A good exercise session has a warm-up of about 5–10 minutes. This could be walking or jogging. Exercises such as press-ups help to build up your muscles. Include aerobic exercise, such as cycling and basketball. Finally, stretching exercises are good for cooling down.

Of course, it’s easier to sit down in front of the TV or computer but it isn’t necessarily healthy! Safura Abdel Karim, a thirteen-year-old schoolgirl from South Africa, wrote a report on her classmates. It was so well written that it was published in a medical journal. She found out that students who play a lot of computer games get pains in their thumbs, hands, arms, back and neck.

Vocabulary  parts of the body

1  Label the pictures with these words. Then listen and check.

KEY
1  shoulder  2  finger  3  lungs  4  hand  5  back  6  neck  7  wrist  8  heart  9  thumb  10  elbow  11  muscles  12  arm
Grammar in context  the -ing form (nouns)

5 (5 minutes)

Put the students in pairs to match the beginnings and endings of the sentences. Check their answers and explain that in these sentences, the -ing forms act as nouns (they are known as gerunds).

KEY
2 d 3 b 4 a 5 c

Grammar in context  the infinitive

6 (10 minutes)

Ask the students to copy the four sentences into their notebooks and to complete them with the correct infinitive. Put them in pairs to compare answers.

KEY
2 (to) keep fit 3 to have 4 to sit down

NOTE: the infinitive usually but not always includes to.
After help, to is optional: Help me do this = Help me to do this.

Comprehension

2 BEFORE YOU READ Work in pairs. Ask and answer the questions.
How often do you walk / run / swim / take the stairs / play a team game / do athletics / stretch your muscles / play computer games / watch TV?
How much physical training should you do each week?

3 Read the article on page 8 quickly. Are these sports aerobic, resistance or stretching?
roller skating press-ups yoga cycling
basketball jogging swimming weight-lifting

4 Read the article again and decide if the sentences are true (T) or false (F). Copy and correct the false sentences in your notebook.
1 It is always difficult to get fit. F
2 Daily activities such as walking and going upstairs help you get fit. T
3 A good exercise session takes 5–10 minutes. T
4 Stretching exercises are especially good for your heart and lungs. T
5 It is useful to have a weekly schedule for your exercise regime. T
6 Playing computer games is a good form of exercise. F

Grammar in context  the -ing form (nouns)

5 Match the beginnings with the endings of the sentences. Notice the -ing forms.
1 Resistance training e a cooling down.
b such as swimming.
c can damage your hands.
d is a good warm-up.
e builds up your muscles.
2 5–10 minutes of jogging f
3 Include aerobic exercise
4 Stretching is good for
5 Playing too many computer games

Grammar in context  the infinitive

6 Copy and complete the sentences in your notebook. Use these verbs:
sit down have keep fit (x2)
1 It doesn’t have to be difficult to keep fit.
2 Even a friendly game of football helps you 
3 It is important in front of the TV.
4 It’s easy , formed

7 Talking about activities Work in pairs. Discuss the activities.
watching TV  reading swimming running shopping walking skateboarding
1 It’s important to read but you should exercise as well. Running is good for you.

Extension

On the board, write these ‘beginnings’:

Playing computer games ...
It’s difficult ...
Eating lots of cakes and biscuits ...
It’s great ...
Travelling ...
It’s amazing ...

Put students in pairs to complete the sentences with their own ideas (e.g. Playing computer games is good fun. It’s difficult to speak in English all the time.).

Go round and check, then ask the students to write their ‘endings’ (not the full sentences) on slips of paper. Collect in the slips and put them in a box or bag. Students each take a slip at random and try to match it with the correct ‘beginning’. Ask the students to read out their ‘guessed’ sentences. Are they right?

Did you know?

Ask your students to think of other activities that consume a lot of calories as well as some that consume very few.

Exercise Book exercise 8 page 5 (10 minutes)

7 Talking about activities (5 minutes)

Read out the two example sentences.
Point out that the first sentence uses an infinitive, with one of the structures practised in exercise 6 and the second sentence uses a gerund (i.e. a noun ending in -ing, formed from a verb).

Put the students in pairs and ask them to prepare two similar sentences for each of the activities in the list. Go round and offer help where necessary.

Finally, invite different students to say their sentences. Write them on the board and invite comments from the class and make corrections where necessary.

Exercise Book exercises 9 and 10 page 5 (10 minutes)
Students’ Book pages 10 and 11

Reading and speaking

1 (10 minutes)
Put the students in pairs and ask them to note down as much as they can about the Olympics without looking at the article. If necessary, ask a few questions as prompts (e.g. Where and when were the last summer and winter Olympic Games? Where and when are the next ones? How many Olympic sports can you name?). Go round and offer more prompts if necessary.
Ask different students to share their ideas with the class.

Language focus numbers and dates; vocabulary of sporting events

Extension
Put the students in small groups and give each group several pieces of drawing paper. Ask them to design a new Olympic flag. Tell them they will be asked to explain their flag to the class.
Allow time for group discussions and first sketches.
Ask students from each group to explain their design to the class, and vote for the best flag.

Listening

4 (15 minutes)
Tell the class they are going to hear part of a radio programme about the 2004 Olympic Games. Before they listen, read out each sentence and ask them to guess if they are true or false. Then play the recording.
Put the students in pairs to look at the sentences again and discuss whether their guesses were correct or not.
Play the recording again, then check their answers.

KEY
2 F – Four billion people watched on TV.
3 T
4 F – The journey took 78 days.
5 T
6 F – The athletes came together to represent humanity.

 indemnity
Writing

5 (20 minutes)

Read out the instruction and invite some suggestions of events to write about. Write the suggestions on the board. Choose one and read out the questions, inviting the answers from the class.

Then allow time for the students to choose what to write about and make notes. Let them work in pairs or on their own. Go round and make corrections, offering help where necessary.

When they are ready, choose three or four students to read out their work to the class. Invite comments.

Pronunciation life / thing

6 (15 minutes)

a 1.4 Play the recording, pausing after each word for the students to repeat the words.

b 1.6 Ask the students to copy the table into their notebooks and to put the words into the correct column, then play the recording, pausing for them to check their answers.

Allow time for them to compare answers with a partner, then play the recording again.

<table>
<thead>
<tr>
<th>KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>why</td>
</tr>
<tr>
<td>right</td>
</tr>
<tr>
<td>ice</td>
</tr>
<tr>
<td>five</td>
</tr>
<tr>
<td>find</td>
</tr>
<tr>
<td>dry</td>
</tr>
<tr>
<td>high</td>
</tr>
</tbody>
</table>

Extension

Ask the students to note down as many more words with these two sounds as possible. Go round and check spellings. Allow two minutes. Then ask them to count their words. The student with the most words reads out each list – are all the words correct?

Suggestions

1 life

tight, fight, try, bite, site, my, tie, pie,
cry, fly, shy

2 thing

in, hit, hill, fill, miss, win, did, lift, still,
biscuit, build

Did you know?

Ask your students if they have ever been given medals. What were they for?
**OVERVIEW**

**Outcomes** Can read and understand a story; can talk about the past

**Language focus** past simple revision; past continuous

**Materials** Students' Book pages 12–13; Activity Book page 8; Cassette 1

**Students’ Book pages 12 and 13**

**Comprehension**

1 **BEFORE YOU READ (5 minutes)**

   Read out the instructions. Check the students know the meaning of *carving* then put them in pairs to find the items in pictures of the story. Go round and check.

2 **(10 minutes)**

   Ask the students to read the story and listen while you play the recording. Read out the first question (*Where were Omar and Laila staying?*) and invite the answer (*They were staying at their uncle and aunt's house by the sea*). Then tell the students to answer the remaining questions. Go round and offer help where necessary.

   Play the recording a second time, then check their answers.

**In the past**

**Grammar** past simple revision; past continuous; when, while

**The Boy from the Past**

**Episode 1: The discovery**

It was the middle of the school holidays. The sun was shining and insects were singing in the dry bushes. Omar and his sister Laila were staying with Uncle Firass and Aunt Mariam at their house by the sea. It was a hot afternoon, so Omar and Laila were playing table tennis inside the cool house. Laila was a bit annoyed because Omar was winning! In the garden, Mazen the gardener was repairing the old well. Omar and Laila heard a shout, then Uncle Firass walked into the house. He was carrying a large piece of stone. He was very excited.

**Firass:** Look at this. It’s a piece of carved stone. I think it’s thousands of years old.

**Omar:** Where did you find it, Uncle?

**Firass:** In the garden.

**Omar:** Was it lying on the ground, Uncle?

**Firass:** No, it wasn’t. Mazen found it at the bottom of the well.

**Omar:** These marks look like letters of the alphabet. I wonder what they mean.

**Laila:** Can we use your computer to find out about the marks, Uncle?

**Firass:** Yes, of course.

Laila and Omar did some research on the Internet. They visited lots of websites and asked for help. Then Laila discovered some interesting information about the Phoenicians. She printed it out.

**Laila:** The marks on the stone are Phoenician letters.

**Omar:** Let’s show Uncle!

**Firass:** Mazen wasn’t working in the well now, and Uncle Firass and Aunt Mariam were relaxing in the garden. Laila showed them the page from the website.

**Laila:** I think the stone’s Phoenician, Uncle.

**Firass:** That’s very interesting. Mazen found another piece in the well about an hour ago. I think it’s from the same stone carving.

**Laila:** How exciting! It looks like a map.

**KEY**

1 They were staying with their uncle and aunt, at their house by the sea.

2 They were playing table tennis.

3 He was repairing the old well.

4 He found a large piece of (carved) stone.

5 She discovered that the marks on the stone were Phoenician letters.
Grammar in context  past simple revision

4  (10 minutes)

Ask the students to look at the story on page 12 again and find the past simple of the first verb in the list (be). Prompt two answers – was and were – then allow time for them to complete the task. Put them in pairs to compare answers.

When they have finished, ask students how they form the past simple for regular verbs (add -ed). Tell them to look again for their answers. Which verbs are irregular? (be, hear, find, do)

KEY
was / were   heard   walked   found   did   visited   discovered  
printed   showed

Extension
Look at the list of irregular verbs on pages 129–130. Select a list of ten to fifteen verbs and read out the infinitive forms. Tell your students to write down the past simple form of the verbs. Ask students to compare their answers in pairs before going through the answers with the whole class.

Grammar in context  past continuous

5  (15 minutes)

Ask the students to read the story again, then match the beginnings and endings of the sentences. Put them in pairs to compare answers.

Ask students to find an example of the question form in the past continuous (Was it lying on the ground, Uncle?) and the negative form (Mazen wasn’t working in the well now.).

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

Extension
Tell students to look again at the illustrations on page 12. Then tell them to close their books.

Put them in pairs to ask and answer questions about what each person was doing in each picture. How much can they remember?

6  Talking about the past  (10 minutes)

Ask the students to look at the examples. Ask them to say whether the verbs are in the past simple or past continuous in each case. Then put the students in pairs to ask and answer questions about what they did / were doing yesterday, last Monday, last week, etc. Go round and offer help where necessary.

When they have finished, ask a few students to report back on what their partners said. Make sure they are using the past continuous and past simple correctly.

In the past

Talking about the past

Work in pairs.

A: What were you doing at six o'clock last night? B: I was reading.
A: What were you doing at seven o'clock this morning? B: I was having breakfast.
A: Did you watch TV last night? B: No, I didn’t.
A: What did you do last weekend? B: I stayed at home.

A: What did you do at six o'clock last night? B: I was reading.
A: What were you doing at seven o'clock this morning? B: I was having breakfast.
A: Did you watch TV last night? B: No, I didn’t.
A: What did you do last weekend? B: I stayed at home.
Comprehension

1 BEFORE YOU READ (10 minutes)
First, ask students to look at the pictures and guess what they show (Lattakia). Then put them in pairs to make a list of things to see and do at a tourist resort in the Mediterranean Sea. Go round helping where necessary. When the students are ready, ask three or four of them to share their ideas with the class. Write good suggestions on the board and invite more ideas from the class.

2 (20 minutes)
Ask students to read Hassan’s diary and listen while you play the recording. Tell them to tick the things that are mentioned on their lists. Who has the most ticks?

3 (15 minutes)
Tell the students to read Hassan’s diary again and answer the questions. Go round and offer help if necessary. Students can check their answers in pairs or as a class.

KEY
1 They saw Banias and Jebleh.
2 She was very tired and fell asleep.
3 They went snorkelling.
4 Hassan and Dad.
5 They went to the museum.
6 They played football.
7 They went to a traditional restaurant.

Grammar in context when, while

4 (15 minutes)
Ask the class to look at the first pair of pictures and tell them to describe what they can see to their partners. On the board, draw a wavy line like this one:

Then read out the first example sentence and ask the students to tell you which verb is in the past continuous (was sleeping). Write was sleeping along the top of the wavy line. Ask them to tell you about the other verb in the sentence (arrived – past simple). Draw a vertical line through the wavy line and above it write arrived.

Hassan’s diary

Saturday
We’re in Lattakia! We drove here from Tartous along the coast. On the way we saw Banias and Jebleh. My sister Deema didn’t see a lot because she was very tired. When we arrived at the hotel, she was sleeping. I’m writing my diary in a nice room. From my window I can see the beautiful blue waters of the Mediterranean Sea between the trees.

Sunday
Today was fantastic! In the morning Mum and Deema went for a walk in the town. Dad and I went to the Blue Beach. We were snorkelling when I saw an incredible seahorse. We saw amazing coral, too. While we were swimming, Mum and Deema were taking a walk along the beach.

In the afternoon, they went to the museum. They were walking round when my sister met some friends from school. They all went shopping together and Deema bought a short while we were shopping. Dad and I were playing football on the beach. Dad scored more goals than me!

I was writing postcards to my friends when Mum and Deema came back to the hotel. Then we had dinner in a traditional restaurant while we were eating. Deema took a photo of us. We had a lovely evening. It’s getting late now and I’m tired. Goodnight!
Talking about what was happening in the past (15 minutes)

Play the recording, then put the students in pairs or small groups to discuss what they heard – what can they remember? Play the first part of the recording again and read out the example sentence. Then play the remaining sections, pausing after each one for students to prepare similar sentences (in pairs or alone). Go round and supply vocabulary where necessary. Play each section again and invite different students to read out their ideas.

**Extension**

Write the following incomplete sentences on the board:

... when I fell over.

... when I realised that I had forgotten ...

While I was walking to school ...

While I was doing my homework ...

Ask the students to copy them into their notebooks and add two incomplete sentences of their own. Then put the students in pairs and tell them to complete each other’s sentences. When they have finished, tell them to return their notebooks and check each other’s sentences. Ask different students to complete the sentence halves on the board. Who has the most original ideas?
Students’ Book pages 16 and 17

Vocabulary  products

1 BEFORE YOU READ (10 minutes)

First, ask the students to look at the page quickly and tell you what the subject of the lesson is (history / the Phoenicians).

Read out the first word (pottery) and ask the students if they know its meaning (picture 3).

Put the students in pairs to complete the task, then check their answers.

KEY
1 wheat  2 honey  3 pottery  4 ivory
5 copper  6 textiles  7 wood

Reading

2 (15 minutes)

Allow time for the students to read the article. While they are reading, go round and explain any new words. Then ask them to find the correct heading for the first paragraph (f).

Tell the students to complete the task alone then compare answers with a partner.

KEY
a 5 b 6 c 3 d 2 e 4

3 (10 minutes)

Ask the students to look in paragraph 3 for a word that means riches and expensive possessions (wealth).

Then tell them to complete the task with their partners. Go round and offer help if necessary.

KEY
1 wealth  2 trade  3 exported  4 imported

Extension

Tell the students to read the article on page 16 again, then tell them to close their books. On the board, write these questions:

1 Name two things the Phoenicians made.
2 Name two things the Phoenicians grew.
3 Name two places the Phoenicians traded with.

Who was able to answer all the questions? Tell the students to go back to page 16 to check their answers.

Pronunciation  what, visit

4  (10 minutes)

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

Tapescript 2.4 – see page 24

5  (10 minutes)

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

Play the recording, pausing after each word for the students to write it in the correct column. Do not give help with spelling at this stage.
Writing
8 (15 minutes)

Choose a student and ask What were you doing yesterday at eight o’clock in the morning? Prompt a reply beginning I was ...

Repeat this with the second and third times and two more students, then allow time for all the students to write their own three sentences. Go round and make corrections where necessary.

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

Vocabulary

BEFORE YOU READ

Match the words with the pictures.

pottery wheat honey copper wood textiles ivory

Reading

2 Read the article on page 16. Match the headings with the paragraphs.

a Things they made and sold  d Urban life and agriculture
b Education and the alphabet  e Colonies in the Mediterranean
c Sailors and shipbuilders  f An advanced people

3 Read the article again. Find the words that mean:

1 Paragraph 3: riches and expensive possessions  
2 Paragraph 3: buying and selling  
3 Paragraph 5: sold goods to another country  
4 Paragraph 5: bought goods abroad and brought them to their country

Pronunciation

2.4 Listen and repeat the words.

wheat wealth  advanced civilisation

Speaking

6 OVER TO YOU (10 minutes)

Put the students in small groups to discuss the two questions. Go round and offer your own ideas if you wish.

Then invite students from each group to share their ideas with the class. Did all the groups have the same answers?

Listening

7 (10 minutes)

Read out the instruction. Tell the students to listen to the recording and note down what the four students were doing yesterday afternoon. To give them an idea of the answers to produce, you could write the first answer on the board:

Wissam was learning to make moving pictures on a computer.

Put them in pairs to compare answers, then play the recording again to check.

Writing

8 Write what you and your family were doing yesterday at: 8 a.m., 3 p.m. and 7 p.m.
**Outcomes** Can write about a favourite sport; can produce an extended piece of writing using drafts

**Materials** Pictures of sports being played, sports stars, sports equipment, etc., collected from magazines; if possible, access to the Internet and / or reference books; 1 large sheet of paper per group or pair; smaller pieces of writing paper and drawing paper; scissors or paper cutters; glue sticks; coloured pens

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**Preparation** (5 minutes)

First, ask the students to tell you the sport they have chosen to write about, and put them in pairs or groups accordingly. Alternatively they may work alone.

Then allow time for them to study the text and the pictures, and invite questions about vocabulary.

---

**Now you try!**

**First draft** (10 minutes)

Tell the students to discuss and note down what information they would like to include and which pictures to use. If they need more illustrations, they will need to draw them. Then tell them to share out the writing tasks. Go round and make suggestions where necessary. Remind them that this is just a first draft; they can change their minds and make corrections at this stage.

When they are ready, tell them to read each other’s first drafts. Encourage them to ask questions and make suggestions. While they are doing this, go round and correct as many drafts as you can.

**Design the project** (10 minutes)

Give each group or pair a large sheet of paper and explain that they will stick their pictures and writing on it. Ask them to think about where they will place their pictures and texts, and while they are doing that, go round and make more corrections to their drafts.

**Second draft** (10 minutes)

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

---

**Finally** (10 minutes)

Tell the students to stick the writing and pictures on the large sheet of paper. Tell them to write the title in large colourful letters (suggest they use a pencil first) and add further designs as they wish (e.g. ruled borders around the pictures and texts would enhance the presentation). Use the projects for a classroom display.

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**EXTRA LISTENING** page 106

**Module 1 Progress test**
Module 1
Unit 1

1.1

Samer
I love athletics because I enjoy the variety. But jumping is my favourite. I go to the athletics club once a week. Today I’m doing long jump. I’m learning to take shorter steps just before I jump. That way I can jump further.

Ruba
I go running two or three times a week. It gives you lots of energy. I’m not sprinting today, I’m doing long distance running. I’m running round the sports field as many times as I can!

Hassan
My best sports are javelin, shot-put and discus – I practise them twice a week. My favourite is javelin. Today I’m training with a specialist trainer. It’s really exciting because he’s an Olympic athlete!

1.2

Interviewer: Hello, Maher.
Maher: Hi.
Interviewer: Can I ask you some questions?
Maher: Yes, of course.
Interviewer: OK. What’s your favourite sport?
Maher: That’s easy. It’s sprinting. I really enjoy it.
Interviewer: How often do you do it?
Maher: Well, it’s important to keep fit, so I go running three times a week. It’s fantastic exercise.
Interviewer: Good. And finally, what sport are you doing at the moment?
Maher: Today I’m doing something very different. I’m doing shot-put!
Interviewer: Thanks, Maher.

Interviewer: Hi, Reem.
Reem: Oh, hi.
Interviewer: Can I ask you three questions for my project on keeping fit?
Reem: No problem!
Interviewer: OK. What’s your favourite sport?
Reem: Mmm. My favourite sport … it must be roller skating. Yes, it’s roller skating.
Interviewer: How often do you do it?
Reem: I go roller skating twice a week.
Interviewer: OK. And the last question. What are you doing now?
Reem: I’m doing long jump. It’s really exciting!
Interviewer: Thanks, Reem. And good luck!

Interviewer: Noura, can I ask you a few questions for my project?
Noura: Sure.
Interviewer: First of all, what’s your favourite sport?
Noura: That’s difficult. I love lots of sports, but I think throwing discus is my favourite.

Interviewer: How often do you do it?
Noura: I practise once a week.
Interviewer: Great. And finally, what are you doing today?
Noura: I’m playing basketball. I’m in a team. These are my friends! Bye!
Interviewer: Thanks, Noura.

1.3

1 muscles
2 lungs
3 heart
4 elbow
5 arm
6 wrist
7 hand
8 thumb
9 finger
10 neck
11 shoulder
12 back

1.4

Nada: And now let’s talk to our sports correspondent, Omar Sabban, in Athens. Hello, Omar.
Omar: Hello, Nada. Well, the 2004 Olympic Games here in Athens was a wonderful event. Over 11,000 athletes from 202 countries came here for the seventeen days of competition. And it was a truly global sporting event. An incredible four billion people around the world watched the Olympic Games on TV.
Nada: That’s an amazing figure. Which country won the most gold medals?
Omar: It was a very close competition this year. The USA got 35 gold medals, but China was very strong and won 32 gold medals. And Russia got an impressive 27 gold medals.
Nada: What were the best moments of the games for you?
Omar: I think there were three. The first was the Olympic torch relay before the games started. The Olympic flame visited all five continents. 3,600 people carried the flame round the world outside Greece. The Olympic torch travelled 78,000 kilometres and the journey took 78 days.
Nada: And what was the second?
Omar: That was the opening ceremony. Each country’s athletes walked round the stadium with their national flag and music. It was really beautiful.
Nada: And the third?
Omar: Well, it was the closing ceremony. At the end of the games, all the athletes came into the stadium together. But this time they didn’t represent their countries, they represented humanity.
Nada: Thank you, Omar. And enjoy your last day in Athens!

1.5

1 life    hide    sight
2 it    win    until

1.6

why    sit    right    chip    ice    five    him    find    visit    dry    high
winter    silver    white    Olympic
Unit 2

2.1
The Boy from the Past
Episode 1: The discovery

1
Narrator: It was the middle of the school holidays. The sun was shining and insects were singing in the dry bushes. Omar and his sister Laila were staying with Uncle Firass and Aunt Mariam at their house by the sea. It was a hot afternoon, so Omar and Laila were playing table tennis inside the cool house. Laila was a bit annoyed because Omar was winning! In the garden, Mazen the gardener was repairing the old well. Omar and Laila heard a shout, then Uncle Firass walked into the house. He was carrying a large piece of stone. He was very excited.

Firass: Look at this. It’s a piece of carved stone. I think it’s thousands of years old.
Omar: Where did you find it, Uncle?
Firass: In the garden.
Omar: Was it lying on the ground, Uncle?
Firass: No, it wasn’t. Mazen found it at the bottom of the well.
Omar: These marks look like letters of the alphabet. I wonder what they mean.
Laila: Can we use your computer to find out about the marks, Uncle?
Firass: Yes, of course.

2
Narrator: Laila and Omar did some research on the Internet. They visited lots of websites and asked for help. Then Laila discovered some interesting information about the Phoenicians. She printed it out.

Laila: The marks on the stone are Phoenician letters.
Omar: Let’s show Uncle!

2.2
Saturday
We’re in Lattakia! We drove here from Tartous along the coast. On the way we saw Banias and Jebleh. My sister Deema didn’t see a lot because she was very tired. When we arrived at the hotel, she was sleeping. I’m writing my diary in a nice room. From my window I can see the beautiful blue waters of the Mediterranean Sea between the trees.

Sunday
Today was fantastic! In the morning, Mum and Deema went for a walk in the town. Dad and I went to the Blue Beach. We were snorkelling when I saw an incredible seahorse. We saw amazing coral, too. While we were swimming, Mum and Deema were taking a walk along the beach.

In the afternoon, they went to the museum. They were walking round when my sister met some friends from school. They were sightseeing with their parents. They all went shopping together and Deema bought a skirt. While they were shopping, Dad and I were playing football on the beach. Dad scored more goals than me!

I was writing postcards to my friends when Mum and Deema came back to the hotel. Then we had dinner in a traditional restaurant. While we were eating, Deema took a photo of us. We had a lovely evening.

It’s getting late now and I’m tired. Goodnight!

2.3
[Sound effects]

2.4
1 wheat wealth
2 advanced civilisation

2.5
were visit invent what well university was silver world we olives

2.6
Interviewer: Hello, Wissam.
Wissam: Oh, hi.
Interviewer: What were you doing yesterday afternoon?
Wissam: Yesterday afternoon I was in the computer room. I was learning to do moving pictures.
Interviewer: Moving pictures? That sounds complicated! Was it difficult to do?
Wissam: Yes, it was at first. But it’s really fantastic.

Interviewer: Hi, Shaza.
Shaza: Hi.
Interviewer: Are you enjoying summer school?
Shaza: Yes, I am. It’s brilliant.
Interviewer: What were you doing yesterday afternoon?
Shaza: Let me think … Oh, yes. Yesterday afternoon I was playing in an orchestra.

Interviewer: Hi, Khaled.
Khaled: Hello.
Interviewer: What do you think of summer camp?
Khaled: I think it’s really good. There are lots of things to do.
Interviewer: What were you doing yesterday afternoon?
Khaled: It’s difficult to remember! Erm … oh yes. I was learning about photography. It was great fun.

Interviewer: Hello, Hiba.
Hiba: Hi.
Interviewer: Do you like acting?
Hiba: I love it!
Module 2
Places and records

Students’ Book page 19

Opener (10 minutes)
Tell the students that the page tells them what they will be doing in the second module. Ask them to read the title (Places and records) and look at the pictures. Ask them to guess what kind of records they will be learning about.

Put the students in pairs. Ask them to read the four questions on the page and discuss the answers. Invite different students to share their ideas with the class. There is no need to tell them ‘correct’ answers – they will find them as they work through the module.

OUTCOMES
You will be able to:
• make comparisons
• describe places
• describe objects
• talk about world records
Vocabulary  university subjects

1  OVER TO YOU  (10 minutes)

First, read out the list of subjects and check that students know all the words. Then read out the instruction and the example sentence. Ask one or two students to tell the class which subject they would like to study (at university) and why, then put the students in pairs, if possible with new partners, to practise telling each other. Go round and listen, making sure they give reasons.

2  BEFORE YOU READ  (10 minutes)

In pairs or small groups, ask the students to read and discuss the two questions. Go round and offer prompts if necessary. Then invite two students to tell the class their answers.

Extension

On the board, write these two questions:

Picture 1: Where are Omar and Laila going?
Picture 2: Who is the man in the study?

Ask the students to look at the two pictures and discuss their ideas either as a class or in pairs. Tell them they will find out if they are right when they have read the story. At the end of the lesson, remember to ask who guessed correctly.

3  Amazing world

Grammar  comparatives; (not) as ... as

The next day, they went to meet Professor Hussam, an old friend of the family. Laila was studying the stones in the back of the car. The first piece was larger than the second one and its marks were clearer.

Mariam: Professor Hussam is a specialist in ancient history and archaeology. He’s also a very close friend of your grandfather. In fact, they met when they were only seven years old!

Omar: That’s a long time ago!

Mariam: The professor was cleverer than all the other boys in the school. But your grandfather was much better at sport!

When they arrived at the professor’s house, he led them into his study. There were hundreds of books. Omar was amazed. The professor examined the larger piece of stone. He grew very excited.

Omar: Are these Phoenician letters, professor?

Professor: Yes, they are.

Laila: Can you understand them?

Professor: Well, it’s a difficult language … but it’s easier to read than Chinese. This piece tells the story of a boy.

My name is Amer. I come from the city of Tyre. My people are sailors and traders. I live on my family’s ship. It is faster than the wind and more beautiful than all the other ships. We travel to many countries and carry home precious objects of silver and gold. But there are also thieves in this world and we must …

Professor: The story stops here. May I see the other piece?

Laila: I think it’s a map, professor.

Professor: Yes, you’re right: It’s definitely a map. And look — there are strange marks, too. This piece is more complicated than the first one. May I take photos of them?

Omar: Yes, of course. And thank you for all your help, Professor Hussam.

Professor: It was a pleasure.

After they got home, Omar and Laila received a mysterious email. It was from a stranger. He wanted to help them to understand their stone pieces. But who was he?
Grammar in context comparatives

4 (10 minutes)

Read out the first word and the answer (large, larger) then ask the students to complete the list. Point out that all the answers can be found in the story. Put them in pairs to compare answers.

Ask the students which word appears in the text after each comparative adjective (than).

KEY
2 clearer 3 cleverer 4 better 5 easier 6 faster
7 more beautiful 8 more complicated

Irregular comparative: better

Extension

On the board, write these two words:
bad far

Invite the students to tell you the comparative form of these two adjectives (worse; further or farther).

Then ask them to suggest example sentences for each word (e.g. I’m worse at sports than you. My house is further from school than yours.)

5 Comparing things (15 minutes)

Read out the example sentence and ask students to suggest a different sentence comparing text messages and emails (e.g. Text messages are shorter than emails). Put the students in pairs to make their own sentences about each pair of things. Go round and offer prompts if necessary. Make sure that they are forming the comparatives correctly. Then invite different students to write sentences on the board, making corrections where necessary.

6 OVER TO YOU (5 minutes)

Students choose one of the pairs of things from exercise 5 and write one or two sentences comparing them. Go round and check their work. Make sure they are forming the comparatives correctly.

Extension

Ask students to think of three other pairs of things to compare (e.g. food, school subjects, clothes, places). Tell them to make a note of these pairs on a piece of paper.

Put the students in pairs and tell them to exchange pieces of paper and write comparisons as in the example in exercise 5. While they are doing this, go round and check that they are using comparatives correctly. When they are ready, tell them to check each other’s sentences.

Choose one or two students to read out their sentences to the class.
**OVERVIEW**
Outcomes Can make comparisons; can talk about records
Language focus animals; (not) as ... as
Materials Students’ Book pages 22–23; Activity Book page 17; Cassette 1

**Students’ Book pages 22 and 23**

**Vocabulary** animals

1 **BEFORE YOU READ** (10 minutes)
Read out the name of each animal, pausing after each for the students to find the correct picture. Then tell them to close their books. Can they remember all the animals?

**KEY**
1 rhinoceros 2 elephant 3 grizzly bear 4 tiger shark 5 giraffe 6 red kangaroo

**Extension**
Ask students to write down the names of as many animals as they can think of in 2 minutes. Compare their answers. Who wrote down the most correctly?

**Comprehension**

2 (5 minutes)
Ask the students to read the information on page 22 (Strange but true). Explain any new words. Then ask them to tell you which facts they find surprising.

3 (15 minutes)
Ask the students to cover up the text on page 22. Students then do the quiz in pairs. Can they remember all the facts? When they have finished the quiz, tell them to uncover the information and check their answers.

**KEY**
1 fact 2 fact 3 fiction 4 fact 5 fiction 6 fiction 7 fact 8 fiction 9 fiction

**Extension**
Ask the students to look again at the ‘false’ sentences in exercise 3 (3, 5, 6, 8 and 9) and the corresponding information in the Strange but true text. Ask them to prepare ‘true’ sentences for each one. Discuss the first one as a class, then tell them to work in pairs.
Grammar in context  

4 (15 minutes)

Read out the example sentence and check that students agree this means they are the same height. Then ask them to find four more sentences in the quiz that mean two things are the same. When they are ready, put them in pairs to compare answers.

**KEY**

3 An Olympic swimmer can swim as fast as a tiger shark.
6 Mount Kilimanjaro in Africa is as high as Mount Everest in the Himalayas.
7 A human being can jump as far as a red kangaroo.
8 A human being sleeps as many hours a day as a giraffe.

5 (10 minutes)

Now ask students to find sentences that mean things are different. Read out the example sentence first. When they are ready, put them in pairs to compare answers.

**KEY**

4 The first aeroplane flight didn’t go as far as the wingspan of a jumbo jet.
5 A rhinoceros doesn’t live as long as a tiger.
9 A day on the planet Earth doesn’t last as long as a day on the planet Saturn.

**ACTIVITY BOOK**

page 17 

exercises 7 and 8  

(10 minutes)

6 Comparing things  (15 minutes)

Ask the students to look at the first pair of pictures. Then ask them to suggest a sentence comparing the two cars, using one of the verbs in the box and (not) as ... as (The red car doesn’t go as fast as the blue car.).

Allow time for them to complete the exercise, writing their sentences in their notebooks. Go round and check, making corrections where necessary.

Finally, ask different students to read out their sentences to the class.

**KEY**

1 The red car doesn’t go as fast as the blue one.
2 Waleed does not wake up as early as Hani.
3 The green computer is not as old as the black one.
4 Ahmed is not as strong as Salah.

**ACTIVITY BOOK**

page 17 

exercise 9  

(5 minutes)

Extension

Put the students in pairs and ask them to prepare four sentences comparing themselves. Go round and make suggestions where necessary.

Invite different pairs to read out their sentences and invite further suggestions from the class.

**Did you know?**

Ask your class if any of them have ever climbed a mountain. If they have, ask them to describe their experience to the class.

It takes mountain climbers weeks to reach the top of Mount Everest because of the thin air, ice and cold.
OVERVIEW
Outcomes  Can understand a text and a conversation about deserts.
Language focus  comparatives
Materials  Students’ Book pages 24–25; Activity Book pages 18–19; Cassette 1

Students’ Book pages 24 and 25

Reading

1  BEFORE YOU READ (5 minutes)
Ask the students if they have ever been to a desert. Invite those who say yes to tell the class more details. Refer to the map on page 24 of the Students’ Book which shows the main desert areas in the world. What do they know about life in the desert?

2  (15 minutes)
Allow time for the students to read the article. Tell them to make a note of difficult words as they read, but not to worry too much about them. When they have finished reading, invite vocabulary questions from the whole class.

Read out the first question. Ask the students to refer to the article to find the correct answer (b). Then tell them to complete the exercise. Go round and offer help where necessary.

KEY
1  b  2  b  3  b  4  a  5  b

Extension

On the board, write these two questions:

What benefits do deserts offer?
What are the dangers?

Ask the students to read the article again. Then put them in pairs to discuss the two questions. Go round and listen, offering prompts if necessary.

Invite three or four students to share their ideas with the class and allow a brief discussion.

Listening

3  (15 minutes)
Tell the students they are going to hear a boy called Andrew telling a friend about a holiday.

Play the recording, then read out the first sentence. Ask True or false? (true).

Tell the students to read the rest of the sentences. Play the recording again then allow time for them to complete the task. Put them in pairs to compare answers. If necessary, play the recording a third time to check.

KEY
1  T  2  F  – he travelled by car  3  F  – he only saw elephants and giraffes, he didn’t see any lions  4  T  5  F  – it rained on the last day
Speaking

4 (15 minutes)
First, allow time for the students to read the information about the two deserts and answer any questions. Read out the example sentence, then put them with new partners and ask them to prepare similar comparisons. They do not need to write them down at this stage. Go round and listen, making corrections where necessary. Invite different students to say their sentences to the class – again, do not write anything down yet.

Writing

5 (15 minutes)
Write the following sentence on the board:
The Gobi desert has mainly rocks and stones but the Arabian desert has mainly sand.
Invite three or four more ideas from the students. Then ask them to write four or five sentences comparing the two deserts. Encourage them to compare ideas and make suggestions to each other. Go round and make corrections where necessary, then invite as many students as possible to read out their sentences.

Pronunciation deset, oasis

6 3.3 (10 minutes)
Play the recording, pausing after each word for the students to repeat the words.

7 3.4 (10 minutes)
Ask the students to copy the sentences into their notebooks, then play the recording, pausing for them to underline the ‘s’ sound and circle the ‘z’ sound. Allow time for the students to compare answers with a partner, then play the recording again.

Finally, tell the students to practise saying the two sentences in pairs. Make sure they clearly distinguish between the ‘s’ and the ‘z’ sounds.

KEY

1 Sand from the Sahara can blow as far as the USA.
2 Sometimes underground rivers rise to the surface.

Extension
Ask students to write two more sentences with several ‘s’ and ‘z’ sounds in them. Go round and check that their spellings are correct.

Then put the students in pairs and tell them to practise saying the sentences they have written.
Students’ Book pages 26 and 27

Comprehension

1 BEFORE YOU READ (5 minutes)
If you have a world map or globe, place it so that students can see it easily. Then put them in pairs to think of some of the places on the list. Ask them to make a note of their ideas and locate them on the globe or map. Go round and make suggestions if necessary.

Invite different students to share their ideas with the class. Have they all thought of the same places?

2 (15 minutes)
Make sure students understand the term world record. Ask them to find the reference to the Sahara Desert in the article. Ask what its record is (it’s the largest desert in the world). Then ask them to find references to the remaining places and make a note of their records in their notebooks. Put the students in pairs to check their answers.

KEY
2 the longest river
3 the deepest point in the sea
4 the most unusual rock shapes
5 the wettest place
6 the most lakes
7 the most crowded city
8 the heaviest hailstones

Grammar in context superlatives

A TIVITY BOOK exercise 1* (5 minutes)

3 (10 minutes)
On the board, write superlatives. Check that students know its meaning. Then read out the example (large, the largest) and allow time for them to complete the list in their notebooks. Go round and pay particular attention to spelling.

KEY
2 the longest
3 the deepest
4 the most unusual
5 the wettest
6 the most crowded
7 the heaviest

Extension
If you have some pictures of historic buildings, show them to the class and briefly describe them.

Invite the class to suggest buildings, and write them on the board.

In groups, students choose one historic building that they all know about. Tell them to discuss and make notes of how best to describe it in a few sentences. What are its main features? Approximately how old is it? Why was it built? Go round and supply vocabulary as requested. Write useful new words on the board.

Then ask them to read the article on page 26 again. Finally, ask students to compose their descriptions.
Grammar in context  the most ...

4 (15 minutes)

a Put the students in pairs to read the questions and discuss the answers.

b Ask the students to listen and check their answers while you play the recording. How many did they get right? What was the most surprising fact?

Extension

Ask students to think of two more questions to add to the quiz. For each question they must supply one correct and two incorrect answers. When they are ready put them in pairs and tell them to exchange questions with their partner. Were their partners able to answer the questions?

Invite one or two students to read out their quiz questions to the class.

5 Talking about the best (15 minutes)

Put the students in small groups. Read out all the questions, then allow time for them to tell each other their answers. Go round and listen, helping where necessary. Make a note of the most interesting answers and when they have finished, invite those students to tell the whole class.

Extension

Ask students to prepare six more questions like the ones in exercise 5. Write these two examples on the board to help them:

Who’s the best singer you know?

What’s the most delicious food, in your opinion?

When they have listed their questions, ask each student to note down his / her answers (not the questions) on a separate piece of paper.

Collect up the pieces of paper and redistribute them round the class. Ask a student to read out the first ‘answer’ on his / her piece of paper. Can the class guess the question? Continue like this as a class activity.

6 OVER TO YOU (15 minutes)

Put the students in pairs and tell them to prepare three more questions. Then put pairs together to make groups of four or six. Tell them to ask each other their new questions. Finally, ask one or two students to report back some of the most interesting answers from their group.

---

**World records**

| 1 | The Sahara Desert is the largest desert. |
| 2 | The Nile is the longest river. |
| 3 | The Mariana Trench is the deepest point in the ocean. |
| 4 | Giant’s Causeway is the most unusual place. |
| 5 | Mawsyram is the wettest place. |
| 6 | Canada is the most crowded country. |
| 7 | Tokyo is the most crowded city. |
| 8 | Bangladesh is the most crowded country. |

Grammar in context  superlatives

3 Write the superlatives. Use words from the article.

the largest

1 large 2 long 3 deep 4 unusual 5 wet 6 crowded 7 heavy

Grammar in context  the most ...

4 a Work in pairs. Choose the correct answers.

1 Which country has the most people?
   a India  b China  c the USA
2 Which country produces the most dates?
   a Iran  b the USA  c Egypt
3 Which country has the most cars per head?
   a Italy  b the USA  c Luxembourg
4 Which country has the most shops?
   a the USA  b China  c Russia
5 Which people drink the most tea?
   a the Irish  b the Libyans  c the Kuwaitis
6 Which country makes the most films?
   a India  b the USA  c Australia

b Listen and check your answers. What was your score?

5 Talking about the best  Work in groups. Ask and answer the questions.

What’s the:

• biggest animal you have seen?
• smallest piece of technology you own?
• best book you own?
• most interesting TV programme?
• most beautiful place in the world?
• most exciting film?

6 OVER TO YOU  Continue exercise 5 by asking three more questions.
OVERVIEW
Outcomes Can understand a text about a historic site
Language focus shapes and materials; adjective order
Materials Students’ Book pages 28–29; Activity Book page 21; Cassette 1; map to show location of Shahba

Students’ Book pages 28 and 29
Comprehension

1 BEFORE YOU READ (10 minutes)
First, ask students to tell you where Shahba is. Refer to a map if you have one. Then put the students in small groups. Ask them to cover the website and then discuss the questions. Go round and listen, but do not tell them the answers at this point.

2 (20 minutes)
Tell the students to uncover and read the website. Tell them to check their answers. Did anyone answer them all correctly?

Answer any questions about vocabulary.

KEY
2 You can see well-preserved ruins of the old Roman city.
3 Philippopolis.
4 The Philippeion, the theatre, the public baths, the ancient streets and the mosaics.

3 (10 minutes)
Ask the students to read the website again then put them in pairs to complete the task.

KEY
1 c 2 d 3 a 4 e 5 b

Extension
Ask the students to look again at the website. Why do you think it says you need comfortable shoes?
Which places would they like to visit and why?

Vocabulary shapes and materials

4 (10 minutes)
Read out all the words in the box. Then ask the students to choose one of them to describe the first shape (round). Then allow time for them to complete the task and compare answers.

KEY
1 round
2 diamond-shaped
3 rectangular
4 triangular
5 square
6 oval
5 Describing things (15 minutes)

Read out the words in the box and check the students know them all. Then ask them to look at the examples and suggest some more things for each of the three materials (e.g. leather bag, plastic toy, paper aeroplane).

Put them in pairs for this task. Give them three minutes to write down as many things as they can think of. When the students are ready, pick one pair and ask them how many things they can think of for leather. When they have read out their answers, check whether anyone else has thought of any additional objects. Continue in the same way with the other materials.

Grammar in context adjective order

6 Describing objects (15 minutes)

Write the beautiful old hills on the board. Then ask the students to think of other examples of two adjectives coming together to describe a noun.

Then read out the two examples and put the students in pairs to practise describing things using two adjectives. Go round and listen, making corrections if necessary.

Invite different students to tell the class what their partners have described (e.g. Ruba’s got a big old computer.).

Comprehension

BEFORE YOU READ Work in pairs. Try to answer the questions about Shahba.

1 Have you been to Shahba?
2 What can you see there?
3 By what other names was Shahba known?
4 What are some of Shahba’s ruins?

Read the website on page 28 quickly. Check your answers to exercise 1.

Read the website again. Match the words from the text with the meanings.

1 flourish a from an old, well known story
2 intact b show to the public
3 legendary c to grow well and in a productive manner
4 mosaic d not changed
5 display e picture made of small coloured pieces of stone or glass

Vocabulary shapes and materials

a Can you describe these shapes? Match the words with the pictures.

square triangular diamond-shaped rectangular oval round

b Listen and guess the objects being described.

1 a mobile phone

Describing things Think of things that you can describe with these words.

leather plastic paper glass wooden metal cotton

leather shoes plastic bottle paper hat

Describing objects Work in pairs. Talk about objects you own or can see. Use a maximum of two adjectives.

I’ve got a small blue phone. There’s a beautiful new map on the wall.
OVERVIEW
Outcomes  Can read and talk about historical artefacts; can talk and write about records
Language focus  superlatives
Materials  Students’ Book pages 30–31; Activity Book pages 22–23; Cassette 1

Students’ Book pages 30 and 31

Reading

1  BEFORE YOU READ  (10 minutes)
Read out the first word (mask) and ask the students to match it with the correct definition (c). Then allow time for the students to complete the task. Do not tell them the answers – they will be able to check their answers when they have found the words in context.

Then ask the students to read the articles and find the words. Tell them to complete or amend their answers if necessary.

KEY
1  c  2  a  3  b

2  (10 minutes)
Ask the students to look at the pictures and match them with the correct paragraphs. Go round and explain any difficult words. Put them in pairs to compare their answers.

KEY
1  D  2  C  3  A  4  B

3  (10 minutes)
Ask the students to read the articles again and then choose the correct answers. Tell them to check their answers with a partner when they have finished.

KEY
1  b  2  c  3  c  4  a

Extension
Tell the students to read the articles on page 30 again, then ask them to close their books. Check how much they can remember about the different treasures. Ask the following questions:

When was Tutankhamen’s tomb discovered? (in 1922)
Which country was the Broighter hoard from? (Ireland)

How many horses were found in the terracotta army? (7,000)

Pronunciation  large / o ld

How many horses were found in the terracotta army? (7,000)
When they are ready, tell them to open their books again to check their answers.

Pronunciation  large / o ld

4  (15 minutes)

a  4  4  Play the recording twice, pausing after each word for the students to repeat it.

Tell the students there are two ‘l’ sounds here – can they hear the difference between the first and the second list of words?

Tapescript 4.3 – see page 40
Listening

5 (10 minutes)

Play the first part of the recording, then pause while the students complete the missing words in their notebooks. Play the recording again for students to check their answers. Repeat with the second and third sections.

<table>
<thead>
<tr>
<th>KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 tallest 2 180 3 oldest 4 717 5 most valuable</td>
</tr>
<tr>
<td>6 longest 7 34,908 8 London</td>
</tr>
</tbody>
</table>

Speaking

6 Talking about records (10 minutes)

Choose a student and ask him / her How many emails do you send each week? Then ask students to raise their hands if they send more – who sends the most?

Put the students in small groups. Tell them to talk to each other and find out who holds each ‘record’. Then ask each group to report back on their ‘record’ to find the class record holders for each category.

Writing

7 (5 minutes)

Read out the example sentence, then allow time for students to write six sentences about the ‘record holders’ in their groups. Go round and make corrections as necessary. When they are ready, invite different students to read out their sentences to the class.

Lessons 7 and 8

Preparation for the project

Tell the students they will be working on a project called World Records Quiz in the next lesson. Tell them they will be writing their own quiz and ask them to think about what kind of records they would like to include and to do some research on. They can do this work in groups or individually. Tell them to look at reference books and / or the Internet. Ask them to bring their information and to do some research on. They can do this work in groups or individually. Tell them to look at reference books and / or the Internet. Ask them to bring their information and to do some research on. They can do this work in groups or individually. Tell them to look at reference books and / or the Internet. Ask them to bring their information and to do some research on. They can do this work in groups or individually. Tell them to look at reference books and / or the Internet. Ask them to bring their information and to do some research on. They can do this work in groups or individually. 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Preparation  (5 minutes)
Put the students in pairs or groups according to how they wish to work. Alternatively they may work alone.

Now you try!

First draft  (10 minutes)
Tell the students to discuss and note down what information they would like to include and how to phrase the questions and the answers (remembering their 'extra information'). If they are going to illustrate their quiz, they should discuss this too. Go round and make suggestions where necessary. Remind them that this is just a first draft; they can change their minds and make corrections at this stage.

When they are ready, tell them to read each other’s first drafts and to try the quizzes. Encourage them to make suggestions (e.g. Are the questions too easy / difficult?). While they are doing this, go round and correct as many drafts as you can.

Design the project  (10 minutes)
Ask students to think about where they will place their illustrations (if any) and while they are doing that, go round and make more corrections to their drafts.

Second draft  (10 minutes)
Give out enough writing paper for the quizzes and answer sheets and tell the students to write their second drafts. Make sure you have seen and corrected their first drafts before they start these final versions. Provide materials for illustrations if required.

Finally  (10 minutes)
Tell the students to write the title in large colourful letters (suggest they use a pencil first) and add further designs as they wish (e.g. ruled borders around the pictures and texts would enhance the presentation).

Use the projects for a classroom display. Encourage them to look at the display and try all the quizzes.

EXTRA LISTENING  page 107

Module 2 Progress test
Module 2

Unit 3

3.1

The Boy from the Past

Episode 2: The boy's story

Narrator: When they arrived at the professor's house, he led Mariam: The professor was cleverer than all the other boys in

Andrew: No, there aren't any camels there. We travelled around the second one and its marks were clearer.

Mariam: Professor Hussam is a specialist in ancient history and

Narrator: The next day, they went to meet Professor Hussam, an

Professor: Well, it's a difficult language … but it's easier to read

Laila: Can you understand them?

Professor: Yes, they are.

Are these Phoenician letters, professor?

Omar: Yes, it is. And it's huge. It's over 500 million square kilometres! It's really amazing.

Professor: The professor was cleverer than all the other boys in the school. But your grandfather was much better at sport!

Narrator: When they arrived at the professor's house, he led them into his study. There were hundreds of books.

Omar: That's a long time ago!

Narrator: Omar was amazed. The professor examined the larger piece of stone. He grew very excited.

Omar: Are these Phoenician letters, professor?

Professor: Are these Phoenician letters, professor?

Omar: Yes, they are.

Professor: Yes, of course. And thank you for all your help, Professor Hussam.

Narrator: After they got home, Omar and Laila received a mysterious email. It was from a stranger. He wanted them to help them to understand their stone pieces. But who was he?

Narrator: The next day, they went to meet Professor Hussam, an old friend of the family. Laila was studying the stones in the back of the car. The first piece was larger than the second one and its marks were clearer.

Mariam: Professor Hussam is a specialist in ancient history and

Narrator: Mariam: Professor Hussam is a specialist in ancient history and archaeology. He's also a very close friend of your grandfather. In fact, they met when they were only seven years old!

Omar: The professor was cleverer than all the other boys in

Professor: It was a pleasure.

Narrator: It was a pleasure.

Professor: It was a pleasure.

Narrator: Omar was amazed. The professor examined the larger piece of stone. He grew very excited.

Omar: Yes, of course. And thank you for all your help, Professor Hussam.

Professor: Yes, of course. And thank you for all your help, Professor Hussam.

Narrator: After they got home, Omar and Laila received a mysterious email. It was from a stranger. He wanted them to help them to understand their stone pieces. But who was he?

Omar: That's a long time ago!

Narrator: Omar was amazed. The professor examined the larger piece of stone. He grew very excited.

Omar: That's a long time ago!

Professor: Then I took them out of the back of the car. The first piece was larger than the second one and its marks were clearer.

Professor: Then I took them out of the back of the car. The first piece was larger than the second one and its marks were clearer.

Narrator: Then I took them out of the back of the car. The first piece was larger than the second one and its marks were clearer.

Professor: As an old friend of the family. Laila was studying the stones

Professor: That’s a long time ago!

Omar: Yes, of course. And thank you for all your help, Professor Hussam.

Professor: It was a pleasure.

Laila: Yes, of course. And thank you for all your help, Professor Hussam.

Professor: It was a pleasure.

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Professor: As an old friend of the family. Laila was studying the stones
or C, Australia?

Susan: Well, it isn’t Australia. So it’s India … or the USA. They make hundreds of films in Hollywood. But they make lots of films in India, too …

Charles: I have to hurry you, Susan …

Susan: It’s India.

Charles: Is that your final answer?

Susan: Yes, It’s A, India, Charles.

Charles: Susan … I have to tell you that India is … the correct answer! Congratulations!

Susan: Oh, thank you, Charles …

4.2

1 It’s a rectangular object. You carry it with you and you use it to make phone calls.

2 It’s a pointed thing you use to draw pictures with.

3 It’s a round red vegetable. You eat it in salads. It’s nice on pizzas, too.

4 It’s a small square or rectangular piece of paper. You buy it in a Post Office, and you stick it on an envelope before you post a letter.

5 It’s a round object. We put food on it, such as meat or cheese.

4.3

1 large like millennium lovely

2 old stole people all

4.4

beautiful civilisation police gold culture lord soldier light rule

4.5

A

One of the tallest hotels in the world is the Burj Al-Arab Hotel, Dubai. It’s 180 metres tall. But the oldest hotel in the world is in Japan, dating back to the year 717.

B

The most valuable carpet in the world is Persian and was sold for $2,487,178.

C

The longest taxi ride was 34,908 kilometres. It was a return trip from London to Cape Town, South Africa!
Module 3
Experiences

Students’ Book page 33

Opener (10 minutes)
Tell the students that the page tells them what they will be doing in the third module. Ask them to read the title (Experiences) and check they understand what it means.

Put the students in pairs. Ask them to read the four questions on the page and guess the answers. Invite different students to share their ideas with the class. There is no need to tell them the ‘correct’ answers – they will find them as they work through the module.

Outcomes
You will be able to:
• talk about experiences
• describe your life
• give your opinions
• interview someone
**OVERVIEW**

Outcomes: Can talk about experiences

Language focus: present perfect + ever, past participles

Materials: Students’ Book pages 34–35; Activity Book page 28; Cassette 1

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**Students’ Book pages 34 and 35**

**Comprehension**

1 (10 minutes)

Ask the students to look at the questionnaire on page 34. Read out the first question (*Have you ever eaten Italian food?*) and ask them to find the corresponding picture (*H*). Then allow time for them to match the remaining questions and answers.

**KEY**

2 J 3 D 4 I 5 C 6 F 7 B 8 E 9 G 10 A

---

**Extension**

Give the students two minutes to look at the pictures on page 34. Then ask them to close their books. Put them in pairs and ask them to make notes about each picture they can remember (e.g. *girl with cake, aeroplane*, etc.). Go round and offer prompts if necessary.

When they are ready, find out who has remembered the most pictures.

---

2 (15 minutes)

Ask the students to copy the table into their notebooks and do the same on the board. Play the recording, then ask the students to complete the table. Play the recording again for them to check. Then ask for the answers and complete the table on the board.

**KEY**

<table>
<thead>
<tr>
<th>Question</th>
<th>Maher</th>
<th>Leen</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>3</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>4</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>5</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>6</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>7</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>8</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>9</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>10</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>

---

**Have you ever:**

- eaten Italian food?
- visited a museum?
- been to another country?
- acted in a play?
- made your own website?
- lost something important?
- flown in an aeroplane?
- met a famous person?
- won a prize?
- baked a cake?

---

**Life events**

Grammar: present perfect + ever, past participles, present perfect or past simple

---

**Tapescript** 5.1 – see page 55
Grammar in context  present perfect + ever; past participles

3 (10 minutes)
Read out the first word in the box (eat) and ask the students to find its past participle in the quiz on page 34 (eaten). Explain that they will find other examples of past participles in the quiz. Also explain to students that “been” can be the past participle of “go” in certain contexts. Then allow time for them to complete the task in pairs. Go round and offer help if necessary.

KEY
flown baked been/gone lost acted made met visited won
regular: baked acted visited

4 Talking about experiences (15 minutes)
Ask the students to look again at the table on the board (or the answers they wrote to exercise 2 in their notebooks). Read out the example sentences. Put the students in pairs to prepare more sentences. Go round and listen, checking that they are using the correct form of the verb. Then invite different students to write sentences on the board, making sure all ten verbs are used. Make corrections if necessary.

ACTIVITY BOOK exercises 1, 2* and 3 page 28 (15 minutes)

5 (10 minutes)
Put the students in pairs to ask each other the questions in the questionnaire, and make a note of their partner’s answers. Go round and listen, making corrections if necessary. Then ask three or four students to tell the class about their partners (e.g. Leen has eaten Italian food lots of times. She hasn’t flown in an aeroplane.).

6 OVER TO YOU (10 minutes)
Read out the example sentence and ask students What’s the best food you have ever eaten? Prompt full sentences in reply. Then ask students to prepare five sentences using the prompts in their books. Go round and make corrections if necessary.

Finally, invite different students to read out their sentences to the class.

Did you know?
Do your students know any other interesting facts about space travel?

The best food I’ve ever eaten is my grandmother’s kebab.

Did you know?
Only twelve people have walked on the moon. The first time was in 1969 and the last time was in 1972.
Lessons 3 and 4

OVERVIEW
Outcomes Can talk about general and specific experiences
Language focus Present perfect or past simple; experiences
Materials Students’ Book pages 36–37; Activity Book page 29; Cassette 1; pictures of Abu Dhabi

Students’ Book pages 36 and 37

Grammar in context present perfect or past simple

1 (10 minutes)
Ask the students to look at the example (eat, ate, eaten) and then complete the task. Tell them to check answers with a partner.

KEY
see saw seen
write wrote written
buy bought bought
visit visited visited
sleep slept slept
run ran run
ride rode ridden
regular: visit

2 (15 minutes)
Ask the students to look at the first idea and read the example sentence (Have you ever slept in a tent?). Then ask them to prepare five or six similar questions in pairs, using some of the ideas given or their own ideas. Go round and check, offering help where needed.

3 Talking about experiences (10 minutes)
Ask two students to read out the example conversation. Point out that the first, general question is in the present perfect, while the subsequent, specific questions are in the past simple.

Put the students in pairs to ask each other the questions they have written down. Go round and check, using correct tenses.

Invite strong pairs to perform their conversations for the class and then allow more time for practice in pairs if necessary.

4 (10 minutes)
Students work in the same pairs. Read out the example and ask two or three students to tell you about their partners’ answers to the questions in exercise 3. Then tell the students to write five or six similar sentences about their own partners. Go round and make corrections where necessary.

Invite three or four students to read their sentences to the class.

ACTIVITY BOOK page 29 exercises 5, 6 and 7 (15 minutes)

Experiences

Grammar in context present perfect or past simple

1 Write the past simple and past participle for each verb. Which one is regular?

- see → saw → seen
- write → wrote → written
- buy → bought → bought
- visit → visited → visited
- sleep → slept → slept
- run → ran → run
- ride → rode → ridden

regular: visit

2 Write questions in your notebook. Use these ideas or think of different ones.

Have you ever slept in a tent?

sleep in a tent, a hotel, ...

3 Talking about experiences Work in pairs. Have conversations. Start with a present perfect question. Then use the past simple to talk about the detail.

Have you ever eaten Indian food?

A: Yes, I have.
B: Yes, I did. I love spicy food.

4 Write a report about your classmate.

Siham has eaten Indian food. She ate it in a restaurant and she enjoyed it.

5 BEFORE YOU READ Work in groups. What do you know about Abu Dhabi?
What is it like? What can you do there?

Comprehension
Comprehension

5 BEFORE YOU READ (10 minutes)

If you have any pictures, show them to the class and ask which city it is. Ask Have you ever been to Abu Dhabi? If any students say yes, ask them a few more questions (e.g. When did you go there? Who did you go with?).

Put the students in groups and ask them to discuss what they know about the city. Go round and offer help if necessary (if you have pictures, students could use them to gain ideas).

Ask the students to read the webpage and tell you if the points they discussed are mentioned. Have they learnt anything new about the city?

6 (10 minutes)

Ask the students to read the first question and then find the answer in the text (They are from Sydney, Australia.). Then allow time for them to find answers to the remaining questions.

6 Read the webpage and answer the questions.
1 Where is the family from?
2 Where do they live?
3 What does Alison’s father do?
4 What does her mother do?
5 What has Alison seen in Abu Dhabi?
6 What is she going to see?

Look at these sentences. Do they speak about a specific time in the past (S) or general experience in the past (G)?
1 We moved to the UAE a year ago.
2 My father has worked in six countries.
3 The best place I’ve visited is the Wild Wadi Waterpark.
4 We went there last week.

7 Look at these sentences. Do they speak about a specific time in the past (S) or general experience in the past (G)?
1 We moved to the UAE a year ago.
2 My father has worked in six countries.
3 The best place I’ve visited is the Wild Wadi Waterpark.
4 We went there last week.

 Extension

Ask students to think of two pieces of information that they could write, about their mother and father: one specific and one general. Check that they are using the past simple and present perfect correctly.

8 Talking about people (10 minutes)

Put the students in pairs. Tell them to cover the webpage and then try to remember all the information. Go round and listen, prompting with questions, e.g. What’s Alison’s mother’s job? What’s her brother’s name?, etc.

Finally, ask a confident student to stand up and ask different students similar questions or have chain questions and answers around the class (student 1 asks a question, student 2 answers, student 2 asks a question, student 3 answers, etc.).

Hello! My name’s Alison and I’m 13.
I live in Abu Dhabi in the UAE but I was born in Sydney, Australia. We moved to the UAE a year ago. Abu Dhabi is a fantastic modern city. I love the skyscrapers, the beautiful gardens, and the shopping malls.

My father is an engineer and he travels a lot for his work. In fact, he has worked in six countries. My mother is an artist. She illustrates children’s books and works at home. She has drawn pictures for more than 50 books. This is one of my mum’s drawings. It isn’t from a book – it’s a picture of our family! That’s Tim, my brother, next to me. We both go to an international school. We’ve made lots of friends there.

I’ve seen lots of interesting places here. I’ve been to Al-Hisn Fort, the Old Souk, and Batinah harbour where they make traditional wooden boats. However, the best place I’ve visited is the Wild Wadi Waterpark. We went there last week. It was amazing. I haven’t been to Dubai, but we’re planning to go there next week. I’m really excited!

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LESSONS 5 AND 6

OVERVIEW
Outcomes Can read, listen and talk about experiences
Language focus measurements; present perfect
Materials Students’ Book pages 38–39; Activity Book pages 30–31; Cassette 1

BEFORE YOU READ

1 BEFORE YOU READ (5 minutes)

Ask the students to look at the first list and tell you the missing word (kilometre). Then put them in pairs to copy and complete lists 2 and 3.

Read out the introduction to the article and then ask the students, still in pairs, to study the pictures and guess where Jamel has been. Go round and listen, then ask several students to tell you about their ideas. They will find out if they are correct when they read the rest of the text.

KEY
1 kilometre
2 second, hour
3 gramme, kilogramme

Reading

2 (15 minutes)

Tell the students to read the article and make a note of what the numbers refer to.

KEY
2 the distance in kilometres he has run from North to South America
3 the countries he has crossed
4 the kilometres he has run
5 the hours he runs per day
6 the speed he runs, in kilometres per hour
7 he changes his running shoes after this distance, in kilometres

3 (10 minutes)

Read out the first question and ask a student for the answer (He started running when he was a small boy.). Then ask the students to answer questions 2–6. Go round and answer any vocabulary questions.

KEY
1 He started running when he was a small boy.
2 When he was sixteen, he ran his first race.
3 He has run in America, China, South Africa and Mozambique.
4 He takes a small backpack with photography equipment, trousers, a sweatshirt and a raincoat.
5 When he isn’t running he takes photographs, gives talks and writes about his life.
6 It offers him freedom, solitude and also the chance to meet new people.

Speaking

4 OVER TO YOU (10 minutes)

Read out the first question and invite a few suggestions. Then put the students in pairs to discuss both questions. Go round and listen, helping where necessary. Finally, invite different students to share their ideas with the class and allow a brief class discussion.

Skills: Focus on amazing journeys

JAMEL BAILI was born in Lyon, France, in 1963. But he hasn’t stayed there. In fact, he has run around the world!

JAMEL BAILLI was born in Lyon, France, in 1963. But he hasn’t stayed there. In fact, he has run around the world! When Jamel Bahlil was a small boy he liked running around the house. Later on, he always ran to school. And when he was sixteen, he ran a race. It was a distance of 60 kilometres! However, Jamel isn’t interested in winning races – he’s interested in running.

He has run the length of America from north to south – a distance of 24,000 kilometres. He has travelled along the Silk Road in China. Most recently, he has run across Mozambique and South Africa. In his life he has crossed more than 170 countries and covered more than 280,000 kilometres. Jamel runs for about six or seven hours a day. His speed is about 15 kilometres per hour. He changes his running shoes every 2,000 to 2,500 kilometres. He tries to avoid bad weather – but this sometimes doesn’t succeed. He doesn’t carry much. In his small backpack he carries his camera, a pair of trousers, a sweatshirt and a raincoat.

When he isn’t running Jamel takes photographs, gives talks and writes about his life. In fact, he has written several books about his travels. Jamel also has a professional photographer and he takes photos of every place he visits.

Running offers Jamel freedom and solitude. However, when he stops it also offers him the chance to meet new people. Jamel says that strangers are friends we haven’t met yet. And he enjoys running on roads the most because they connect all the people of the world.

Vocabulary

measurements

BEFORE YOU READ

Copy and complete the list.

1 distance: metre k_________
2 time: s_________ minute h_________
3 weight: g_________ k_________

46
Listening

5 62 (15 minutes)

Tell the students that they are going to hear an interview with a man who is walking round the world. Before you play the recording, ask them to read the questions. Then play the recording and allow time for them to choose their answers. Play the recording again for students to check their answers.

Tapescript 5.2 – see page 55

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

Pronunciation house, road

6 6 (10 minutes)

a 6 Play the recording, pausing after each word for the students to repeat the words.

Tapescript 5.3 – see page 55

Reading

2 6 Read the article on page 38. What do these numbers refer to?
1 60 2 24,000 3 170 4 280,000 5 6 or 7 6 15 7 2,000 to 2,500

3 Read the article again. Answer the questions.
1 When did Jamel start running? 4 What does he take with him?
2 What did he do when he was sixteen? 5 What does he do when he isn’t running?
3 Name four countries where he has run. 6 Why does he run?

Speaking

OVER TO YOU Work in pairs. Answer the questions.
What do you think are the best things about Jamel’s life? What are the worst?

Listening

5 5.2 Listen to the interview with Peter Delaney. Complete the sentences with a or b.
1 Peter started his journey in …
2 He has walked … miles.
3 He … across China.
4 He … a sweater with him.
5 He has learned more than …
6 In the Australian desert, a plane … him to safety.

Did you know?

Do your students know any other facts about the bones in the human body?

Prounciation house, road

6 a 5.3 Listen and repeat the words.
1 house trousers 2 road gate

b 5.4 Copy the table. Then listen and put the words in the correct column.

7 5.5 Work in pairs. Listen and repeat the sentences.
1 Mr Jones ran on the road around the town.
2 They phoned a house in the south of Saudi Arabia.
3 My coat and trousers cost about 100 pounds.

Writing

8 Write a paragraph about your life. Include:
Specific details: where and when you were born, where and when you went to primary school
General information: subjects you have studied, projects you have done

Did you know?
The human foot is very complicated. It contains 26 bones!
**Lessons 1 and 2**

**OVERVIEW**

Outcomes  Can read and talk about a story; can talk about experiences  
Language focus  museum objects; present perfect + for / since  
Materials  Students’ Book pages 40–41; Activity Book pages 32–33; Cassette 1

**Students’ Book pages 40 and 41**

**Vocabulary**  museum objects

1 (10 minutes)

Read out the first word in the box (statue) and ask the students to find the corresponding picture (5). Then allow a few minutes for them to complete the task with a partner. Go round and help if necessary.

**KEY**

1 vase  
2 coin  
3 bowl  
4 jug  
5 statue  
6 pot  
7 beads

Remind the students of their previous work on adjective order (page 29), then tell them to practise describing each object using two adjectives for each one. Read out the example sentence first (a small red vase).

**KEY** (suggested answers)

2 a large gold coin  
3 a round wooden bowl  
4 a large yellow jug  
5 a small stone statue  
6 a large brown pot  
7 green glass beads

**Grammar**

present perfect + for / since; How long...?

**Comprehension**

2 BEFORE YOU READ (15 minutes)

Ask the students to think back to episode 2 of *The Boy from the Past*. Put them in pairs to discuss the three questions. Go round and listen, reminding them of some details if necessary.

**KEY** (suggested answers)

1 He is an expert in history and archaeology and a friend of Laila and Omar’s grandfather.  
2 He is the boy who wrote on the stone.  
3 They received a mysterious email.

**Omar and Laila read the unexpected email.**

**The next day, with the professor and Aunt Mariam, they met Harry Dark in a restaurant.**

Harry: I’ve been interested in the Phoenicians for over 20 years. I’ve collected lots of ancient pots, carvings and statues. I’ve run my website since 2001. It’s an excellent way to exchange information. Do you know, it’s received 1,500 visits since January?

Professor: I’m delighted that people are interested in such old things! Look. I’ve brought a photo of our piece of Phoenician stone.

Harry: Interesting. Very interesting. May I show you a photograph of one of my own pieces?

**The Boy from the Past**

**Episode 3: The mysterious collector**

Dear Omar and Laila,

Thank you for contacting me. This is the most interesting enquiry I have received since I started my website. I would like to meet you to talk about your discovery. Why don’t we meet tomorrow afternoon?  
Best wishes,  
Harry Dark

Omar and Laila read the unexpected email. Who was Harry Dark? And how could he help? They decided to ask their uncle and aunt for advice.

**Dear Omar and Laila,**

Thank you for contacting me. This is the most interesting enquiry I have received since I started my website. I would like to meet you to talk about your discovery. Why don’t we meet tomorrow afternoon?  
Best wishes,  
Harry Dark

**The next day, with the professor and Aunt Mariam, they met Harry Dark in a restaurant.**

Harry: I’ve been interested in the Phoenicians for over 20 years. I’ve collected lots of ancient pots, carvings and statues. I’ve run my website since 2001. It’s an excellent way to exchange information. Do you know, it’s received 1,500 visits since January?

Professor: I’m delighted that people are interested in such old things! Look. I’ve brought a photo of our piece of Phoenician stone.

Harry: Interesting. Very interesting. May I show you a photograph of one of my own pieces?

Omar: Yes, please. It looks very interesting.

Harry: It tells the story of a Phoenician prince. He died in battle. His friends buried him in an underwater tomb. Do you know where his tomb is?

Professor: No, I’m afraid not. But we know he was buried near the entrance of the city.

Harry: That’s very interesting. I’d like to buy both your pieces for my collection.  
Omar: We found a map!

Harry: That’s excellent. Omar, I believe your pieces are for sale.  
Omar: Yes, sir.  
Harry: Mariam, are you sure? I’d like to buy both pieces for my collection.

Mariam: Yes, but we’re not sure if it’s the right thing to do.

Harry: That’s a pity. A great pity.

Omar: You’re right. I’d better ask my father.

Laila: Do you see that man across the road? He’s been there for over half an hour.

Omar: What is he doing?

Laila: He’s watching the house!
3 (15 minutes)
Ask the students to read the text and listen while you play the recording.
Read out the first question and ask for the answer (He wants to meet Omar and Laila) then tell the students to answer the rest of the questions. Go round and offer help if necessary.
Play the recording again for students to check their answers.

KEY
1 He wants to meet Omar and Laila.
2 The two pieces of stone fit together.
3 He wants to buy them for his collection.
4 They want to give them to the museum.
5 (students’ own answers)

4 OVER TO YOU (15 minutes)
Read out the question and put the students in small groups to discuss their ideas. Go round and listen, offering help where necessary.
When they are ready, invite students from different groups to share their ideas with the class. Which is the best idea?

Grammar in context present perfect + for / since

5 (15 minutes)
Read out the first sentence, pausing for the students to decide if the missing word is for or since (for). Remind them (or ask them to tell you) that for describes a length of time and since refers to a specific time. Then ask them to copy and complete the sentences, referring to the text.

KEY
1 for 2 since 3 since 4 for 5 for

Extension
On the board, write the following phrases:

since Tuesday
day for a week
for two years
since 2005

Put the students in pairs and ask them to write a true sentence for each phrase. Check they use the present perfect correctly.

Did you know?
Do your students know the names of any other famous explorers? Where did they go? What did they do?
Students’ Book pages 42 and 43

Vocabulary  time expressions

1  BEFORE YOU READ (10 minutes)

Ask the students to copy the table into their notebooks and do the same on the board. Ask them to remind you of when we use for and since (for: a length of time, since: a specific point in time) then allow time for them to complete the table.

Go round and talk to them about their work, then ask different students to come to the board to complete the table.

KEY

<table>
<thead>
<tr>
<th>for</th>
<th>since</th>
</tr>
</thead>
<tbody>
<tr>
<td>a long time</td>
<td>2002</td>
</tr>
<tr>
<td>ten minutes</td>
<td>last week</td>
</tr>
<tr>
<td>three weeks</td>
<td>September</td>
</tr>
<tr>
<td>six months</td>
<td>April</td>
</tr>
<tr>
<td>a fortnight</td>
<td>Thursday</td>
</tr>
</tbody>
</table>

Comprehension

2  (10 minutes)

Ask the students to read the interview. Go round and answer any vocabulary questions. Then read out the example sentence and put the students in pairs to prepare five similar sentences using since or for. Go round and check, then invite different students to come to the board to write their sentences. Invite comments and make corrections if necessary.

KEY (suggested answers)

2 She has known her best friend since she was three.
3 She has studied English for eight years.
4 She has been at her school for two years.
5 She’s had her computer since April.
6 She’s had her school bag since last Saturday.

3  (15 minutes)

First, ask the students to copy the table into their notebooks. Then play the recording while students listen and write down the answers to each question. Put the students in pairs to compare their answers and play the recording again.

KEY

2 since he started Primary School
3 for six years
4 for two years
5 since 2003
6 for three years

Grammar in context  How long ... ?

Talking about how long

Cover the information about Ruba and Mazen. Ask and answer the questions in exercise 3.

A: How long has Ruba lived in her house?
B: I think she’s lived there for two years.

Work in pairs. Ask and answer the questions in exercise 3. Add information.

A: How long have you lived in your house?
B: I’ve lived there all my life. My parents moved there before I was born.

People’s lives
Grammar in context  *How long . . . ?*

4 Talking about how long  (15 minutes)

Ask two students to read out the example question and answer. Put students in pairs and tell them to cover the information and practise asking and answering similar questions about Ruba and Mazen. Write prompts on the board:

*live / house*
*know / best friend*
*study / English*
*be / at this school*
*have / computer*
*have / school bag*

Go round and listen, making corrections if necessary.

Invite three or four pairs (not necessarily students who have been working together) to perform their questions and answers for the class.

5 (15 minutes)

Ask two students to read out the example question and answer first. Put the students in pairs and tell the students to ask their partners the same questions, using the prompts on the board. Go round and listen as before.

Finally, invite different students to tell the class about their partners’ answers (e.g. *She’s lived in her house since last year*).

Make sure they are forming the present perfect correctly.

Extension

Ask the class to suggest the names of famous people who are alive today: singers, actors or writers, for example. Write the names of the people they suggest on the board.

Ask a confident student to choose one of the names and to come to the front of the class.

Explain to the class that they are going to ‘interview’ the ‘famous person’. The ‘famous person’ can guess the answers, but should try to stay in character. Encourage them to use *how long . . . ?* questions.

Then put the students in groups to practise similar interviews, taking turns as the ‘famous person’.

---

**Ruba’s life**

*How long have you lived in your house?*

We’ve lived here for two years. We came from Aleppo and moved to an apartment here. I love it. I’ve got a really nice room and my mum and dad let me choose the colour of the walls.

*How long have you known your best friend?*

I’ve known her since I was three. But I don’t see her very often now. She lives in Hama. But we send each other emails and she’s going to visit me here in the next holiday.

*How long have you studied English?*

Oh . . . eight years now! I’ve studied it for about eight years. I love speaking English and I’ve got penpals in other countries.

*How long have you been at your school?*

Well, for two years. Since we moved here. It was strange at first – a new school, new teachers, new friends. But now I’m really happy.

I know you like sending emails. So how long have you had your computer?

This was a present from my parents. I’ve had it since April. It’s how I keep in touch with my friends.

That’s a nice bag for your school books. How long have you had it?

Thanks. Actually it’s really new. I’ve had it since last Saturday. I got it in the local shopping mall.
OVERVIEW
Outcomes  Can read a text about life in space
Language focus  equipment for survival; How long ... ?
Materials  Students’ Book pages 44-45; Activity Book pages 34-35; Cassette 1

Students’ Book pages 44 and 45

Reading

1  BEFORE YOU READ (10 minutes)
Ask the students to look at the pictures and tell you what they can see (a space station, astronauts). Read out the instruction and invite a few suggestions from the class. Then put the students in pairs to discuss and make notes. Ask about how they imagine these four things to be.

Go round and join in their discussions, making suggestions if necessary.

Ask different students to report back to the class and allow a brief class discussion.

2  (20 minutes)
Allow time for the students to read the article. Go round and answer any questions about vocabulary. When students have finished reading, ‘collect’ new words and write them on the board (they will see some of this vocabulary again in exercise 3).

Read out the first question and invite the answer (350 kilometres). Then put the students in pairs to complete the task. Go round and offer help where needed, then check their answers. Were their ideas in exercise 1 correct?

KEY
1  It is 350 kilometres from Earth.
2  It is like camping because you have to take everything you need, use special equipment and dispose of your rubbish.
3  They don’t use knives, forks and plates because they float away.
4  They are white so that the astronauts are visible in space.

3  (5 minutes)
Ask the students to look at the first phrase (dispose of) and match it with its definition (c). Then ask them to complete the task in pairs.

KEY
1  c  2  b  3  d  4  e  5  a

Listening

4  (10 minutes)
Tell the students that they are going to hear an interview with Bill Ross (from the space station). Play the recording straight through, then ask them to read the first question and tell you if it is true or false (True). Then play it again and allow time for them to complete the task. Put them in pairs to compare answers before checking the answers with the whole class.

Tapescript 6.3 – see page 56

KEY
1  T  2  T  3  F – There are only two cabins, and most crew members sleep around the station. 4  T  5  F – It can be difficult to sleep, because they don’t have normal days and nights, and because it gets very noisy.

Life in space

Since 2000, highly trained astronaut teams have travelled 350 kilometres out into space to live and work. Most astronauts go for about three months. Living in space is a bit like camping – you have to take everything you need, you use special equipment, and you have to dispose of your rubbish. We asked Bill Ross on the International Space Station to tell us about living in space.

Food in space

Almost all our food is in cans or dried. We even have to add water to drinks. We drink through a straw, otherwise liquids float around the cabin. There is no fridge, so we can’t have cold drinks either. But there is a wide choice of food – soup, meat, vegetables, fruit, nuts, bread. We can also bring some favourites – mine is Chinese food.

We get three meals a day and a snack. We have to worry up our meals before we open the packages. Food moves around in zero gravity so we can’t eat off plates. We eat from the packages. We use straps to keep our food on the table. We don’t use knives or forks – and we don’t use chairs. We simply float around the table!

My taste has changed in space – I like spicier food now. We all love chocolate and sweets. And we all work in pairs. What is life like on a space station?

Moving around

Food

Drinks

Clothes

You can’t drink from a glass.

You can’t eat from a plate.

You can’t wear normal clothes.
Speaking 7 (15 minutes)

Put the students in pairs. Tell them to take turns to ask each other the questions they prepared in exercise 6. Encourage them to use their imaginations in their replies. Go round and listen and make a note of the most imaginative conversations. Then invite those pairs to perform for the class.

Did you know?

Ask students if they know about any other records. What are they for?

Lessons 7 and 8

ACTIVITY BOOK Skills development pages 34 and 35

Preparation for the project

Tell the students they will be working on a project called The International Space Station in the next lesson. Tell them to prepare by finding information and pictures in reference books and / or the Internet.

Ask them to bring their notes and pictures to the next lesson, remembering to make a note where they found their information.

Writing

6 (20 minutes)

In pairs or small groups, students discuss and write down six questions. Before they start, invite a few suggestions and write good ones on the board. Go round and offer more ideas if necessary. Correct any mistakes.

Listening

4 Listen to the interview with Bill Ross. Decide if the sentences are true (T) or false (F).
1. He enjoys looking at the Earth and into space.
2. He watches films, reads books and calls home.
3. Every crew member has his own cabin.
4. You can see the sun rise every hour and a half.
5. It is always easy to sleep in space.

Pronunciation rubbish, food, visible

5 6.4 READING ALOUD  Listen and repeat the poem. Then work in pairs.

Practise reading aloud.

I'm not a sailor, I work far from the sea,
But I live on a ship with the rest of the team.
I read floating books and eat floating food,
I watch my favourite films in a floating room.
The moving world has a blue-green face,
But in my dreams I don't float in space,
I don't need gloves or ropes when I'm asleep,
I run with the ground beneath my feet!

Writing

6 Imagine you are a journalist. Write six questions to ask an astronaut.

Speaking

7 Work in pairs. Be a journalist and an astronaut. Use your questions from exercise 6.

Did you know?

The record for the longest continuous stay in space is held by Dr Valeri Polyakov. He stayed there for 14 months!
Project

THE INTERNATIONAL SPACE STATION

Outcomes Can research and write about The International Space Station
Materials Students’ own information and illustrations; if possible access to the Internet and / or reference books; 1 large sheet of paper per group or pair; smaller pieces of writing paper and drawing paper; scissors or paper cutters; glue sticks; coloured pens

Students’ Book page 46

Preparation (5 minutes)
Put the students in pairs or groups. Alternatively they may work alone.

Now you try!
First draft (10 minutes)
Tell the students to discuss and make a note of what information and illustrations they would like to include under each of the three headings. Then tell them to share out the writing tasks. Remind them that this is just a first draft; they can change their minds and make corrections at this stage.

While they are doing this, go round and correct as many drafts as you can.

Design the project (10 minutes)
Give each group or pair a large sheet of paper and explain that they will stick their pictures and writing on to it. Ask them to think about where they will place their pictures and texts, and while they are doing that, go round and make more corrections to their drafts.

Second draft (10 minutes)
Give each student some writing paper and tell them to write their second drafts. Make sure you have seen and corrected their first drafts before they start these final versions. Provide paper for illustrations if required.

Finally (10 minutes)
Tell the students to write the title in large colourful letters (suggest they use a pencil first) and add further designs as they wish (for example, ruled borders around the pictures and texts would enhance the presentation).

Use the projects for a classroom display. Encourage them to look at each other’s projects.

EXTRA LISTENING  page 107
Module 3 Progress test

PROJECT

A
How to prepare your project
• Look on the Internet to find out about the International Space Station.
• Print the documents and underline the useful parts.
• Find the answers to these questions:
• Print out some interesting photos and draw pictures.
• Use these headings to write three short paragraphs about the ISS.

THE INTERNATIONAL SPACE STATION

A Facts about the ISS
B What is the ISS for?
C About the astronaut
Module 3

Unit 5

5.1

Interviewer: Hi Maher, hi Leen.
Maher/Leen: Hi.
Interviewer: So, let’s start. Question 1: Have you ever eaten Italian food?
Maher: No, I haven’t.
Leen: Yes, I have. I really like it. Especially pizza.
Interviewer: Question 2: Have you ever visited a museum?
Maher: Yes, I have.
Leen: Yes, I have. I’ve visited museums here and abroad.
Interviewer: Question 3: Have you ever been to another country?
Maher: No, I haven’t.
Leen: Yes, I have. I’ve been to Turkey and Germany.
Interviewer: Question 4: Have you ever acted in a play?
Maher: Yes, I have. I love drama.
Leen: No, I haven’t. I’d like to.
Interviewer: So, question 5: Have you ever made your own website?
Maher: Yes, I have. It was a school project.
Leen: Yes, I have. In my class at school.
Interviewer: Now. Question 6: Have you ever lost something important?
Maher: No, I haven’t.
Leen: Yes, I have. I’ve lost a gold ring.
Interviewer: Question 7: Have you ever flown in an aeroplane?
Maher: Yes, I have. And I’ve flown in a helicopter.
Leen: Yes, I have. When I went abroad.
Interviewer: Question 8: Have you ever met a famous person?
Maher: Yes, I have. A writer at a bookshop.
Leen: No, I haven’t.
Interviewer: Question 9: Have you ever won a prize?
Maher: Yes, I have. For sport.
Leen: Yes, I have. For my school work.
Interviewer: And the last question: Have you ever baked a cake?
Maher: No, I haven’t. But I really like cake.
Leen: No, I haven’t.
Interviewer: Thanks very much.
Maher/Leen: That’s OK.

5.2

Interviewer: Hello, and welcome to the programme. Today we have a very special guest in the studio. His name is Peter Delaney. And incredibly, he is walking around the world. Peter, how do you feel?
Peter: I’m fine, thanks. A little bit tired, but I feel fit and healthy.
Interviewer: When did you start your incredible journey?
Interviewer: How far have you walked so far?
Peter: Well, the whole journey is 36,000 miles.
Interviewer: That’s a long way!
Peter: Up to now I’ve walked about 19,000 miles. So I’ve completed over half the journey.

Interviewer: Where have you walked so far?
Peter: I’ve walked through South, Central and North America. And I’ve walked across Australia and New Zealand. The next stage of my journey is India and China.

Interviewer: What do you take with you?
Peter: I always carry a map, a medical kit, a sweater, water and things to eat. Of course, I have my passport with me at all times. And I always have my MP3 player. I enjoy listening to books and poetry while I’m walking. I think I’ve learned more than 300 poems!

Interviewer: Have you ever been in any danger?
Peter: Well, I got into danger when I was crossing the desert in Australia. It was January, so in Australia that means it’s the middle of the summer. It was incredibly hot. There was a storm and I got lost. I couldn’t find my map and I couldn’t see the road. I also didn’t have much water. Fortunately, a small plane was flying over the desert and the pilot spotted me.

Interviewer: Did the pilot fly you out of danger?
Peter: No, no. He landed his plane, gave me a new map, some food and water, and then flew away. The only planes I take are when I have to go to a new continent. And planes are faster than ships!

Interviewer: Well, good luck with the rest of your amazing journey.
Peter: Thank you very much.

5.3

1 house  trousers
2 road  most

5.4

1 photo
2 loud
3 rose
4 south
5 coat
6 round

5.5

1 Mr Jones ran on the road around the town.
2 They phoned a house in the south of Saudi Arabia.
3 My coat and trousers cost about 100 pounds.

Unit 6

6.1

The Boy from the Past
Episode 3: The mysterious collector

Dear Omar and Laila,
Thank you for contacting me. This is the most interesting enquiry I have received since I started my website. I would like to meet you to talk about your discovery. Why don’t we meet tomorrow afternoon?
Best wishes,
Harry Dark

Narrator: Omar and Laila read the unexpected email. Who was Harry Dark? And how could he help? They decided to ask their uncle and aunt for advice.

2

Narrator: The next day, with the professor and Aunt Mariam, they met Harry Dark in a restaurant.
Harry: I've been interested in the Phoenicians for over 20 years. I've collected lots of ancient pots, carvings and statues. I've run my website since 2001. It's an excellent way to exchange information. Do you know, it's received 1,500 visits since January?

Professor: I'm delighted that people are interested in such old things! Look. I've brought a photo of our piece of Phoenician stone.

Harry: Interesting. Very interesting. May I show you a photograph of one of my own pieces?

Narrator: Harry placed his photograph on the table next to the professor's.

Laila: The pieces fit together! How is that possible?

Harry: I found my piece of stone near your house. It tells the story of a boy called Amer.

Omar: That's right!

Harry: I've looked for other pieces of his story for five years. I want to know how it finishes. Did you find anything else?

Omar: We found a map!

Harry: That's very interesting. I'd like to buy both your pieces for my collection.

Mariam: I'm sorry, Mr Dark, but we don't want to sell them.

Harry: Are you sure?

Mariam: I'm afraid we plan to give them to the museum.

Harry: That's a pity. A great pity.

Narrator: That evening, Laila was looking out of the window. She called Omar and he joined her.

Omar: What is it?

Laila: Do you see that man across the road? He's been there for over half an hour.

Omar: What's he doing?

Laila: He's watching the house!

Interviewer: Hi Mazen. Can I ask you a few questions for our magazine?

Mazen: Sure.

Interviewer: How long have you lived in your house?

Mazen: Oh, I've lived there all my life. It's my grandfather's house.

Interviewer: How long have you known your best friend?

Mazen: My best friend is called Yousef. He's very funny. I've known him since I started Primary School.

Interviewer: How long have you studied English?

Mazen: I've studied English for six years. I really like it. I enjoy reading English books, too.

Interviewer: How long have you been at your school?

Mazen: I've been at this school for two years.

Interviewer: How long have you had your computer?

Mazen: I've had this one since 2003. It was my dad's. It's quite old fashioned, but I don't mind.

Interviewer: How long have you had your school bag?

Mazen: I've had it for three years. It's quite old but it's still a good bag. And I like the colour.

Bill: That's right. We do lots of experiments.

Interviewer: But what do you do in your free time? How do you relax?

Bill: Well, if you're staying on the space station for a few months, you need to relax and have fun. We follow Earth schedules up here so we programme in time for relaxation and exercise. You know, looking out of the window is fun! I love watching the Earth spinning below us and the infinity of black space! It's an incredible experience to be out in space seeing things hardly anyone else sees.

Interviewer: What other things do you do?

Bill: I watch films, I read books and I talk to my family. It's important to keep in touch with life on Earth.

Interviewer: We all enjoy that! But sleeping is a different experience in the space station. We have to get into our sleeping bags and attach ourselves to the wall or to a bed so we don't float around! There are only two cabins so the other crew members sleep around the station!

Interviewer: Is it easy to sleep in space?

Bill: No, not really. We get tired, but going to sleep can be difficult. The sun rises every 90 minutes during the mission so we don't have normal days and nights! It also gets very noisy on the space station, too!

Interviewer: Thanks, Bill. That was really interesting.

Bill: No problem. Call again.

I'm not a sailor, I work far from the sea,
But I live on a ship with the rest of the team.
I read floating books and eat floating food,
I watch my favourite films in a floating room.
The moving world has a blue-green face,
But in my dreams I don't float in space,
I don't need gloves or ropes when I'm asleep,
I run with the ground beneath my feet!
Module 4
Keeping in touch

Students’ Book page 47

Opener (10 minutes)
Tell the students that this page tells them what they will be doing in the fourth module. Ask them to read the title (Keeping in touch) and, if necessary, explain that this expression means staying in contact with friends and family.

Put the students in pairs and ask them to look at the four questions and make a note of their ideas. Go round and offer prompts if necessary. When they are ready, read out each question in turn and invite different students to share their ideas with the class. Ask them to keep their notes, then check them as they work through the module.

OUTCOMES
You will be able to:
• describe people
• talk about future plans
• agree and disagree
• make arrangements
• talk about the past
Students’ Book pages 48 and 49

Vocabulary describing people

1 (10 minutes)

Read out the words in the box, pausing after each one to check the students know its meaning. Then ask two students to read out the example question and answer. Remind them of the order of adjectives (short dark hair; long fair hair, etc.).

Put the students in pairs and tell them to discuss the questions with their partners. Go round and listen, making corrections as necessary. Then choose three or four students and invite them to describe people they know (e.g. My sister is slim with short dark hair.).

ACTIVITY BOOK page 40 exercises 1 and 2 (10 minutes)

Comprehension

2 BEFORE YOU READ (15 minutes)

Put the students in pairs. Ask them to look at the first picture on page 48 and read out the first question. Invite one or two suggestions, then ask them to discuss the three questions with their partners. Go round and listen, making your own suggestions if necessary. Tell them they will find out the correct answers when they have read the story.

KEY
1 (students’ own answers)
2 They are in the cabinet.
3 (students’ own answers)

3 7 mins (10 minutes)

Ask the students to read the story while you play the recording.

Then read out the first question and invite students to tell you the answer (He makes a phone call to a man called Roger.). Allow time for them to discuss the rest of the questions with their partners and to note down their ideas.

Play the recording again. If necessary, pause after each section and allow more time for the students to check their answers.

Tapescript 7.1 – see page 71

KEY (suggested answers)
1 He makes a phone call to a man called Roger.
2 He sees the thin man in the garden.
3 (students’ own answers)
4 He sees three men walking quickly across the garden.
5 He discovers that the Phoenician stones are not in the cabinet.
Grammar in context  present continuous as future

4 (10 minutes)
First, ask the students to read the story on page 48 again. Then ask them to cover the story. Ask them to look at the first sentence and tell you the missing names (Laila and Omar). Then tell them to complete the task, without looking at the story.

When they have finished, tell them to uncover the story to check their answers.

KEY
1 Laila and Omar
2 Roger
3 Laila and Omar
4 Dad
5 Laila and Omar
6 Mum

Grammar in context  adverbs

6 (10 minutes)
First, ask the students to look for examples of adverbs in the text on page 48 (e.g. thoughtfully, quietly, carefully). Remind them that adverbs ‘describe verbs’ – they tell us how an action is done.

Then ask the students to listen carefully while you play the first section of the recording.

Ask How is he speaking? (the answer He’s speaking slowly is given as the example). Repeat this with the remaining five parts of the recording.

Ask: How is he speaking?

KEY
1 He’s speaking slowly.
2 She’s speaking loudly.
3 He’s speaking fast.
4 She’s speaking politely.
5 He’s speaking angrily.
6 She’s speaking quietly.

Talking about future plans (10 minutes)
Put the students in pairs. Ask them to note down some arrangements for the coming week (tell them to make some up if necessary!). Go round and check that they have written down arrangements – future events that can be planned and scheduled.

Students then take turns to tell each other what they are doing. Go round and listen, making sure that they are using the present continuous.

Finally, ask different students about their partners’ arrangements (e.g. What’s Huda doing on Monday?), encouraging them to reply in full sentences (e.g. She’s playing tennis with a friend.).

Grammar in context  present continuous as future

4 (10 minutes)
First, ask the students to read the story on page 48 again. Then ask them to cover the story. Ask them to look at the first sentence and tell you the missing names (Laila and Omar). Then tell them to complete the task, without looking at the story.

When they have finished, tell them to uncover the story to check their answers.

KEY
1 Laila and Omar
2 Roger
3 Laila and Omar
4 Dad
5 Laila and Omar
6 Mum

Grammar in context  adverbs

6 (10 minutes)
First, ask the students to look for examples of adverbs in the text on page 48 (e.g. thoughtfully, quietly, carefully). Remind them that adverbs ‘describe verbs’ – they tell us how an action is done.

Then ask the students to listen carefully while you play the first section of the recording.

Ask How is he speaking? (the answer He’s speaking slowly is given as the example). Repeat this with the remaining five parts of the recording.

Ask: How is he speaking?

KEY
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Talking about future plans (10 minutes)
Put the students in pairs. Ask them to note down some arrangements for the coming week (tell them to make some up if necessary!). Go round and check that they have written down arrangements – future events that can be planned and scheduled.

Students then take turns to tell each other what they are doing. Go round and listen, making sure that they are using the present continuous.

Finally, ask different students about their partners’ arrangements (e.g. What’s Huda doing on Monday?), encouraging them to reply in full sentences (e.g. She’s playing tennis with a friend.).
OVERVIEW
Outcomes  Can listen to and understand a conversation about future plans; can discuss and make arrangements
Language focus  Yes, I am. / No, I’m not. / So am I. / Neither am I.
Materials  Students’ Book pages 50–51; Activity Book page 41; Cassette 2

Students’ Book pages 50 and 51

Comprehension

1  BEFORE YOU READ (5 minutes)
First, ask the students to look at the first picture. Read out question 1 and invite ideas (they are in Samer’s house). Do the same with question 2 (they will find out the correct answer when they have read the dialogue).

2 (10 minutes)
Ask the students to copy the diaries into their notebooks and do the same on the board.

Play the recording while students read the text on page 50.

Play the recording a second time, pausing for the students to complete the diaries.

Play the recording again for them to check their answers and invite one or two students to come to the board and complete the diaries.

Tapescript 7.3 – see page 71

KEY

<table>
<thead>
<tr>
<th></th>
<th>Ali</th>
<th>Muhanad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>going swimming at the beach</td>
<td>going swimming at the pool</td>
</tr>
<tr>
<td>Monday</td>
<td>not doing anything</td>
<td>visiting grandparents</td>
</tr>
<tr>
<td>Tuesday</td>
<td>going to the museum</td>
<td>helping dad in the shop</td>
</tr>
<tr>
<td>Wednesday</td>
<td>not doing anything</td>
<td>not doing anything</td>
</tr>
</tbody>
</table>

3 (5 minutes)
Read out the first sentence and ask the class True or false? (True). Then tell them to complete the task. Go round and listen, offering help if necessary.

Refer the students back to the second question in exercise 1. Ask Were you right?

**KEY**
1 T  2 F – Ali is going to the beach; Muhanad is going to the pool  3 F – Only Muhanad is visiting his grandparents  4 T  5 F – He isn’t busy
Grammar in context  
Yes, I am. / No, I'm not. / So am I. / Neither am I.

4 (10 minutes)
First, ask the students to look again at the dialogue on page 50. Ask them to find examples of short answers (e.g. Yes, I am; So am I, etc.). Then put the students in pairs and ask them to read the dialogue together, changing over so that they each read both parts.

Read out the first question and the answer which is given as an example. Then allow time for the students to complete the task, writing down the short answers in their notebooks.

KEY
2 Neither am I.
3 So am I.
4 No, I'm not.
5 Yes, I am.
6 So am I.

ACTIVITY BOOK  exercises 5 and 6  page 41
 
Ideas and thoughts 7

2 (7.3) Listen and read the dialogue on page 50. Copy and complete the diaries.

3 Read the dialogue again. Decide if the sentences are true (T) or false (F).
1 Ali and Muhanad are going swimming on Sunday.
2 They are going to the same place.
3 Ali and Muhanad are visiting their grandparents on Monday afternoon.
4 Ali and Muhanad are both busy on Tuesday.
5 Ali is busy on Wednesday.

Grammar in context  Yes, I am. / No, I'm not. / So am I. / Neither am I.

4 Write replies to the sentences.
1 Are you playing football at the weekend? (✓) Yes, I am.
2 I'm not going to the beach next week. (✗)
3 I'm going swimming today. (✓)
4 Are you studying maths tomorrow? (✗)
5 Are you playing tennis at the weekend? (✓)
6 I'm watching TV this evening. (✓)

5 a Write six true sentences about your plans.
I'm doing my homework this afternoon. I'm not seeing my aunt tomorrow.

b Agreeing and disagreeing Work in pairs. Agree or disagree with the sentences.
A: I'm doing my homework this afternoon. B: So am I. / I'm not.
A: I'm not going out tomorrow. B: Neither am I. / I am.

6 (7.4) Listen to the conversation with Ahmed. Answer the questions.
1 What is Ahmed doing on Wednesday?
2 What is Ali doing on Friday morning?
3 What are they doing on Friday afternoon?

Imagine you are a very busy person. Write a diary for your week. Leave two mornings and afternoons free. Use these ideas or invent other activities.

study play football have a music lesson go swimming help your parents
watch a DVD do a project write emails

7 Making arrangements Work in pairs. Arrange a meeting for next week. Use your notes in exercise 7.
A: Are you doing anything on Saturday morning?
B: Yes, I am. I'm going shopping.

8 Making arrangements Work in pairs. Arrange a meeting for next week. Use your notes in exercise 7.

ACTIVITY BOOK exercises 7a and 8  page 41

5 a (5 minutes)
Ask the students to write six true sentences about their plans. Tell them to write three positive sentences and three negative ones. Go round and check their sentences, offering prompts if necessary.

b Agreeing and disagreeing (10 minutes)
Ask two students to read out the two example dialogues, then put the students in pairs to practise similar conversations, using the six sentences they prepared in part a. Go round and listen, making corrections where necessary.

Finally, ask different students to say one of their sentences, choosing students from another part of the classroom to agree or disagree.

6 (10 minutes)
Ask the students to read the three questions, then ask them to listen carefully while you play the recording.

Read out the first question and invite a student to give you the answer (He’s playing football.).

Play the recording again and put the students in pairs to answer questions 2 and 3.

Tapescript 7.4 – see page 71

KEY
1 He’s playing football.
2 He’s helping his dad.
3 They’re playing tennis.

7 (10 minutes)
Read out the instruction and allow time for the students to write their diaries (using their imaginations). Go round and make sure they leave two mornings and two afternoons free.

8 Making arrangements (10 minutes)
Put the students in pairs. Ask one pair to read out the example dialogue, then tell them to talk to their partners and find a time when they are both free for a meeting. Tell them to decide what they are doing, as well as the day and time. Go round and listen, making sure they are using the present continuous to refer to their future plans.

Finally, ask different students to tell the class about their arrangements (e.g. Ali and I are going shopping on Wednesday afternoon.).
OVERVIEW
Outcomes Can read and understand a factual text; can discuss ways of communication; can understand and record phone messages
Language focus vocabulary of communication
Materials Students’ Book pages 52–53; Activity Book pages 42–43; Cassette 2

Students’ Book pages 52 and 53

Reading

1 BEFORE YOU READ (10 minutes)

Read out the first question, and invite a student to reply. Then put them in pairs to ask and answer the questions. Go round and listen, giving prompts if necessary.

When they are ready, ask three or four different students to tell the class about their partners (e.g. My partner sends a lot of emails, but she doesn’t send any letters.).

2 (15 minutes)

Read out the title of the article on page 52, and write the verb communicate and the noun communication on the board, checking that the students understand them. Then allow time for the students to read the article all the way through. While they are reading, go round and explain any difficult words. Make a note of these words and check them with the whole class when they have finished reading.

Read out the first sentence (Babies learn to speak ...) and ask the students if it is true or false according to the article (false – they imitate sounds).

Tell the students to read the article again and complete the task. Go round and offer help where needed.

KEY
1 F – they copy people around them
2 T
3 F – older people told stories and facts to the younger generation
4 T
5 T
6 F – it is still important to talk to, and learn from the people around us

3 (10 minutes)

Ask the students to look again at the first paragraph, and to find a word or expression that means facts and information (knowledge). Then put them in pairs to complete the task. Go round and offer help if needed.

3 F

Speaking

4 OVER TO YOU (15 minutes)

Put the students in small groups. Read out the questions, then allow time for the groups to discuss their ideas. For the third question, tell students to think about who is communicating what to who, and why. (For example, doctors and clinics need to give everyone health information because it affects their knowledge of how to be healthy, and therefore their quality of life.) Go round and listen.

When they are ready, invite a student from each group to report back their ideas to the class. Allow a brief class discussion.

Strengthening skills: Focus on communication

1 Why is communication important?
We all have ideas, knowledge, feelings and opinions that we want to share with other people. We also need to learn about our culture and the world around us.

2 How did we communicate in the past?
Oral culture was very important before the invention of writing. People had to remember all their knowledge, so older people told stories and facts to the younger generation. Later, people learned to draw pictures on stone to exchange ideas. After the invention of the alphabet, people could write down everything they knew. In this way more information could be communicated than any one person could remember.

3 How do we communicate today?
The invention of printing 500 years ago, telephones in the 19th century and radio, films, television and computers in the last century changed the way we communicate. Nowadays we get a lot of our information from the Internet. We can surf the Net, send emails and communicate directly through video links.

4 Have advances in communication improved our lives?
New technology is very exciting. We can watch news stories from all over the world, learn facts and information and enjoy entertainment. We can talk to our family and friends using technology, even when they are miles away. However, we must also remember to talk to people face-to-face and learn from the people around us!

5 Work in pairs. Answer the questions. Each week:
• how many phone calls do you make?
• how many text messages / emails / letters do you send?
• how long do you spend watching TV / reading / surfing the Net?
Pronunciation **good, can**

6 (10 minutes)

a [7.6] Listen and repeat the words. How many ‘g’ and ‘c’ sounds do you hear?
1 good get language
2 can computer communicate

b [7.7] Copy the sentences. Listen and underline the sounds.
1 I gave my cousin a great computer game.
2 I forgot my keys were in the pocket of my green coat.

Writing

7 (15 minutes)

Read out the instruction, and remind the class that they should use an informal style in an email to a friend. Allow time for them to write their emails. Go round and offer suggestions if necessary. Check that they are using the present continuous where appropriate.

When they are ready, invite different students to read out their emails to the class, and invite comments.
Students’ Book pages 54 and 55

Vocabulary    communication verbs

1   (5 minutes)
Read out each word in the box, and ask the students to match them with the correct definition (1–5). Tell them that they will find these verbs in context in the articles later in the lesson.

KEY
1 exchange  2 distribute  3 link  4 pass  5 store

Comprehension

2 BEFORE YOU READ    (5 minutes)
Read out the instruction and the two examples, then ask for a few more ideas from the class.

Put the students in pairs to make a note of their ideas. After about three minutes, find out which pair has the most ideas. Ask those students to read out their ideas to the class and allow a brief class discussion.

3 (15 minutes)
Ask the students to read through the questions before they read the article. Explain any new words to them, then ask them to guess whether the sentences are true or false. Tell them to make a note of their guesses to check later.

Allow time for the students to read the article. Go round and explain any new words, making a note of them, to check with the whole class later.

When the students are ready, tell them to complete the task. Go round and offer help if needed.

Finally, ask them if their guesses were all correct.

KEY
2 F – we have clients in our homes.  3 T  4 T  5 F – emails and information are sent to and from servers.
Grammar in context  present passive

5  (15 minutes)

First, write past participle on the board and ask students for some examples (e.g. the past participle of go is gone/been; the past participle of give is given, etc.). Write correct suggestions on the board.

Tell students to read both articles again and find the past participles of the verbs in the box. Go round and offer help if necessary.

Invite different students to read out the sentences which contain each past participle (sometimes there is more than one example).

KEY
linked exchanged stored distributed sent passed changed

6  (10 minutes)

Ask the students to copy and complete the text, using the passive form of the verbs in brackets. While they are working, copy the gapped text on to the board.

Then invite different students to come to the board to complete the missing verbs.

KEY
1 are linked   2 is called   3 is exchanged   4 are linked   5 is distributed   6 is connected

Extension

On the board, write this heading:
How the postal system works.

Tell the class they are going to explain what happens from the time a letter is posted to the time it is delivered. Invite them to suggest useful vocabulary, and write sensible suggestions on the board (e.g. letter box, mail, post office, postal workers, to collect, to sort, to transport, to deliver. Note: to frank = to mark a stamp to show it has been used – the letters are franked).

Put them in pairs or small groups and ask them to make notes – or they could draw diagrams. Go round and discuss their ideas, then ask them to write a paragraph similar to the one on page 55 (exercise 6). Go round and make corrections.

Invite three or four different students to read out their work and invite comments and suggestions.

Did you know?

Do your students know the names of the symbols commonly used in email or website addresses?

@ = at
/ = forward slash
. = dot
_ = underscore

The @ sign is 500 years old. It was used by Italian traders to represent a measure for selling oil or grain.
OVERVIEW
Outcomes
Can understand a factual text about the past; can understand and use the past passive; can talk about the past
Language focus past passive
Materials Students’ Book pages 56–57; Activity Book page 45; Cassette 2

Students’ Book pages 56 and 57

Comprehension

1 BEFORE YOU READ (15 minutes)
Ask the students to look at the title of the article and the pictures and tell you what they think the article is about (different ways of communicating, past and present). Ask them to cover the article and then invite the class to guess what methods of communicating they are going to read about. Write new words on the board. Then ask them to look at the seven headings and match them with pictures 1–7. Put the students in pairs for this task. Go round and offer help if necessary. Were their guesses correct?

KEY
2 Flags 3 Electric telegraph 4 Messengers 5 Telephone 6 Fires 7 Internet

2 (10 minutes)
Ask the students to read the article to find reference to the year 1200 BC (in the first paragraph). Then ask them to match the year with one of the events, a–g (f). Then tell the students to read the article and complete the task.

When they are ready, play the recording while they check their answers.

Tapescript 8.1 – see page 72

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

3 OVER TO YOU (15 minutes)
Put the students in small groups. Ask them to discuss how they keep in touch with friends and family, using the ideas in the box and their own ideas. Go round and listen, giving prompts where necessary.

When they are ready, invite students from each group to report back to the rest of the class. Which method is the most popular? Have a class vote.
Grammar in context  past passive

4  (10 minutes)

Read out the instruction and the example. Then put the students in pairs to find five more examples of the past passive. Go round and offer help if needed.

KEY
(Five of the following;)
New men and horses were used each day.
Flags were used by the Greeks 2,400 years ago.
The message number was communicated to another ship using flags.
The telegraph was introduced in the 1850s.
The code of dots and dashes was named after Samuel Morse.
It was used by the government.
In 1837 a ‘one price’ post was started in England.
In 1876 the first telephones were used.
The telephone was invented by two people.
Nowadays millions of computers are connected globally by the Internet.
The World Wide Web was invented by Tim Berners-Lee in the early 1990s.

5  (10 minutes)

Tell the students they are going to read a text about the history of the CD (compact disc). Read out the first sentence and ask them to supply the correct form of the verb in brackets (were produced). Then ask the students to complete the task. There is no need for them to copy out the entire text, they can write the answer for each question number.

KEY
2 was manufactured  3 was sold  4 were launched
5 were made  6 was chosen  7 was trained

6  Talking about the past  (15 minutes)

Put the students in small groups. Before they begin the task, choose a student and ask Were you given a DVD last year? If the answer is no, keep asking until somebody answers yes. Ask Who gave it to you?

Then allow time for the students to complete the task in their groups. When they are ready, ask students from each group to report back to the class (e.g. Ali was given a DVD by his brother.).
OVERVIEW
Outcomes  Can read and understand a text about the brain; can talk and write about preferences
Language focus  mind and body vocabulary
Materials  Students’ Book pages 58–59; Activity Book pages 46–47; Cassette 2

Students’ Book pages 58 and 59

Vocabulary  mind and body

1  BEFORE YOU READ  (5 minutes)

Read out the first sense (smell) and ask the students to match it with one of the verbs and one of the parts of the body (to smell, nose).

Allow a few minutes for them to complete the task.

KEY
smell, to smell, nose
hearing, to hear, ear
sight, to see, eye
touch, to touch, skin
taste, to taste, tongue

Reading

2  (20 minutes)

Ask the students to read the questions, then put them in pairs to guess the answers. Then allow time for them to read the article on page 58. Go round and explain any difficult words. Make a note of these and check them with the whole class later.

Allow time for the students to answer the questions again, this time referring to the article.

Ask Were your guesses right?

KEY
1  They send electrical and chemical signals.
2  It controls intelligence, the senses and memory.
3  The smallest part.
4  The middle part.
5  The left side of the brain controls the right side of the body and creative activities.
   The right side of the brain controls the left side of the body and logical activities.

Listening

3  (15 minutes)

Tell the students they are going to hear part of a radio programme about how to improve their brain power. Before you play the recording, ask the class to guess what they might hear and make a note of their ideas. Then ask them to look at the notes while you play the recording.

Play the recording again, then allow time for the students to make a note of the missing words (there is no need to copy the whole text).

Play the recording again for students to check their answers.

KEY
1  food  2  fish  3  green  4  biscuits  5  sleep  6  problems  7  exercise  8  relaxes

Tapescript 8.2 – see page 72

Skills: Focus on the brain

BRAIN POWER

Control centre
The brain is the most complicated part of the body. It takes up 2% of our body weight but uses 20% of our energy supply. It receives information and sends out messages to control our behaviour and movements. It allows us to think, learn and remember. The brain floats in liquid and the hard skull protects it. The adult brain weighs around 1.4 kilograms – but a six-year-old’s brain is already adult sized!

Messengers
There are billions of cells inside the brain. There are two main types:
Nerve cells
There are about 100 billion nerve cells in the brain. They are responsible for everything we do by sending electrical and chemical signals. These signals can travel as fast as 90 metres a second.
Supporting cells
These cells protect the nerve cells and keep the brain healthy.

Parts of the brain
Your brain is divided into three main parts. The smallest part controls breathing and digestion. The middle part controls movement. The biggest part controls intelligence, the senses and memory. Different sections of this part are responsible for different things. These include smell, sight, touch, music and language. Scientists study brains while people are doing activities, such as talking. They can see which part of the brain is used.

Left and right
The brain is also divided into two halves.

◆ The left side controls the right side of the body. In most people this side is used for creative activities.
◆ The right side controls the left side of the body. In most people this side is used for logical activities such as maths.
Speaking

4 (15 minutes)
Ask the students to remember about the two halves of the brain – which half controls what kind of activities? (right: logical; left: creative). Then put the students in pairs to discuss which of the activities they prefer. Tell them to make notes about their partners’ preferences. Are they more creative or more logical, or are they both?
Invite two or three students to report back to the class about their partners. Ask them to keep their notes for a later activity.

Pronunciation  brain, can

5 (10 minutes)
Ask the students to copy the two lists of words into their notebooks. Then read out the first word (brain). Ask the students to note that part of the word is underlined. Ask them to repeat the sound that is underlined.
Tell them to listen to the recording and underline the same sound in the rest of the words in list one.
Repeat the same procedure with the words in list two.

Writing

6 (15 minutes)
Refer the students back to their notes from exercise 4. Tell them they are going to use them to write a paragraph about themselves and their partners.
Read out the example sentences, then allow time for them to write their paragraphs. Remind them to write about themselves as well as their partners. Go round and check their work, making corrections where necessary.
Finally, invite three or four students to read out their work to the class.

Preparation for the project
Tell the students they will be working on a project called Processes in the next lesson. Ask them to look at page 60 and to find the Now you try! section. There they will find a list of ‘processes’ which they can choose from. Ask them to think about which process they will choose and to do some research (they will be able to work in groups or individually). Tell them to look at reference books and / or the Internet. Ask them to bring their information (plus any suitable illustrations) to the next lesson, remembering to make a note of their sources.
**Preparation** (10 minutes)

Ask the students to read the title (How paper is made) and predict some of the words they will read in the text (e.g. trees, wood, chemicals, etc.). Then allow time for the students to read the text. Go round and explain any new words.

Ask the students to find all the passive verbs in the text. Tell them to compare answers with a partner.

**KEY**
is made (x2); is chopped; are added; is (then) cleaned; is put; is pressed (and dried); is cut

**Now you try!** (5 minutes)

Put the students in pairs or groups according to which process they have chosen. Alternatively they may work alone.

**First draft** (10 minutes)

Tell the students to discuss and make a note of the information they would like to include. They should plan illustrations, too. Tell them to share the work between the group and to write their first drafts. Go round and make suggestions where necessary. Check that they use the passive correctly where appropriate. Remind them that they can change their minds and make corrections at this stage.

When they are ready, tell them to read other peoples' first drafts and encourage them to make suggestions. While they are doing this, go round and correct as many drafts as you can.

**Second draft** (10 minutes)

Give out writing paper and tell the students to write their second drafts. Make sure you have seen and corrected their first drafts before they start these final versions. Provide materials for illustrations if required.

**Finally** (10 minutes)

Give each group a large piece of paper to arrange their work on. Tell them to write the title in large colourful letters (suggest they use a pencil first) and add further designs as they wish (for example, ruled borders around the pictures and texts would enhance the presentation).

Use the projects for a classroom display.

**EXTRA LISTENING** page 108

**Module 4 Progress test**

**ACTIVITY BOOK** Progress Test pages 48–51
7.1 The Boy from the Past
Episode 4: The thin man

1
Narrator: A man was standing in the shadows opposite the house. He was tall and thin with a scar on his left cheek. He took out his mobile and thoughtfully tapped the keys. Then the man spoke quietly.

Ray: Hi, Roger. It’s me, Ray. Are you doing anything tonight?
Roger: No, I’m not. I’m not going out because I haven’t got any money! Why?
Ray: Well, how would you like to make some money?

2
Narrator: Inside the house, Omar walked into the sitting room and found Laila working on the computer.

Laila: I just got an email from Mum and Dad. They send their love.
Omar: How are they?
Laila: They’re very busy. Dad’s getting a plane to Beirut this afternoon on business and Mum’s visiting friends.
Omar: Well, Uncle Firass has planned a nice day for us on Saturday.
Laila: Really? What are we doing?
Omar: Well, in the morning we’re going to the museum. We’re seeing the curator of the museum at ten o’clock and we’re giving him the carvings. Then we’re having lunch at a really nice restaurant.
Laila: That sounds great!
Omar: Look, it’s that man again! He’s in our garden!
Narrator: They ran out into the garden, but they couldn’t see the man anywhere. Laila looked into the well.
Omar: Don’t be silly, Laila. He isn’t in the well!
Laila: No, of course, he isn’t ... I just had an idea, that’s all.

3
Narrator: That night, Omar heard a noise downstairs. There was someone in the house! He listened carefully. Then he heard footsteps outside. Omar jumped up and looked out of the window. There were three men walking quickly across the garden – the thin man, a bald man and a short man. They got into a car, banging the doors loudly, and drove away. Omar woke everyone up and explained about the men. Uncle Firass called the police and then they looked around the house. But then Omar saw the cabinet.

Omar: Oh no!
Firass: What is it, Omar?
Omar: The Phoenician stones! They aren’t there!

7.2
I bought a very interesting book yesterday.
Hello! Can you hear me?
I’m doing lots of different things tomorrow.
Could I possibly have a cup of tea, please?
Shut that door!
I like studying in the library.

7.3
Narrator: It’s the first week of the school holidays and Samer and his friends are making plans.
Samer: My parents gave me this new tennis racket.
Ali: It’s really nice. It’s very light.
Samer: Why don’t we play tennis this week? We can play doubles.
Muhanad: That’s a good idea.
Samer: What about today? Are you doing anything this afternoon?
Ali: Yes, I am. I’m going swimming with my family.
Muhanad: So am I!
Ali: Really? Are you going to the beach?
Muhanad: No, we’re not. We’re going to the new swimming pool.
Samer: Are you doing anything on Monday?
Ali: No, I’m not.
Muhanad: Yes, I am. I’m visiting my grandparents.
Samer: Well, are you doing anything on Tuesday?
Ali: Yes, I am.
Muhanad: So am I. I’m helping my dad in the shop.
Ali: And I’m going to the museum with my sister and my uncle.
Samer: You two are busy every day! Are you doing anything on Wednesday?
Ali: No, I’m not.
Muhanad: Neither am I!
Samer: That’s brilliant. Let’s call Ahmed and see if he’s free.

7.4
Ahmed: Hello?
Samer: Hi, Ahmed. It’s Samer.
Ahmed: Hello Samer! How are you?
Samer: I’m fine, thanks. Are you free to talk at the moment?
Ahmed: Yes, I am.
Samer: Listen. Do you want to play tennis with Muhanad, Ali and me?
Ahmed: Yes, I do! You know I love tennis. When are you going to play?
Samer: Well, we’re meeting at my house on Wednesday afternoon.
Ahmed: Wednesday? Oh no. I’m playing football on Wednesday.
Samer: Oh, that’s a pity. Are you free on Friday morning?
Ahmed: Yes, I am!
Samer: Just a minute, Ahmed. Are you two free on Friday morning?
Muhanad: Yes, I am.
Ali: I’m not free. I’m helping my dad in his shop.
Ahmed: Well, I’m not doing anything on Friday afternoon.
Samer: Are you two free on Friday afternoon?
Ali: Yes, I am.
Muhanad: So am I!
Samer: Ahmed, we’re playing tennis on Friday afternoon.
Ahmed: Great! See you then!
Samer: Bye!
Ahmed: Bye!
7.5

**Tom’s Answerphone message:** I’m sorry but I’m not at home at the moment. Please leave a message after the beep.

**Kevin:** Er ... hello, Tom. It’s Kevin. I’m afraid I can’t see you on Tuesday. I’m having my guitar lesson. I’ll call again later. Bye.

**Suzanne:** Hello, Tom. It’s Suzanne here. Can you call me this evening? I’m staying at home so you can call me at any time. OK? Speak to you later. Bye.

**Ali:** Hi, Tom, it’s me, Ali. Listen. Are you busy on Saturday? I’m going to the beach on Saturday with my family. Do you want to go with us? Please say yes! Anyway, don’t call me. I’ll call again this evening. Speak later.

**Kevin:** Hi, Tom. It’s Kevin again. I’m sorry, but I made a mistake earlier. I can see you on Tuesday. I’m having my guitar lesson on Wednesday, not Tuesday! I’ll call you again later. See you!

7.6

1 good get language
2 can computer communicate

7.7

1 I gave my cousin a great computer game.
2 I forgot my keys were in the pocket of my green coat.

**Unit 8**

8.1

1 In 1200 BC the Greeks used fires to send news.
2 2,500 years ago the King of Persia started to use messengers.
3 In 900 BC a postal service was started.
4 In the 1990s Tim Berners-Lee invented the World Wide Web.
5 In 1837 the ‘one price’ post was started in England.
6 In the 1850s the telegraph was introduced.
7 In 1876 the telephone was introduced.

8.2

**Presenter:** Today we have Professor Sabah in the studio again. This week he is going to give us some advice on how to improve our brain power. Hello professor.

**Professor:** Hello.

**Presenter:** Last week you told us about how the brain works. What my listeners and I want to know now is how we can make our brains work better!

**Professor:** Well, my first tip is to eat the right food! You can eat to improve your brainpower. Fish, meat and green vegetables all help your brain work better. Soft drinks, cakes and biscuits stop you from studying well.

**Presenter:** So, first of all we have to eat the right things. What else?

**Professor:** Tip number 2. It is really important to get enough sleep! Young people need at least eight hours a night. While you are sleeping, your brain solves problems! Did you know you actually learn things you studied during the day while you sleep?

**Presenter:** That’s incredible! What’s your next tip?

**Professor:** Tip 3 is – you must get enough exercise. For your brain to work properly your brain needs oxygen! And exercise increases the oxygen levels in your brain. It also relaxes you and prevents stress. Stress stops you from learning!

**Presenter:** Well, Professor Sabah, thank you very much. You’ve given us lots of tips on how to make our brains work better! Now it’s nearly ten o’clock, so over to the news and weather ...
Module 5
Around the world

Students’ Book page 61

Opener (10 minutes)
Tell the students that this page tells them what they will be doing in the fifth module. Ask them to read the title (Around the world) and look at the pictures.

Put the students in pairs and ask each pair to choose one picture. Allow five minutes for them to make a note of words connected with the picture they have chosen. When they are ready, invite the students to share their ideas with the class. Write good suggestions on the board.

Module 5
Around the world

Read Episode 5 of The Boy from the Past. What is Laila investigating?
Read about the environment. What’s special about islands?
Read about an incredible journey. What’s special about this ship?
Focus on ecosystems. What is this place?

OUTCOMES
You will be able to:
- talk about likes and dislikes
- make guesses
- discuss the environment
- discuss advantages and disadvantages
- talk about things you had to do

Students’ Book page 61
Opener (10 minutes)
BEFORE YOU READ (10 minutes)

Read out each word and check that students know their meanings. Ask them to try to name an example of each place, using a globe or map if possible. Go round and offer prompts if necessary.

Invite different students to share their ideas with the class, using a globe or map if possible to locate the place.

Comprehension (15 minutes)

Ask the students to read the title of the article on page 62 and the first paragraph. Go round and explain any new words. If possible, show them where Madagascar is on a globe or map. Explain that an orang utan is an ape, like a gorilla but smaller. If you have a picture, show it to the class.

Ask the students to look at sentence 1, and to choose the two correct ways of completing it (a, c).

Allow time for them to read the rest of the article, then ask them to complete the task. Go round and offer help if necessary.

KEY
1 a, c  2 a, b  3 b, c  4 a, b  5 b, c

Grammar in context  that / which, who, where

3 (10 minutes)

First, ask the students to read the article on page 62 again. Then read out number 1 and ask the students to choose the correct way to complete the sentence (d).

Allow time for the students to complete the task. Go round and offer help where needed.

KEY
1 d  2 c  3 e  4 b  5 a
4 Talking about likes and dislikes (20 minutes)

Read out the instruction and the example sentences. Then ask the class to help you build up similar sentences on the board. Supply the beginning then invite suggestions for each following word:

I like … films … that / which … are frightening.

My friend likes … people … who … are friendly.

Put the students in pairs to prepare more sentences, using who, that / which and where. Tell them to use the ideas in the box or their own ideas. Go round and offer help if necessary. Finally, invite different students to come to the board and write their sentences. Make sure you have correct examples of sentences with that, which, who and where.

Extension

On the board, write this:

Find the person who …
- can speak the most languages.
- is the oldest.
- lives the nearest to the school.
- has the most brothers and sisters.
- has the heaviest school bag.

Put the students in small groups to find each person, by asking questions and, in the case of the last item, by testing each bag. Then compare each group ‘winner’ to find the class champions in each category!

5 OVER TO YOU (15 minutes)

Clean the board. Then tell the students to write a paragraph about their own likes and dislikes, using who, that / which and (if possible) where. Go round and make corrections where necessary.
Lesson 3 and 4

OVERVIEW
Outcomes Can read and understand a factual article about animal migration
Language focus either ... or ..., although, both ... and ..., after
Materials Students’ Book pages 64–65; Activity Book page 53; Cassette 2

Students’ Book pages 64 and 65

Comprehension

1 BEFORE YOU READ (10 minutes)
Read out the instruction and the first question. Invite answers from the class. Continue with questions 2, 3 and 4, using them as the basis for class discussion.

2 (20 minutes)
Ask the students to look at the title of the article on page 64 and the pictures and maps. Ask them to guess what the article is about (the movements of animals).

Ask them to read paragraph 1, and then to explain the word migrate (animals migrate when they travel long distances).

Allow time for the students to read the rest of the article. Go round and explain any new words, making a note of them to check with the whole class later.

When they are ready, read out question 1 and invite a student to answer it (They migrate to find food, warmth or a place to have their young). Ask them to answer the remaining questions. Go round and offer help if necessary.

3 (5 minutes)
Ask the students to look again at paragraph 1 and find a word that means very big (enormous). Then tell them to find the other three words. Go round and offer help if necessary.

KEY
Paragraph 1: long
Paragraph 2: huge
Paragraph 3: lifetime

ACTIVITY BOOK page 53 exercises 5 and 6*

Migration

Journey North, Journey South

1 Some animals migrate long distances every year. They travel in search of food, warmth or a place to have their young. Although the journeys are often thousands of kilometres, the animals find their way.

2 The Serengeti Plain is in East Africa. When the dry season starts, huge groups of wildebeest move west to find fresh grass and water. Then they move back towards the east. Sometimes they travel more than 1,500 kilometres. About one million wildebeest do this amazing journey. They don't damage the grass they walk on - they make it grow better!

3 These sea birds spend summer (May to August) in the Arctic north. The days are long and there is a lot of food for their young. After this, they fly 16,000 kilometres to spend another summer in the Antarctic south. In one year, they experience summer both in the north and the south. They travel over one million kilometres during their lifetime.

4 Grey whales travel to cold waters for food and to warmer waters to have their young. This means they have to travel 20,000 kilometres – 10,000 kilometres there and 10,000 kilometres back. It is the longest migration for any mammal. The whales spend winter in the warm seas near Mexico where they look after their young in the warm water. Then in February they go north to the Arctic water where there is a lot of food. It takes them two months.

5 The Arctic tern.

6 The Grey Whale.

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4 OVER TO YOU (10 minutes)

Put the students in pairs. Ask them to read the article on page 64 again, and tell each other what they think is surprising. Go round and listen, offering your own ideas if you wish.

Finally, invite different students to share their ideas with the class. Encourage them to give reasons.

Grammar in context  either … or …, although, both … and …, after

5 (10 minutes)

Ask the students to look again at the text and find a sentence containing although … (paragraph 1, sentence 3). Ask them to copy the sentence into their notebooks. Then allow time for them to find and copy the other sentences. One of the expressions is not found in the text.

KEY
Paragraph 1 Although the journeys are often thousands of kilometres, the animals find their way.
Paragraph 3 After this, they fly 16,000 kilometres to spend another summer in the Antarctic south.
Paragraph 3 In one year they experience summer both in the north and the south.

6 (10 minutes)

Read out the words and expressions from exercise 5 again, then ask the students which one is missing from sentence 1 (Although). Ask the students to complete the task on their own and then compare answers with a partner. Go round and check their answers.

KEY
1 Although  2 either ... or  3 After  4 Both ... and

Extension

On the board, write the beginnings of four sentences (or use your own ideas if you prefer):

At the end of this lesson, I will either ...
Although I enjoy school, ...
The English language is both ...
After school ...

Put the students in pairs to complete the sentences, using the structures practised in exercises 5 and 6. Go round and make suggestions if necessary. Invite the students to read out their sentences to the class.

In pairs, students prepare four similar ‘beginnings’ and exchange them with other pairs to complete.

Did you know?

Do your students know the dates of the shortest and longest days of the year?

Everywhere on Earth has 12 hours of daylight at the spring equinox (March 21st) and the autumn equinox (September 21st).
OVERVIEW
Outcomes Can read and understand a factual article about ecology; can talk and write about an ecosystem
Language focus animals and landscape
Materials Students’ Book pages 66–67; Activity Book pages 54–55; Cassette 2; reference books for the speaking task (exercise 7)

Students’ Book pages 66 and 67

Reading

1 BEFORE YOU READ (5 minutes)
Tell the students they will be reading an article about ecology. Ask them to look at number 1 and find the ending for the sentence (b).
Ask them to complete the task and offer help if needed. Tell them that these are all words that they will find in the article.

KEY
1 b 2 c 3 d 4 a

Vocabulary animals

2 (10 minutes)
Ask the students to decide whether these animals live in the Arctic and Antarctic or the African grasslands. Then play the recording for them to check their answers.

KEY
Arctic and Antarctic: seal, Arctic fox, polar bear, walrus, penguin
African grasslands: rhinoceros, giraffe, lion, elephant, antelope

Reading

3 (10 minutes)
Allow time for the students to read the article on page 66. Read out the first question and ask a student for the answer (They are both covered in ice, there are lots of animals, and there is tundra.) Ask the students to complete the task. Go round and offer help where needed.

KEY
1 They are both covered in ice, there are lots of animals, and there is tundra.
2 In the summer.
3 You find grasslands in Asia, Australia, the Americas and Africa.
4 There are bushes, trees and grass, giraffes, wildebeest, lions and cheetahs.

5 Giraffes eat leaves at the top of trees, wildebeest eat hard grass, lions and cheetahs eat other animals.

Listening

4 (10 minutes)
Tell the students they are going to hear three people who are phoning home from activity holidays. Ask them to listen while you play the first section of the recording. Ask them to look at the list of places and decide where the speaker is (He’s in the Amazon rainforest – Brazil).
Repeat this procedure with the second and third parts of the recording.

KEY
1 He’s in the Amazon rainforest – Brazil. 2 She’s in the Antarctic. 3 He’s in the grasslands in South Africa.

Skills: Focus on ecosystems

5 BEFORE YOU READ
Match the sentence halves to complete the definitions.

1 Ecology is the relationship between living things a its community.
2 A habitat is the natural home b and the places they live in.
3 A community consists of the plants and animals c of a group of plants and animals.
4 An ecosystem consists of a habitat and d that live in a habitat.

Our Study of Ecology

by Hussam Diab and Bashar Haddad
Two Amazing Ecosystems

Ice and Tundra
The Arctic is the area around the Earth’s North Pole. It includes a vast ice-covered ocean and the northern parts of America, Europe and Asia. The land there is called tundra. It is the coldest ecosystem in the world. In the summer, ice on the tundra melts and there are lots of plants and animals. Some animals such as polar bears live all year round in the Arctic. The Antarctic is a continent around the South Pole. It is covered in ice. Although the conditions are hard, many animals such as seals and penguins live there. And in summer there is plenty of food. There are also small areas of tundra.

Grasslands
Natural grasslands are vast plains. They cover 25% of all the land on Earth. There are grasslands in Asia, Australia and the Americas, but the largest are in Africa. Apart from grass there are also bushes and trees. All these plants must survive on little water. Giraffes eat the leaves at the top of trees, wildebeest eat hard grass, while other animals eat soft grass. There are also many hunters such as lions and cheetahs.
Listening

5 (10 minutes)

Ask the students to read the six sentences. Tell them to listen again and say who says each sentence. Remind them the speakers’ names are Jason, Anna and Peter.

Play the recording again for students to check their answers.

Repeat this process, pausing after each word on the recording.

b On the board, write these sentences:

Last year a young European bought a yellow yacht. In July I joined a gym and jogged every day.

Play the recording, pausing after each sentence for the students to repeat it as fast as they can.

Speaking

7 (15 minutes)

Allow time for the students to prepare their talks (using any reference books available). Tell them to answer the three questions in note form. Go round and help them with their ideas.

When they are ready, put them in small groups to practise giving their talks. Go round and listen, and choose three or four students to give their talks to the whole class.

Writing

8 (20 minutes)

Tell the students to use their notes from exercise 7 to write a paragraph about the ecosystem they chose. Go round and check their work, offering suggestions where necessary.

Extension

Ask students to write second drafts, and to illustrate them with pictures from magazines, etc. Use the finished work for classroom display.

Did you know?

Do your students know anything else about penguins?

Lessons 7 and 8

ACTIVITY BOOK Skills development

Tapescript

9.2 – see page 87

Tapescript

9.3 – see page 87

Tapescript

9.4 – see page 87

Vocabulary

animals

1 Decide which animals live in which habitat. Then listen and check.

rhinoceros giraffe seal lion elephant

Arctic fox polar bear walrus antelope penguin

2 Arctic and Antarctic  African grasslands

Reading

3 Read the article on page 66. Answer the questions.

1 What do the Arctic and the Antarctic have in common?

2 When does the tundra have plants and wildlife?

3 Where do you find grasslands?

4 What plants and animals are there in the grasslands?

5 Describe the diets of three grasslands animals.

Listening

4 Listen to Jason, Anna and Peter calling home. Where are they? Choose from:

Saudi Arabia  The Antarctic  Australia  South Africa  Brazil

5 Listen again. Who says:

1 It’s really hot and dry here.

2 It rains here a lot.

3 It’s incredibly cold here.

4 There are lots of insects.

5 The forests are full of wildlife.

6 We’re driving in a jeep.

Pronunciation

year, jet

6 a Which words have ‘y’ sounds and which have ‘j’ sounds? Listen and repeat.

year jacket use journey jet your

b Listen and repeat the sentences. Say them as fast as you can.

Speaking

7 Talk about an ecosystem or habitat in your country (desert, forest, river, seaside, etc.). Make notes and give a talk to the class.

1 What is the climate like?

2 What are the seasons like?

Writing

8 Write a paragraph about the ecosystem you chose.
OVERVIEW
Outcomes Can read and understand a story; can use evidence to make guesses
Language focus somebody, something, somewhere; could, must, can't
Materials Students' Book pages 68–69; Activity Book page 56; Cassette 2

Students' Book pages 68 and 69

Comprehension

1 BEFORE YOU READ (10 minutes)

Ask the students to think back to the last episode of the story The Boy from the Past. Ask them to look at page 48 again, then put them in pairs to remind each other what happened.

Ask the class the two questions.

KEY
1 They were a thin man, a bald man and a short man (Harry Dark).
2 They took the Phoenician stones. (Note: this later turns out not to be true. In Episode 5 we discover that the stones were hidden by Laila.)

2 (15 minutes)

Ask the students to read the story while you play the recording.

Then ask them to read it again quietly. Go round and answer any questions about vocabulary.

Tell the students to answer the questions. Go round and offer help if needed.

1 [script] 10.1 – see page 87

KEY
1 She put them in the well.
2 He thought that the thieves were Harry Dark and the thin man.
3 She looked for a map.
4 They drove to the location on the Phoenician map.

Extension

Put the students in small groups and ask them to guess what the characters found under the earth.

Then invite a student from each group to share their ideas with the class. Have a class vote for the best idea.
Grammar in context  could, must, can't

4 Making guesses (15 minutes)

Write examples of sentences with must, could and can't on the board, and check that students understand their meaning: must when there is clear evidence, could when something is possible but we are not sure about it, can't when something is impossible. Then put them in pairs to note down more ideas. Go round and offer suggestions where necessary.

When they are ready, ask different students to read out their answers to the class. Do they all agree?

KEY
must
could
must, can't

ACTIVITY BOOK exercise 3 page 56 (5 minutes)

5 10.2 (15 minutes)

Tell the students they are going to hear some ‘mystery sounds’, and that they are to guess what they are.

Play the first sound, and read out the example sentence. Do they all agree? Why is it must and not could? (because you can hear the racket hitting the ball).

Play the remaining five sounds, pausing after each one for the students to discuss their ideas in pairs or small groups. Then play each sound again, pausing after each one and inviting different students to make a guess. Do the rest of the students agree? Allow brief discussions.

**Tapescript 10.2 – see page 88**

**KEY (suggested answers)**

2 It must be somebody sleeping.
3 It must be somebody watching TV.
4 It must be somebody using a lift.
5 It could be somebody using a computer / sending an email.
6 It could be somebody frying an egg.

Comprehension 10.1

BEFORE YOU READ What can you remember about the last episode?
1 Who were the thieves?
2 What did they take?

Listen and read the story on page 68. Answer the questions.
1 Where did Laila put the stones?
2 Who did Omar and Laila think the thieves were?
3 What did Laila look for on the Internet?
4 Where did Omar, Uncle Firass, Mazen and the professor go?

Grammar in context  somebody, something, somewhere

3 Copy and complete the sentences. Use some, any, every or no.

1 Is _______body at home?
2 There’s _______body at the door.
3 There are beautiful places _______where in the world.
4 I’m hungry. Is there _______thing to eat?
5 _______thing in this museum is ancient.
6 Let’s find _______where quiet.
7 There’s _______thing in the cabinet. It’s empty.
8 Listen! I want to tell you _______thing important.

Grammar in context  could, must, can’t

4 Making guesses The police are investigating the thin man’s house. Read the dialogue and complete the sentences with must, could or can’t.

Policewoman: The back door is open.
He _______have forgotten to close it.

Policeman: I’ve just found a camera in the living room.
He _______be a photographer.

Policewoman: Look! His cup of tea is still hot.
He _______have just left. He _______be far away.

5 10.2 Listen to the sounds. Say what you think you can hear.

1 It must be people playing a game of tennis.
Lessons 3 and 4

OVERVIEW
Outcomes Can understand a factual article about sea voyages; can talk about past obligation
Language focus parts of a ship; had to, didn't have to
Materials Students' Book pages 70–71; Activity Book page 57; Cassette 2

Students' Book pages 70 and 71

Vocabulary parts of a ship

1 10 BEFORE YOU READ (15 minutes)
Tell the students they are going to read an article about ships and sailing. Ask them to look at the picture and find the mast (the first word in the box – it is number 2). Then put them in pairs or small groups to complete the task. Go round and check their answers.

1 deck 2 mast 3 sail 4 anchor 5 life belt 6 rope

Comprehension

2 (15 minutes)
On the board, write Sindbad and ask the students to tell you what they know about Sindbad’s adventures. Who was he and where did he go? Then allow time for the students to read the article. Were they right? Invite the students to ask about new words and explain them to the whole class. Then ask them to look at the first number (1981) and explain what it refers to (it is the year when Tim Severin started his journey). Ask the students to read the article again and then complete the task. Go round and offer help if needed.

KEY 1981: the year Tim Severin started his journey. 1,000: Arab merchants sailed from the Arab Gulf to China 1,000 years ago. 640: kilometres of rope used to make the boat. 25: number of people in Tim’s crew. 9,600: number of kilometres they travelled / distance from Oman to Canton. 15: They used a 15th century navigation book.

3 (15 minutes)
Ask the students to read the article again. Then read out the first question and ask a student to answer it (He wanted to prove that Sindbad’s adventures described the voyage of Arab merchants to China.). Ask the students to answer the remaining questions. Go round and offer help if needed.

KEY
1 He wanted to prove that Sindbad’s adventures described the voyage of Arab merchants to China.
2 He built the type of ship that was used 1,000 years ago.
3 They used ancient ship-building methods. They sewed it together and didn’t use any nails.
4 They crossed the Arabian Sea, the Indian Ocean and the China Seas.
5 They used a 15th century navigation book and the stars.
6 There were large modern ships, sharks, sometimes no wind, and sometimes they didn’t have much food or water.

An incredible journey
The amazing stories of Sindbad the sailor have entertained generations of readers. But were they fact or fiction?

1 In November 1981 the historian and explorer Tim Severin started a fantastic seven-month journey. He wanted to prove something. He knew that over 1,000 years ago Arab merchants sailed from the Arabian Gulf to China. But he believed that the voyage was described in Sindbad’s adventures.
2 To prove this, Tim had to do research. He had to study ancient manuscripts and read academic studies of Arab ships. He had to read about early sails and how the ships were steered. He also had to read many different versions of the Sindbad story.
3 Tim decided to build a dhow, a ship used 1,000 years ago. He called it the Sohar. Thirty skilled Omani builders had to copy ancient ship-building methods. Not one nail was used! They had to ‘sew’ the boat together with 640 kilometres of rope. The men worked ten hours a day, six days a week for 165 days.
4 With his crew of 25 Omani and Europeans he sailed across the Arabian Sea, the Indian Ocean and the China Seas. They made the 9,600 kilometre voyage from Oman to Canton in China. They didn’t use modern maps. They used a 15th century navigation book by Ibn Majid and navigated by the stars.
5 Unlike Sindbad, Tim and his crew didn’t have to sail across the sea on a whale and they didn’t have to fly through the air on a huge bird! However, they faced other dangers. They had to avoid large modern ships. They had to swim among sharks while they repaired the rudder. The winds dropped and they didn’t move for a month. They had to drink rainwater and eat fish that they caught from the sea to survive.
6 Tim wrote a book called The Sindbad Voyage. Like Sindbad, Severin the sailor had some incredible adventures!
Extension

On the board, write this question:

Would you like to go on a sea voyage? Why? Why not?

Put the students in small groups to discuss their ideas. Go round and listen, and tell them your own opinion too, if you wish.

Then invite a student from each group to tell the class what the members of the group think. Encourage them to give reasons.

Grammar in context  had to, didn’t have to

4 (15 minutes)

Read out the first question and ask the students to find the answer in the article on page 70 (he had to do research).

Then ask the students to answer the remaining three questions. Go round and offer help where needed.

Extension

Ask the students to think of a job, but to keep it secret.

Choose one student, and ask him / her to take the part of someone with that job.

Ask yes / no questions about yesterday using have to:

Did you have to work yesterday?
Did you have to travel?
Did you have to get up early?
Did you have to wear anything special?

Answers must only be Yes, I did, or No, I didn’t.

Continue until you or the class can guess which job it is. Then put the students in pairs to guess each other’s jobs. Go round and check they are using the correct forms of have to. Whose job was the hardest to guess?
LESSONS 5 AND 6

OVERVIEW
Outcomes Can read and understand a website discussing ways to help the environment; can listen to and take part in discussions about the environment
Language focus recycling
Materials Students’ Book pages 72–73; Activity Book pages 58–59; Cassette 2

Students’ Book pages 72 and 73

Vocabulary recycling

1 BEFORE YOU READ (5 minutes)
On the board, write the word recycling. Check that students know its meaning.

Read out the first words in the box (glass bottles) and ask the students to tell you how many they throw away in a month.

Reading

2 10E (10 minutes)
Ask the students to look at the text and tell you where they might see a text like this (it’s a webpage from the Links ‘magazine’). Ask them to read the webpage while you play the recording. Allow time for the students to read the webpage again quietly.

Read out the first question (Who went to a festival?) and ask a student to supply the answer (Salah). Then ask the students to answer the other three questions.

10E – see page 88

KEY
1 Salah 2 Nick 3 Susan 4 Carmen

3 (10 minutes)
Ask the students to look at Carmen’s paragraph and find a word that means to make smaller in amount (reduce). Then tell them to find the remaining three words. Go round and offer help if needed.

KEY
1 reduce 2 reuse 3 awareness 4 polluting

Listening

4 10E (10 minutes)
Tell the students they are going to hear two people discussing projects about the environment. Ask them to look at the four projects listed, and then play the recording.

Ask the students which of the four projects Janet is doing and which project Simon is doing. Play the recording again to check.

10E – see page 88

KEY
Janet – tree planting
Simon – helping save wild animals

5 10E (10 minutes)
Ask the students to read the six sentences, and then decide with a partner if they think each one is true or false.

When they are ready, play the recording again. Were they right?

10E – see page 88

KEY
1 F 2 F – it wasn’t expensive, because they grew the trees from seeds 3 T 4 T 5 T 6 F – it was £150

Skills: Focus on helping the world

Vocabulary recycling

1 BEFORE YOU READ Work in pairs. How many of these things do you throw away in a typical month?

glass bottles cardboard boxes plastic bottles batteries plastic bags crisp and sweet packets drinks cans magazines

2 10E Listen and read the Links webpage. Who:
1 went to a festival? 3 grows his or her own food?
2 ‘adopted’ a rare animal? 4 did a school project on helping the environment?

3 Find words in the webpage that mean:
1 to make smaller in amount (Carmen) 3 knowledge or understanding (Salah)
2 to use again (Carmen) 4 making air, water or soil dirty (Susan)

4 10E – see page 88

KEY
Carmen, Mexico
Susan, USA
Salah, Syria
Nick, Canada

Links - Reduce, Reuse, Recycle

Welcome to the latest issue of LINKS. This week we’re asking you about how you help the environment.

In our school we did a project called Reduce, Reuse, Recycle. You can reduce energy use by turning off lights. You can save water by turning off water taps. You can reuse paper and plastic bags. And you can recycle by taking your bottles and cans to a recycling centre.

We grow our own fruit and vegetables – they taste great. Our little ‘urban garden’ is helping the environment too – we eat less food that has travelled thousands of miles in polluting aeroplanes. And we collect rainwater for our plants.

There was a festival in our local park to raise awareness about the environment. There were talks and films about global warming and there were people giving out educational flyers about the environment, and selling food, books and posters. It was very interesting. We had fun and we helped the world at the same time.

I love animals and my aunt and uncle have bought me a really special present. I have ‘adopted’ a rare animal! It’s an elephant called Kruba. She lives in Africa, but I send money to people there, who use it to help look after her. I received a lovely poster and I get information about her. I love helping nature directly like this.

There are festivals in our local park to raise awareness about the environment. There were talks and films about global warming and there were people giving out educational flyers about the environment, and selling food, books and posters. It was very interesting. We had fun and we helped the world at the same time.

Salah, Syria
Nick, Canada

Reading

1 10E.1 Listen and read the Links webpage. Who:
1 went to a festival? 3 grows his or her own food?
2 ‘adopted’ a rare animal? 4 did a school project on helping the environment?

3 Find words in the webpage that mean:
1 to make smaller in amount (Carmen) 3 knowledge or understanding (Salah)
2 to use again (Carmen) 4 making air, water or soil dirty (Susan)

4 10E – see page 88
Speaking

6 OVER TO YOU (10 minutes)

On the board, write two headings: advantages and disadvantages.

Read out the question, and then read out the first idea (Reduce the quantity of things you buy.). Invite suggestions from the class. What are the advantages and disadvantages of this first idea? Ask students to come to the board to write their ideas, in note form, under the appropriate heading, and allow a brief discussion.

Then put the students in small groups to discuss all the ideas. Go round and offer prompts where necessary.

Pronunciation ship, which

7 10.6 (10 minutes)

Ask the students to copy the two lists into their notebooks. Then play the recording, praising after each word for them to repeat it. Play the recording again and this time ask them to underline the ‘sh’ sounds. Then play the recording again and ask them to underline the ‘ch’ sounds.

Did you know?

What else can you recycle, and where? Do students recycle any of these things?

Lessons 7 and 8

Preparation for the project

Tell the students they will be working on a project called Tropical Rainforests in the next lesson. Tell them to prepare by finding information and pictures in reference books and/or the Internet. Refer them to the list of questions on page 74 as a guide to the kind of information they need to research. Tell them they will need a map to show the location of the rainforests.

Ask them to bring their notes and pictures to the next lesson, remembering to note their sources.
Finally (10 minutes)

Tell the students to think of a good title and to write it in large colourful letters (suggest they use a pencil first) and add further designs as they wish (for example, ruled borders around the pictures and texts would enhance the presentation).

Use the projects for a classroom display. Encourage the students to look at each other’s projects.

EXTRA LISTENING page 108

Module 5 Progress test

Students’ Book page 74

Preparation (5 minutes)

Put the students in pairs or groups. Alternatively they may work alone.

Now you try!

First draft (10 minutes)

Read out the questions, pausing after each one to check that students either have the information already or have access to the information. Encourage students to share information.

Tell the students to discuss how they will share out the tasks within their groups. Remind them that they must include a map to show where the rainforests are.

While they are working on their first drafts, go round and correct as many pieces of work as you can.

Design the project (10 minutes)

Give each group or pair a large sheet of paper and explain that they will stick their pictures, map(s) and writing on to it. Ask them to think about where they will place their pictures, maps and texts and while they are doing that, go round and make more corrections to their drafts.

Second draft (10 minutes)

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

Outcomes Can research and write about rainforests; can make a wall poster

Materials Students’ own information, illustrations and maps; if possible access to the Internet and / or reference books and atlases; 1 large sheet of paper per group or pair; smaller pieces of writing paper and drawing paper; scissors or paper cutters; glue sticks; coloured pens

Project TROPICAL RAINFORESTS

Outcomes Can research and write about rainforests; can make a wall poster

Materials Students’ own information, illustrations and maps; if possible access to the Internet and / or reference books and atlases; 1 large sheet of paper per group or pair; smaller pieces of writing paper and drawing paper; scissors or paper cutters; glue sticks; coloured pens

Students’ Book page 74

Preparation (5 minutes)

Put the students in pairs or groups. Alternatively they may work alone.

Now you try!

First draft (10 minutes)

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Tell the students to discuss how they will share out the tasks within their groups. Remind them that they must include a map to show where the rainforests are.

While they are working on their first drafts, go round and correct as many pieces of work as you can.

Design the project (10 minutes)

Give each group or pair a large sheet of paper and explain that they will stick their pictures, map(s) and writing on to it. Ask them to think about where they will place their pictures, maps and texts and while they are doing that, go round and make more corrections to their drafts.

Second draft (10 minutes)

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Finally (10 minutes)

Tell the students to think of a good title and to write it in large colourful letters (suggest they use a pencil first) and add further designs as they wish (for example, ruled borders around the pictures and texts would enhance the presentation).

Use the projects for a classroom display. Encourage the students to look at each other’s projects.

EXTRA LISTENING page 108

Module 5 Progress test

Students’ Book page 74

Preparation (5 minutes)

Put the students in pairs or groups. Alternatively they may work alone.

Now you try!

First draft (10 minutes)

Read out the questions, pausing after each one to check that students either have the information already or have access to the information. Encourage students to share information.

Tell the students to discuss how they will share out the tasks within their groups. Remind them that they must include a map to show where the rainforests are.

While they are working on their first drafts, go round and correct as many pieces of work as you can.

Design the project (10 minutes)

Give each group or pair a large sheet of paper and explain that they will stick their pictures, map(s) and writing on to it. Ask them to think about where they will place their pictures, maps and texts and while they are doing that, go round and make more corrections to their drafts.

Second draft (10 minutes)

Give each student some writing paper and tell them to write their second drafts. Make sure you have seen and corrected their first drafts before they start these final versions. Provide paper for illustrations if required.
Module 5

Unit 9

9.1

Arctic and Antarctic
- seal
- Arctic fox
- polar bear
- walrus
- penguin

African grasslands
- rhinoceros
- giraffe
- lion
- elephant
- antelope

9.2

Jason
Hello. Can you hear me? ... I’m sitting in our tent, looking outside at the trees. Can you hear the rain? It’s really heavy! It rains here a lot ... but it’s very warm, too. We’re here in the Amazon rainforest. I’m having a fantastic time. I’ve never seen so many trees in all my life. It’s incredibly green. And the forests are full of wildlife. I’ve seen hundreds of different types of birds and animals. There are lots of insects, too! We’re getting a plane to Rio de Janeiro next week, and then we fly home. So see you soon!

Anna
Hi – I’m calling from thousands of miles away! I’m walking in an amazing place. Can you hear my footsteps? Listen. It’s incredibly cold here. I’m not in a city. I think you can tell that! There aren’t any trees here ... but there’s lots of wildlife. I’m walking towards the sea now ... It feels even colder now ... I can see lots of seals in the water! They’re amazing!

Peter
Hi! Sorry for the noise. We’re driving in a jeep. It’s brilliant here. These are the biggest open spaces I’ve ever seen ... It’s really hot and dry here ... but there are lots of plants ... and lots of grass, too. Oh, that’s incredible! There’s a giraffe eating the leaves from the top of a tree. It’s so tall ... What was that noise? Look! It’s a lion! We’re driving again, now ... we didn’t want to get too close to the lions!

9.3

year    jacket    use    journey    jet    your

9.4

1 Last year a young European bought a yellow yacht.
2 In July I joined a gym and jogged every day.

Unit 10

10.1

The Boy from the Past
Episode 5: Laila’s investigation

1

Narrator: Omar stared at the empty cabinet – everything was gone! He turned in despair to everybody in the room. But Laila didn’t look worried.

Laila: Omar, the men haven’t taken the Phoenician stones.

Omar: Yes, they have! Look! The stones can’t be anywhere else!

Laila: Don’t worry. I was worried about the thin man. So I put them back in the well!

Omar: In the well? That was a fantastic idea!

Policeman: Hello! Is anybody there?

Firass: Yes, come in!

Narrator: Uncle Firass explained about the break in.

Policeman: Who do you think did it?

Omar: Well, one of them was the thin man.

Policeman: Who’s that?

Laila: He’s the man who was watching our house.

Policeman: They didn’t steal anything. So what did they want?

Omar: It must be somebody who’s interested in our Phoenician carvings.

Laila: One of them must be Harry Dark!

2

Narrator: The following morning, Laila turned on the computer and surfed the net. She was looking for a map. She was so involved in her research, she didn’t talk to anybody. After an hour, she called out to Omar.

Laila: Why do you think those men want our map?

Omar: It must be because it shows the location of something important.

Laila: Well, look at this map on the screen. It’s the same as the one on the stone. It could be the same place!

Omar: Is it anywhere near here?

Laila: It’s only ten kilometres away!

3

Narrator: That evening, Omar, the professor, Uncle Firass and Mazen drove to the location on the Phoenician map.

Omar: I think we’re in the right place. Here’s the cave and the hill, and the sea’s over there ... 

Professor: Listen! The metal detector has found something!

Firass: Mazen, can you dig here, please?

Mazen: Yes, of course ...

Firass: What’s that noise?

Mazen: There’s something hard under the earth.

Professor: It must be what we’re looking for!
10.2
[Sound effects]

10.3
1 deck  
2 mast  
3 sail  
4 anchor  
5 life belt  
6 rope  

10.4
Mahmoud
Welcome to the latest issue of Links. This week we’re asking you about how you help the environment.

Carmen
In our school we did a project called Reduce, Reuse, Recycle. You can reduce energy use by turning off lights. You can save water by turning off water taps. You can reuse paper and plastic bags. And you can recycle by taking your bottles and cans to a recycling centre.

Susan
We grow our own fruit and vegetables – they taste great. Our little ‘urban garden’ is helping the environment too – we eat less food that has travelled thousands of miles in polluting aeroplanes. And we recycle water by using rainwater for our plants.

Tareq
There was a festival in our local park to raise awareness about the environment. There were talks and films and there were people selling food, books and posters. It was very interesting. We had fun and we helped the world at the same time.

Nick
I love animals and my aunt and uncle have bought me a really special present. I have ‘adopted’ a rare animal! It’s an elephant called Kiruba. I received a lovely poster and I get information about her. I love helping nature directly like this.

10.5
Mahmoud: Hi, I’m Mahmoud from the Links magazine and I’m finding out how young people are helping the environment. And I’m with Janet from Ireland and Simon from the UK.

Janet / Simon: Hi.

Mahmoud: So, let’s start with Janet. Janet, how are you helping the environment?

Janet: Well, our school had a tree planting project.

Mahmoud: Tree planting?

Janet: That’s right. Last year we planted 100 new trees in the school grounds.

Mahmoud: 100? That’s a lot! Was that an expensive project?

Janet: No, it wasn’t. Because we grew the trees from seeds.

Mahmoud: Why is it important to have new trees?

Janet: Well, trees store carbon dioxide and give us oxygen – and of course we need oxygen to breathe. So trees make the air better and less polluted.

Mahmoud: So was planting trees a good idea?

Janet: It was a fantastic idea! And the great thing is that the trees will be there even after we are gone.

Mahmoud: Thanks, Janet. OK let’s talk to Simon now. How are you helping the environment, Simon?

Simon: Well, I’m really interested in saving animals that are in danger.

Mahmoud: How can you do that?

Simon: I belong to a charity called World Wildlife Fund. It’s also called the WWF.

Mahmoud: That’s a shorter name!

Simon: That’s right! The WWF organises events to raise money. I always go on sponsored runs.

Mahmoud: Sponsored runs? What does that mean?

Simon: Well, you ask people to give you money if you finish the run. And then you do the run! Last month I raised £150 to save the tiger.

Mahmoud: Well done. Were you tired after the run?

Simon: No, it was. But it was great fun!

10.6
1 ship fish should Phoenician  
2 which kitchen March research  

10.7
In ancient times, Ahmed the merchant had many adventures. He studied navigational charts and always chose the safest routes. But the seas were full of sharks. At night, he watched shooting stars and imagined the flying ships of the future.
Module 6
Science and discovery

Students’ Book page 75

Opener (10 minutes)

Tell the students that this page tells them what they will be doing in the sixth module. Ask them to read the title (Science and discovery) and check they know what discovery means.

Put the students in small groups and give each group a number (1, 2, 3 or 4). Each number corresponds to a picture: 1, The Boy from the Past; 2, an experiment; 3, Focus on inventors; 4, Focus on accidental discoveries.

Write the following questions on the board:

1. What can you remember about the story so far?
2. Can you explain this experiment? What new words do you need?
3. When do you think the inventor lived? What do you think he invented?
4. What does this picture show? When do you think it was taken?

Allow about five minutes for the groups to discuss the questions.

Finally, ask one or two students to answer each question. Supply new vocabulary as requested, and invite comments from the class.
OVERVIEW
Outcomes Can read and understand a story; can talk about decisions and plans
Language focus will for decisions; going to for plans
Materials Students’ Book pages 76–77; Activity Book page 64; Cassette 2

Students’ Book pages 76 and 77

Comprehension

1 BEFORE YOU READ (5 minutes)

Put the students in pairs. Ask them to look at the pictures on page 76 and guess how the story ends. Then invite three or four different students to share their ideas with the class. Tell them they will soon find out if they are right.

2 (10 minutes)

Ask the students to read the story while you play the recording.

Then ask them to read it again quietly. Go round and answer any questions about vocabulary. Finally, put the students in pairs to practise reading the dialogues together.

Read out the first question (What was in the box?) and ask a student for the answer (silver pots, jewellery and two golden masks). Allow time for the students to complete the task in pairs. Go round and offer help if needed.

Tapescript 11.1 – see page 103

KEY
1 silver pots, jewellery and two golden masks
2 Harry Dark (and his men)
3 They wanted them to be safe and they wanted to catch Harry Dark.
4 They gave it to the museum.
5 She decided to write a story.

3 OVER TO YOU (10 minutes)

Put the students in small groups. Allow time for them to discuss each question, and encourage them to give reasons. Then invite one student from each group to tell the class about their group’s opinions. Allow a brief class discussion.

Grammar in context will for decisions

4 (5 minutes)

Ask the students to read the story again. Then read out the first part of the first sentence (I’ll take) and ask them to complete it with one of the endings (c). Allow time for them to complete the task, then go round and check their answers.

KEY
1 c 2 d 3 a 4 b

Inventions

Grammar will for decisions; going to for plans; I’ll … Shall I …

The Boy from the Past

Episode 6: The buried treasure

Curator: This is a wonderful gift to the museum. We’re going to have a special exhibition about the Phoenician boy next month. And we would like you, Omar and Laila, to be our special guests.

Laila: Thank you.

Curator: So what are your plans for the rest of your holiday? Omar: Well, we aren’t going to look for any more treasure! School starts next week.


Mazen discovered an ancient metal box. He dug it out of the hole and put it on the sand. Professor Hussam gently removed the sand from the box. He slowly lifted the lid and they saw silver pots, shining jewellery and two golden masks. Everybody was astonished. Then suddenly they heard a laugh behind them.

Professor: Harry Dark!

Harry: That’s right, professor. We didn’t find the map in the house last night. But now you’ve done all the hard work for us. Thank you. I think I’ll take the box now.

Omar: I’ll stop you!

Harry: You must be joking.

Detective: Don’t move!

Harry: Who’s that?

Detective: I’m a detective, and I’ve brought the police. You’re under arrest.

Professor: How did you know we were here?

Detective: I’m sorry, professor, but we followed you. Harry Dark is a dangerous man. We wanted you to be safe. And we wanted to catch him, too! He’s stolen many valuable treasures from our country.
Talking about decisions (15 minutes)

On the board, write decision. Check that students know the word and remind them that it comes from the verb to decide. Then tell them to imagine they have just received a computer as a gift (1). Ask them to decide what to do with it. Ask What will you do? Invite ideas from the class, making sure they start with I’ll ... Write good suggestions on the board. Then put the students in pairs to complete the task in the same way. Go round and check they are using I’ll .... Finally, ask different students to share their ideas with the class.

Grammar in context going to for plans

(10 minutes)

On the board, write plan. Discuss briefly the difference between a decision and a plan: a plan is much more ‘official’ than a decision – it is something that could appear in a schedule or a programme.

Comprehension

BEFORE YOU READ This is the last episode of the story. Work in pairs. Look at the pictures on page 76. How do you think the story ends?

Listen and read the story on page 76. Answer the questions.

1 What was in the box?
2 Who arrived while they were opening the box?
3 Why did the detective and the police follow Uncle Firass and Professor Hussam?
4 What happened to the treasure?
5 What did Laila decide to do in the holidays?

OVER TO YOU Work in groups.

1 What part did you like best?
2 Which character did you like best?
3 Which character did you like least?

Grammar in context will for decisions

Look at the story again. Match the beginnings with the endings of the sentences.

1 I’ll take a story.
2 I’ll stop ‘The Phoenician Boy’.
3 I’ll write the box now.
4 I’ll call you.

Talking about decisions Work in pairs. Imagine these situations. Talk about what you will do.

1 You receive a computer as a gift.
2 You have a lot of homework.
3 It’s a very hot day.
4 You see an accident.
1 I’ll email my best friend.

Grammar in context going to for plans

Read the end of the story again. When is the museum going to have an exhibition?

Talking about future plans Work in pairs. Talk about your plans for next week. Use these ideas:

- go swimming
- do homework
- visit relatives
- play football
- practice a musical instrument
- play computer games
- play tennis
- do a project

I’m going to go swimming.
I’m going to do my project. We’re going to ...

7 Talking about future plans (10 minutes)

Put the students in pairs to tell each other their plans for next week, using the ideas in the box or their own ideas. Before they start, read out the two example sentences. Go round and listen, making sure they are using going to correctly.

Finally, ask two or three students to tell the class about their partners’ plans (e.g. He / She’s going to buy some new clothes.)

Extension

Put the students in small groups. Tell them to imagine they are going to go on a trip together. Ask them to decide where they are going to go, and then to make some plans. Ask one student in each group to make notes. Go round and help them with their ideas, offering your own ideas too if you wish.

Give the students some writing paper and ask them to write a short paragraph describing their ‘plans’. Go round and check they are using going to where appropriate. Correct the work and ask students to write second drafts.

When they are ready, invite a student from each group to read out his / her paragraph. Whose plans are the most interesting and / or the most exciting?

Ask students to illustrate their written work and use it for a classroom display.
OVERVIEW

Outcomes Can read and talk about a scientific experiment; can make and accept offers
Language focus everyday objects; I’ll ...; Shall I...?
Materials Students’ Book pages 78–79; Activity Book page 65; Cassette 2

Students’ Book pages 78 and 79

Vocabulary everyday objects

1 BEFORE YOU READ (10 minutes)
Ask the students to look at pictures 1–6 on page 78. Ask them what number 1 is (scissors) and what it’s made of (metal). Then ask them to look at the second example and then to complete the task. Go round and supply new vocabulary if needed. Write all new words on the board.

Play the recording for the students to check their answers.

KEY
1 rubber glove, rubber
2 spoon, metal
3 glass, glass
4 ruler, wood
5 pen, plastic

2 Comprehension (15 minutes)
Ask the students to look at the title of the text (Electricity) and then at the list under the heading What you need. Read out the list, pausing to explain the words as necessary.

Next tell them to read the instructions under the heading What to do. Go round and explain any new words. Write them on the board.

Ask the students to look at the incomplete text on page 78 and listen while you play the recording.

Play the recording again, pausing for the students to write the missing words in their notebooks. Explain any new words (ask them to guess the meaning of conductor in this context). Check their answers.

KEY
1 A spoon and a pen.
2 When they use the spoon.
3 When they use the pen.
4 Because electricity doesn’t travel through all materials.

An electrical experiment

What you need
4.5 volt radio or torch battery
a light bulb
three leads
everyday objects

What to do
1 Connect the light bulb to the battery.
2 Connect the battery to one end of the test object.
3 Connect the other end of the test object to the light bulb.
4 Watch the light bulb. Does it light up?

Tapescript
11.2 – see page 103

Tapescript
11.3 – see page 103
Grammar in context  I’ll …, Shall I …?

4 Making and accepting offers  (15 minutes)

On the board, write I’ll … and Shall I …?

Then ask two students to read out the example dialogue on page 78. Ask the class to suggest another way of making this offer. If they need a prompt, point to Shall I …? (e.g. Shall I answer it?)

Then put the students in pairs to practise similar dialogues using situations 1–6 and the ideas in the box. Go round and check they are using I’ll … or Shall I …? to make offers. Tell them to change roles so that they both practise making offers.

When they are ready, invite pairs of students to perform similar dialogues for the class.

Extension

Write the following prompts on the board:

woman carrying bag of heavy shopping
your mother is busy in the kitchen when the doorbell rings
the meal is nearly ready but the table isn’t set

Ask the students to think of offers for each of these situations. Check that they are using I’ll … and Shall I …? correctly.

Then ask them to think of three more situations of their own and make a note of them. Put the students in pairs to make and accept offers for the situations they have prepared.

5 OVER TO YOU  (15 minutes)

Ask the students to read the text and answer any questions about vocabulary (encourage them to guess from the context). Then read out the question (What do you think happens / will happen to the light bulb with the different objects?). Ask the students to recall the objects at the beginning of the text on page 78 (they were scissors, a glove, a spoon, a glass, a ruler and a pen).

Put the students in pairs and ask them to discuss which of the items they think will allow the light bulb to light up. Read out the example sentences first. Go round and listen, offering prompts if necessary.

Finally, ask the class to tell you which of the materials are good conductors (metal), and which are bad (wood, glass, rubber, plastic).

KEY (suggested answer)

It will only light up with the scissors and metal spoon. The other items are made of rubber, glass, wood and plastic and are not good conductors, so it won’t light up.

Did you know?

What other facts can your students tell you about electricity? Do they know which appliances use the most electricity, for example?
Students’ Book pages 80 and 81

OVERVIEW
Outcomes Can read and understand an article about inventors; can agree and disagree
Language focus past tenses; agreeing and disagreeing
Materials Students’ Book pages 80–81; Activity Book pages 66–67; Cassette 2

Reading

1 BEFORE YOU READ (10 minutes)
Ask the students if they think electricity has improved our lives. Encourage them to give reasons. Then put them in small groups. Ask them to think about life 150 years ago when there was no electricity. Read out the example sentences. Ask the students to make a note of more ideas of how different life was when there was no electricity.

Go round and listen, offering some suggestions where necessary.

Invite a student from each group to report their ideas back to the class.

2 (15 minutes)
Ask the students to look at the two names and pictures. What do they already know about these two inventors?

Ask them to read the first part of the article (Thomas Edison) while you go round and explain any new words. Then ask the students to complete the information about Edison.

Repeat this process with the second part of the article (Nikola Tesla).

KEY
Edison
born – 1847
went to New York – 1863
first job in New York – looking after a counting machine
died – 1931
two things he invented – light bulb, machine for playing music

Tesla
born – 1856
went to New York – 1884
first job in New York – a job in Edison’s laboratory
died – 1943
two things he invented – two of the following: a new kind of electrical power (AC) fluorescent light, radio

3 (10 minutes)
Ask the students to read the article again. Read out the first question (Who had a laboratory when he was a child?) and ask a student for the answer (Edison). Then allow time for the students to complete the task and check their answers.

KEY
1 Edison
2 Edison, Tesla
3 Edison
4 Tesla
5 Edison
6 Edison, Tesla

LESSONS 5 AND 6

THOMAS EDISON

Thomas Edison is most famous for his work with electricity. He invented the light bulb and the first machine for playing music. He also improved the telephone. The world’s first power station was built using Edison’s plans.

He was born in 1847 in the USA and as a child never stopped asking questions! He loved Shakespeare, poetry, science and maths. With his parents’ permission he made a science laboratory at home. At fourteen he was also allowed to start a newspaper. He got some money from this little business and he used the money to buy scientific equipment.

At 16 Edison got a job as a telegraph assistant. He then went to New York with very little money. One day in the Financial District he helped repair a counting machine. And then he got his first job in New York, looking after it!

The first payment he received for an invention was $40,000. In 1876 he used that money to create an ‘invention factory’. In 1887 he opened a research and development centre where he improved the movie camera.

Edison died in 1931. On the day of his funeral, people all over the world turned off their lights.

NIKOLA TESLA

Nikola Tesla invented a new kind of electrical power, the fluorescent light and the radio. He was born in Croatia in 1856 and invented his first machine at the age of four! He loved literature and reading books. But after university he became an electrical engineer.

When he was 28 Tesla emigrated to America. He arrived in New York with very little money and some drawings of inventions. Fortunately, he got a job in Edison’s laboratory. Edison’s electric lights were popular and his power station supplied the electricity. But it was dangerous and Tesla wanted to improve it.

Tesla believed that his AC (Alternating Current) was better than Edison’s DC (Direct Current). With AC you could send electricity much further and more easily. The two men argued.

Tesla left and joined Edison’s rival George Westinghouse. In 1893 they illuminated the Chicago World’s Fair, using Tesla’s invention. Soon the world changed to AC.

Tesla gave exhibitions in his laboratory to teach people about electricity. He made money in his lifetime, but he always invested it in new projects. So he died in 1943 a poor man. Scientists are still studying his ideas today.
Listening

4 11.4 (10 minutes)

On the board, write the question which the students will hear being discussed: What were the five most important inventions in history?

Ask the students to look at the ideas in the box and invite some more suggestions. Allow a brief class discussion (there will be more discussion time later) and then ask them to listen while you play the recording.

Ask the students to write down which inventions were chosen, then play the recording again for students to check their answers.

Tapescript 11.4 – see page 103

KEY
the computer  the fridge  the TV  the Internet
the electric light

Speaking

5 OVER TO YOU (15 minutes)

Read out the instruction, stressing in the last 200 years. Play the recording again and ask the students to listen out for the expressions in the box. Explain that these are useful ways of agreeing and disagreeing in conversation.

Put the students in pairs and allow time for them to discuss their ideas and to decide on a list of five inventions. Go round and check that they are using some of the expressions in the box.

Ask each pair to read out their lists and write all suggested inventions on the board. Finally, have a class vote for the winning invention.

Pronunciation repair, engineer

6 (10 minutes)

a 11.5 Play the recording, pausing for the students to repeat each word.

Tapescript 11.5 – see page 103

b 11.6 Play the recording, pausing after each while the students decide whether the sound is like list A or list B. Play the recording again for them to repeat the words and check their answers.

Tapescript 11.6 – see page 103

Writing

7 (20 minutes)

Tell the students to choose which of the two inventors they would like to write about. Then ask them to use the guidelines to make notes from the article on page 80. Then tell them to cover the article and work only from their notes.

Go round and make suggestions and corrections. When they are ready, ask two students to read out their summaries of Edison’s life, and two students to read out their summaries of Tesla’s life.
OVERVIEW
Outcomes: Can read and understand a text about creativity; can suggest ideas; can talk about conditions
Language focus: Nouns and verbs; if he creates ..., he builds ...
Materials: Students' Book pages 82−83; Activity Book pages 68−69

Comprehension
1 BEFORE YOU READ (10 minutes)

On the board, write creativity and creative and ask for or explain their meanings. Which verb do they come from? (Creativity is a noun, creative is an adjective. They refer to a person’s ability to produce original work. The verb is to create.)

Read out the question How creative are you?, the instruction and the example. Ask for a few more suggestions from the class. Then put the students in groups to discuss and make a note of their ideas for the four items.

Go round and offer prompts if necessary.

Ask the students to count their ideas for each item. Which group has the most?

Ask different students for suggestions for each item and list them on the board. Which ideas are the most creative?

2 (15 minutes)

Allow time for the students to read the article on page 82. Go round and answer questions about vocabulary. List new words on the board to check with the whole class later.

Read out number 1 (using a small camera in medicine) and ask the students to find the paragraph where it is mentioned (Changing how we do things). Then ask the students to match the remaining examples.

KEY
a improvement, development, solution
b combine, discover

Extension

Put the students in pairs to write sentences which include each of the words in exercise 3. Ask students to read out their sentences and write correct ones on the board.

Vocabulary nouns and verbs

3 (10 minutes)

Remind the students of the verb create and the noun creativity (see the notes on exercise 1). Then ask them to look again at the article and find the noun form of the verb improve (improvement, second paragraph). Ask the students to complete the task, and go round offering help.
Grammar in context  If he creates ..., he builds ...

4 (15 minutes)

Ask the students to read the article again. Then read out the first ‘beginning’ (number 1) and ask them to match it with the correct ‘ending’ (b).

Put the students in pairs to complete the task. Go round and offer help if needed.

**KEY**

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

**Extension**

Give each student a piece of paper and ask them to copy down these ‘beginnings’:

If I’m bored, I ...
If I’m ill, I ...
If I need some money, I ...
If I’m going on holiday, I ...
If I can’t do my homework, I ...

Then ask them to think of two more ‘beginnings’ and write them down too.

Put the students in pairs and tell them to exchange papers with their partner and complete each sentence with their own ideas, keeping their work hidden. Go round and make corrections if necessary.

Collect up the pieces of paper and redistribute them at random. Ask the students to read the sentences and guess who completed them.

Finally, ask different students to read out the sentences and say the names they have guessed. Are they right?

**5 Talking about conditions** (15 minutes)

Read out the first example and invite two or three students to suggest different endings. Then put the students in pairs to practise completing the sentences with their own ideas. Go round and listen and make a note of the most interesting sentences. Invite these students to say their sentences to the class.

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**Creativity**

1 **BEFORE YOU READ** How creative are you? Work in groups. Think of as many things as possible to do with these objects:

- paper clip
- metal ruler
- wooden spoon
- pencil

You could use a paper clip to draw on wood.

2 Read the article on page 82. Match the examples with the headings.

1 using a small camera in medicine
2 the development of plastic
3 taking street signs away in the city
4 linking computers and networks
5 building a better car

1 Changing how we do things.

3 **Vocabulary** nouns and verbs

Look at the article again and find:

- a the noun form of improve, develop and solve.
- b the verb form of combination and discovery.

4 Read the article again. Match the beginnings with the endings of the sentences.

1 If a car designer creates a more comfortable car,
2 If you join the ideas of a computer and a network,
3 If you send a small tube with a camera into a person’s body,
4 If you look at something,
5 If you change the approach,
6 If you take all the signs away,

- a you get the Internet.
- b he builds on all the changes made by designers in the past.
- c cars go slower.
- d you can treat him from the inside.
- e you can think of another use for it.
- f you can sometimes find a different solution.

5 **Talking about conditions** Work in pairs. Say what is true for you.

- If I sleep badly, I ...
- If I don’t eat enough lunch, I ...
- If my best friend is sad, I ...
- If I lose something important, I ...
- If I get a good mark at school, I ...

If I sleep badly, I can’t concentrate the next day.
OVERVIEW
Outcomes  Can talk about the future conditions
Language focus  verbs; If you wear ..., you will be ...
Materials  Students’ Book pages 84–85; Activity Book page 69; Cassette 2

Students’ Book pages 84 and 85

Vocabulary  verbs

1  BEFORE YOU READ  (10 minutes)
Read out the first verb (explode) and ask the students to find the correct definition (c). Then allow time for the students to complete the task. Go through the answers with the class.

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

2  OVER TO YOU  (10 minutes)
Ask the students to complete the science quiz on page 84, with a partner. Remind them to note down their answers. Go round and answer any questions about vocabulary. Make a note of new words and check them with the whole class later.

3  (20 minutes)
a  Tapescript 12.1–see page 104  Tell the students to listen to the recording and check their answers. How many did they get right?

Tapescript 12.1–see page 104

KEY
1  c  2  b  3  a  4  a  5  a  6  c  7  c  8  b

b  Tapescript 12.1–see page 104  Play the first section of the recording while the students look at the sentence in their books. Ask what the missing word is (air). Then play the recording, pausing after each section for the students to write the missing word in their notebooks. Play the recording again for students to check their answers.
Talking about conditions (15 minutes)

Put the students in small groups. Invite three students to read out the example dialogue, then ask the students to practise asking and answering similar questions, using the ideas in the box. Go round and listen, checking that the students are using the correct tenses.

Finally, ask different students about the other members of their groups (e.g. What will Huda do if she gets a bad mark?).

Extension

Put the students in small groups. Ask them to think about things that could happen tomorrow (i.e. events that are possible but not certain). Invite or give two or three examples (e.g. There could be a storm. Our team could win their match. I could be invited to dinner …).

When they are ready, ask someone from each group to read out their ideas. Do not accept ideas that are very unlikely, but write other suggestions on the board in note form.

Point to one of the ideas, and make it into a question (e.g. What will you do if there’s a storm tomorrow?). Invite a student to give his / her answer (I’ll …). Then tell that student to choose another student and ask him / her a different question, using the ideas on the board.

Grammar in context

If you wear ..., you will be ...

Copy and complete the sentences.

1. If I ___________, (get) a good result in English, my parents ___________ (buy) me a present.
2. If Waleed ___________ (come) to my house tomorrow, we ___________ (play) computer games.
3. If I ___________ (go) to Egypt, I ___________ (visit) Cairo.
4. If they ___________ (look) out of the window, they ___________ (see) my new car.

Talking about conditions

Work in groups. Talk about tomorrow.

A: What will you do if you feel ill tomorrow?
B: I’ll stay at home.
C: My mum will call the doctor if I’m ill.

Vocabulary

verbs

BEFORE YOU READ

Match the verbs with the definitions.

1. explode  a. recognise the flavour of food and drink
2. breathe  b. heat liquids to a high temperature
3. damage  c. make something break up with a loud noise
4. taste  d. cause physical harm to something
5. remove  e. take air into your body and send it out again
6. boil  f. take away

Comprehension

OVER TO YOU

Work in pairs. Do the quiz on page 84. Make a note of your answers.

a. (12.1) Listen to the answers to the quiz and correct your answers. How many did you get right?

b. (12.1) Listen again and write the missing words.

1. We need (1) ___________ to taste food.
2. (2) ___________ clothes reflect the sun’s rays and you stay (3) ___________ (4) ___________ clothes absorb the rays and you get (5) ___________.
3. The rain won’t only hit his (6) ___________ and shoulders – it will hit all over the front of his (7) ___________.
4. The sun’s rays are very (8) ___________, so (9) ___________, look straight at the sun.
5. There is (10) ___________ air pressure at the (11) ___________ of a mountain.
6. This is (12) ___________ complicated to (13) ___________!
7. Mars is (14) ___________ from the Sun than Earth. Venus is (15) ___________.
8. The air pressure on the (16) ___________ is (17) ___________ than the air pressure (18) ___________ the can.

Grammar in context

If you wear ..., you will be ...

Copy and complete the sentences.

1. If I ___________, (get) a good result in English, my parents ___________ (buy) me a present.
2. If Waleed ___________ (come) to my house tomorrow, we ___________ (play) computer games.
3. If I ___________ (go) to Egypt, I ___________ (visit) Cairo.
4. If they ___________ (look) out of the window, they ___________ (see) my new car.

Talking about conditions

Work in groups. Talk about tomorrow.
OVERVIEW
Outcomes
Can read and understand a text about scientific discoveries; can tell and write a story
Language focus
mixed tenses; experiments
Materials
Students’ Book pages 86–87; Activity Book pages 70–71; Cassette 2

Students’ Book pages 86 and 87

Vocabulary
experiments

1 BEFORE YOU READ (10 minutes)
Ask the students to look at the two diagrams and their titles (X-rays and Penicillin).

Read out the first label in the box (glass tube) and ask the class which item this matches (2). Then put the students in pairs to complete the task. Go round and offer help if needed.

KEY
1 cardboard 2 glass tube 3 screen
4 microscope 5 mould 6 dish

Reading
2 (20 minutes)
Ask the students to read the first paragraph of the text on page 86. Answer any vocabulary questions and write new words on the board. Read out the first sentence and ask the class if it is true or false according to the article (True).

Then ask the students to read the paragraph about X-rays. Again, explain new words and write them on the board. Ask students to look at sentences 2, 3 and 4 and answer true or false for each one. Repeat the procedure with the final paragraph and sentences 5 and 6.

KEY
1 T 2 T 3 F – he studied the rays which we use for TV screens 4 F – there wasn’t a hole in the cardboard 5 T 6 T

Extension
Ask the students to choose either Röntgen or Fleming, and make a note of the most important points from the article. Then ask them to cover the article and prepare a short talk. Students then practise giving their talks in pairs or small groups. Choose three or four students to give their talks to the class.

Listening
3 (15 minutes)
Tell the students they are going to hear an expert talking about creative thinking. Play the recording.

Ask the students to read the first sentence, then ask if the speaker really said that (Yes, he did, so the answer is True). Tell the students to look at the remaining sentences then play the recording again for them to check their answers.

Tapescript 12.2 – see page 104

KEY
1 T 2 F – he said to go for a walk 3 F – he said to read a lot of books 4 F – he said not to watch a lot of TV 5 T 6 T

100
Put the students in small groups and tell them to take it in turns to say a sentence of a story. Go round and listen, making corrections if necessary.

Invite the groups to retell their stories to the class, either sentence by sentence or with just one person relating it. Which group has created the best story?

Writing

6 (20 minutes)

Keep the students in their groups and tell them to discuss how to improve their stories. Allow time for them to write their stories in their notebooks (they will all produce different versions – that’s fine). Go round making suggestions and corrections.

Finally, invite two or three students to read out their stories to the class.

Preparation for the project

Tell the students they will be working on a project about a famous scientist or inventor in the next lesson. Ask them to think about who they would like to write about and to do some research on that person (they will be able to work in groups or individually). Tell them to look at reference books and/or the Internet. Ask them to bring their information (as well as any suitable illustrations) to the next lesson, remembering to make a note of their sources.

Creativity

12

Be part of a project

Lessons 7 and 8

ACTIVITY BOOK Skills development pages 70 and 71

Put the students in small groups and tell them to take it in turns to say a sentence of a story. Go round and listen, making corrections if necessary.

Invite the groups to retell their stories to the class, either sentence by sentence or with just one person relating it. Which group has created the best story?

Writing

6 (20 minutes)

Keep the students in their groups and tell them to discuss how to improve their stories. Allow time for them to write their stories in their notebooks (they will all produce different versions – that’s fine). Go round making suggestions and corrections.

Finally, invite two or three students to read out their stories to the class.

Preparation for the project

Tell the students they will be working on a project about a famous scientist or inventor in the next lesson. Ask them to think about who they would like to write about and to do some research on that person (they will be able to work in groups or individually). Tell them to look at reference books and/or the Internet. Ask them to bring their information (as well as any suitable illustrations) to the next lesson, remembering to make a note of their sources.
Outcomes Can research and write about a famous scientist or inventor.

Materials Students’ own information and illustrations; if possible access to the Internet and / or reference books; one large piece of paper per group; pieces of writing paper and drawing paper; scissors or paper cutters; glue sticks; coloured pens.

Students’ Book page 88

Preparation (10 minutes)

Allow time for the students to read the article. Go round and explain any new words.

Discuss with the class the points from each paragraph and refer them to the summary at the bottom of the page.

Put the students in pairs or groups according to which famous people they have chosen. Alternatively they may work alone.

Now you try!

First draft (15 minutes)

Tell the students to discuss and make a note of the information they would like to include. They should plan illustrations, too. Tell them to plan the paragraphs and then to share the work between the members of the group. Ask them to read the Useful words and expressions and then they can write their first drafts.

Go round and make suggestions where necessary. Remind the students that they can change their minds and make corrections as much as they like.

When they are ready, tell the groups to read each other’s first drafts and encourage them to make suggestions (for example, have they explained how the person’s work affects us today?).

While they are discussing each other’s work, go round and correct as many drafts as you can.

Second draft (10 minutes)

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

Finally (10 minutes)

Give each group a large piece of paper to arrange their work on. Tell them to write the title in large colourful letters (suggest they use a pencil first) and add further designs as they wish (for example, ruled borders around the pictures and texts would enhance the presentation).

Use the projects for a classroom display.

EXTRA LISTENING page 109

Module 6 Progress test
Module 6

Unit 11

11.1
The Boy from the Past
Episode 6: The buried treasure

1
Narrator: Mazen discovered an ancient metal box. He dug it out of the hole and put it on the sand. Professor Hussam gently removed the sand from the box. He slowly lifted the lid … and they saw silver pots, shining jewellery and two golden masks. Everybody was astonished.

Then suddenly they heard a laugh behind them.

Professor: Harry Dark!

Harry: That’s right, professor. We didn’t find the map in the house last night. But now you’ve done all the hard work for us. Thank you. I think I’ll take the box now.

Omar: I’ll stop you!

Harry: You must be joking.

2
Detective: Don’t move!

Harry: Who’s that?

Detective: I’m a detective, and I’ve brought the police. You’re under arrest.

Professor: How did you know we were here?

Detective: I’m sorry, professor, but we followed you. Harry Dark is a dangerous man. We wanted you to be safe. And we wanted to catch him, too! He’s stolen many valuable treasures from our country.

3
Curator: This is a wonderful gift to the museum. We’re going to have a special exhibition about the Phoenician boy next month. And we would like you, Omar and Laila, to be our special guests.

Laila: Thank you.

Curator: So what are your plans for the rest of your holiday?

Omar: Well, we aren’t going to look for any more treasure! School starts next week.

Curator: What about you, Laila?

Laila: I think I’ll write a story. I’ll call it ‘The Phoenician Boy’!

11.2
1 scissors – metal
2 a rubber glove – rubber
3 a spoon – metal
4 a glass – glass
5 a ruler – wood
6 a pen – plastic

11.3

1
Ahmed: Shall I connect the light bulb to the battery?
Khaled: Yes, please.

2
Ahmed: What do we do next?
Khaled: I’ll connect the battery to this metal spoon.
Ahmed: Fine. And then we connect the spoon to the light bulb.
Khaled: Look! It’s lighting up.

11.4
Hiba: OK, what do you think were the five most important inventions in the last 200 years?
Lama: The five most important … mmm. Well, I think one of them has to be the computer, because we use computers for everything.

Hiba: I agree.

Lama: So what about the second invention? What do you think?

Hiba: I think it’s the fridge. It was a fantastic invention. Fridges allow us to keep our food cold. It has changed our lives and improved our health.

Lama: I see what you mean. And without fridges we wouldn’t have ice-cream!

Hiba: That’s right. So what about the third invention?

Lama: Erm … nuclear power?

Hiba: No, I think there are too many disadvantages ...

Lama: Yes, I agree. What about the radio?

Hiba: Well, I think the radio was more important than the TV.

Lama: I don’t agree. I think TV is more important than the radio. We can see things happening all over the world.

Hiba: Well, that’s true, I suppose. I would rather live without the radio than the TV.

Lama: Me too! And I think the fourth most important invention is the Internet. It’s an amazing source of information.

Hiba: I agree. And it’s available for everyone.

Lama: Great. So the fifth one is …

Hiba: The electric light!

Lama: I’m not sure – the car has changed our lives too.

Hiba: Come on, Lama. What would you do without light?

11.5
A repair share there
B engineer near idea

11.6
1 fear
2 hair
3 ear
4 chair
5 we’re
6 tear
Unit 12

12.1
OK, you’ve finished the Links Science Quiz. Let’s see how scientific you are.

Number 1. If you don’t breathe while you’re chewing, you won’t be able to taste anything. That’s because we need air to taste food.

Number 2. If you wear white clothes in the sun, you will be cooler than someone in dark clothes. White clothes reflect the sun’s rays and you stay cooler. Dark clothes absorb the rays and you get hotter.

Number 3. Harry and William are walking in the rain. If Harry starts running, he will get wetter than William. The rain won’t only hit his head and shoulders – it will hit all over the front of his body.

Number 4. This is an easy one. If you look directly at the sun, you will damage your eyes. The sun’s rays are very strong, so never look straight at the sun.

Number 5. If you heat water at the top of a mountain, it will boil at less than 100 ˚C. There is lower air pressure at the top of a mountain.

Number 6. This is too complicated to explain, but if you travel faster than the speed of light, you will get younger. Unfortunately, we can’t do this yet!

Number 7. If you travel from Earth to the next planet from the Sun, you will go to Mars. Mars is further from the Sun than Earth, Venus is nearer.

And finally, number 8. If you remove the air from inside a can, it will become smaller. The air pressure on the outside is greater than the air pressure inside the can.

How many did you get right?

12.2
Presenter: Do you want to be more creative? Well, today we’re talking to Lee Johnson. He’s written a book called How to improve your creativity. So, Lee, is it possible to be more creative?

Lee: Absolutely. Everybody has the potential to be a creative person.

Presenter: Do you have any advice for people to follow?

Lee: Yes, I do. I have six simple rules for how to be more creative. I call these the six secrets of creativity.

Presenter: What’s rule number one?

Lee: Always carry a small notebook and a pen or pencil. If you have an idea, write it down immediately! 90% of your ideas could be silly – don’t worry. 10% of your ideas could be brilliant!

Presenter: That sounds like a very good idea. I often think of a good idea but I haven’t got anywhere to write it down. So what happens? I forget it! So what’s rule number two?

Lee: Go for a walk. A change of place is always good for your mind, and exercise gives more energy to your brain. Rule three is connected to this idea. Read a lot of books. Reading gives your brain a lot of information. And books can give you inspiration.

Presenter: Is watching TV a good idea?

Lee: No, it isn’t. It’s a very bad idea. Rule number four is don’t watch a lot of TV. It isn’t good for your brain! Your brain needs exercise, just like the rest of your body. So rule five is exercise your brain. Play chess, talk to people, do crosswords. You will be more creative if your brain is fit!

Presenter: And what’s your final rule, Lee?
Always encourage students to plan their work carefully before they start, and preferably to write first and second drafts. Explain that although this seems rather time-consuming, it will in fact save them time and produce better results.

1 Make notes
Students should read the question or title carefully, and then note down their main points. They may like to draw mind maps, or just make a list. These notes do not need to be error free or neat – it is an opportunity to ‘brainstorm’.

2 Organise ideas
Students should then plan their work. A useful tip for students is to tell them to think of a heading for each of their paragraphs (even if these headings will not really be used).
The first paragraph* should always start with a general statement which refers to the question or title. It should be a general introduction to the text. The final paragraph* should ‘echo’ this introduction, giving a summary and conclusion. Details, arguments and examples go into the paragraphs in between. Here are two examples of titles and ‘headings’ and brief notes:

What are the advantages and disadvantages of TV?
1 introduction: there are advantages and disadvantages
2 advantages: relaxing, entertaining, educational, informative – examples of good programmes
3 disadvantages: waste of time, stops you thinking, bad influence on children, unhealthy – examples of bad programmes
4 conclusion: it can be bad, but a good thing if you are sensible

Write about an exciting day out
1 introduction – where, when, who
2,3 what happened, why it was exciting
4 conclusion – we will never forget it!

3 First draft
Using the notes that they have made, encourage students to write a first draft. They should then check it carefully. Can it be improved, e.g. by adding adjectives or adverbs, or by rearranging ideas? Remind students to check spelling and grammar at this stage.

4 Second draft
Remind students to take the time to check their work through once more.

* For single paragraphs, this need only be one sentence. However, here it is assumed that they are writing longer texts.
Teacher’s Notes

There is one extra listening exercise at the end of each module. Each exercise follows the same sequence. The teacher’s instructions are as follows:

Part 1
1 Ask the students to listen carefully while you read the text clearly.
2 Tell the students they will hear five questions and that you will then read the text again. Read each question clearly. At this stage, students should not write anything.
3 Ask the students to listen again while you read the text a second time.
4 Read out each question, pausing after each one for the students to write their answers. If necessary, repeat the questions.

Part 2
Read out the text as a dictation, pausing where indicated for the students to write it down. Read it through again, then put the students in pairs to check each other’s work.

Module 1

Part 1
1 Listen carefully.
Ahmed is very good at sport. Running is his favourite sport but he’s good at jumping, too. He’s a member of his town’s athletics club. He goes to the club three times a week and trains with his friends. Ahmed usually gets up early and goes running before school. At the moment, Ahmed isn’t training. He’s relaxing in front of the TV.

2 Now listen to five questions. Then I’ll read the text again.
1 Which sport does Ahmed like best?
2 How often does he go to the club?
3 What does he usually do in the morning?
4 Is he training now?
5 Where is he?

3 Listen again.
Ahmed is very good at sport. Running is his favourite sport but he’s good at jumping, too. He’s a member of his town’s athletics club. He goes to the club three times a week and trains with his friends. Ahmed usually gets up early and goes running before school. At the moment, Ahmed isn’t training. He’s relaxing in front of the TV.

4 Now answer these questions.
1 Which sport does Ahmed like best?
2 How often does he go to the club?
3 What does he usually do in the morning?
4 Is he training now?
5 Where is he?

Part 2
5 Now listen again and write.
Ahmed is very good at sport. / Running is his favourite sport / but he’s good at jumping, too. / He’s a member of his town’s athletics club. / He goes to the club three times / a week and trains with his friends. / Ahmed usually gets up early / and goes running before school. / At the moment, Ahmed isn’t training. / He’s relaxing in front of the TV.

6 Check all your answers with a partner.

KEY

Part 1
1 running 2 three times a week 3 He gets up early and goes running 4 No, he isn’t 5 in front of the TV
Module 2
Part 1
1 Listen carefully.
My name’s Deema. Yesterday, something amazing happened. I was walking to school with my friend Mariam. We were talking about a TV show when a car drove past. It stopped in front of us and two people got out. They were our favourite stars from the same show. They were very friendly and they wrote their names in our notebooks.

2 Now listen to five questions. Then I’ll read the text again.
1 Who was Deema with?
2 Where were they going?
3 What were they talking about?
4 What happened?
5 Why was it amazing?

3 Listen again.
My name’s Deema. Yesterday, something amazing happened. I was walking to school with my friend Mariam. We were talking about a TV show when a car drove past. It stopped in front of us and two people got out. They were our favourite stars from the same show. They were very friendly and they wrote their names in our notebooks.

4 Now answer these questions.
1 Who was Deema with?
2 Where were they going?
3 What were they talking about?
4 What happened?
5 Why was it amazing?

Part 2
5 Now listen again and write.
My name’s Deema. Yesterday, something amazing happened. I was walking to school with my friend Mariam. We were talking about a TV show when a car drove past. It stopped in front of us and two people got out. They were our favourite stars from the same show. They were very friendly and they wrote their names in our notebooks.

6 Check all your answers with a partner.

KEY
Part 1
1 her friend (Mariam) 2 school 3 a TV show
4 (A car drove past and stopped.) Two people got out of a car.
5 They were their favourite stars from the same show.

Module 3
Part 1
1 Listen carefully.
Ali is fourteen and his brother Omar is two years younger than him. Ali is a very good student. He works hard and he always wins prizes for his school work. Omar doesn’t work as hard as his brother. He isn’t a very good student, but he’s good at other things. He is very good at sport and he’s in the school football team. Ali doesn’t like sport very much, but he’s as fit as his brother because he goes to the gym.

2 Now listen to five questions. Then I’ll read the text again.
1 How old is Omar?
2 Is Omar a better student than Ali?
3 Who works harder?
4 Who is better at sport?
5 Is Omar fitter than his brother?

3 Listen again.
Ali is fourteen and his brother Omar is two years younger than him. Ali is a very good student. He works hard and he always wins prizes for his school work. Omar doesn’t work as hard as his brother. He isn’t a very good student, but he’s good at other things. He is very good at sport and he’s in the school football team. Ali doesn’t like sport very much, but he’s as fit as his brother because he goes to the gym.

4 Now answer these questions.
1 How old is Omar?
2 Is Omar a better student than Ali?
3 Who works harder?
4 Who is better at sport?
5 Is Omar fitter than his brother?

Part 2
5 Now listen again and write.
Ali is fourteen / and his brother Omar is two years younger than him. / Ali is a very good student. / He works hard / and he always wins prizes / for his school work. / Omar doesn’t work as hard as his brother. / He isn’t a very good student, / but he’s good at other things. / He is very good at sport / and he’s in the school football team. / Ali doesn’t like sport very much, / but he’s as fit as his brother / because he goes to the gym.

6 Check all your answers with a partner.

KEY
Part 1
1 12 2 No, he isn’t. 3 Ali 4 Omar 5 No, he isn’t.
Module 4

Part 1

1 Listen carefully.

Monaco is one of the smallest countries in the world. It is in Europe and it is only one point eighty one square kilometres. The largest country in the world is Russia. However, the country with the highest population is China. And where is the biggest city? It is in Japan. In the year two thousand, about thirty million people were living in Tokyo.

2 Now listen to five questions. Then I’ll read the text again.

1 Where is Monaco?
2 How big is it?
3 Is China bigger than Russia?
4 Which country has the most people?
5 In 2000, what was the population of Tokyo?

3 Listen again.

Monaco is one of the smallest countries in the world. It is in Europe and it is only one point eighty one square kilometres. The largest country in the world is Russia. However, the country with the highest population is China. And where is the biggest city? It is in Japan. In the year two thousand, about thirty million people were living in Tokyo.

4 Now answer these questions.

1 Where is Monaco?
2 How big is it?
3 Is China bigger than Russia?
4 Which country has the most people?
5 In 2000, what was the population of Tokyo?

Part 2

5 Now listen again and write.

Monaco [M-O-N-A-C-O] is one of the smallest countries in the world. It is in Europe and it is only one point eighty one square kilometres. The largest country in the world is Russia. However, the country with the highest population is China. And where is the biggest city? It is in Japan. In the year two thousand, about thirty million people were living in Tokyo [T-O-K-Y-O].

6 Check all your answers with a partner.

KEY

Part 1

1 Europe 2 1.81 square kilometres 3 No, it isn’t.
4 China 5 about 30,000,000

Module 5

Part 1

1 Listen carefully.

Hassan is a student in his first year at London university. He has been to Britain three times before with his family, but this is the first time he has been there by himself. He has made a lot of new friends, but he is looking forward to a visit from his father. He has found a good restaurant and he hopes his father will take him there.

2 Now listen to five questions. Then I’ll read the text again.

1 Where is Hassan?
2 Why is he there?
3 Has he been abroad before?
4 Who is going to visit him?
5 Where does he want to go?

3 Listen again.

Hassan is a student in his first year at London university. He has been to Britain three times before with his family, but this is the first time he has been there by himself. He has made a lot of new friends, but he is looking forward to a visit from his father. He has found a good restaurant and he hopes his father will take him there.

4 Now answer these questions.

1 Where is Hassan?
2 Why is he there?
3 Has he been abroad before?
4 Who is going to visit him?
5 Where does he want to go?

Part 2

5 Now listen again and write.

Hassan is a student in his first year at London university. He has been to Britain three times before with his family, but this is the first time he has been there by himself. He has made a lot of new friends, but he is looking forward to a visit from his father. He has found a good restaurant and he hopes his father will take him there.

6 Check all your answers with a partner.

KEY

Part 1

1 London 2 He’s a student at the university.
3 Yes, he has. 4 his father 5 a good restaurant
Module 6

Part 1

1 Listen carefully.

Maya and her family are on holiday in Paris. They have been there for five days and they have visited a lot of fantastic places. Maya and her dad have been to the top of the Eiffel Tower, but her mum hasn't. She was scared, so she went shopping. Yesterday, Maya was sitting in a café when she saw a friend from school! Now Maya has a friend in Paris!

2 Now listen to five questions. Then I'll read the text again.

1 Why is Maya in Paris?
2 When did she arrive there?
3 What was her mum scared of?
4 Where was Maya when she saw her friend?
5 How long have the friends been together in Paris?

3 Listen again.

Maya and her family are on holiday in Paris. They have been there for five days and they have visited a lot of fantastic places. Maya and her dad have been to the top of the Eiffel Tower, but her mum hasn't. She was scared, so she went shopping. Yesterday, Maya was sitting in a café when she saw a friend from school! Now Maya has a friend in Paris!

4 Now answer these questions.

1 Why is Maya in Paris?
2 When did she arrive there?
3 What was her mum scared of?
4 Where was Maya when she saw her friend?
5 How long have the friends been together in Paris?

Part 2

5 Now listen again and write.

Maya and her family / are on holiday in Paris. / They have been there for five days / and they have visited a lot of fantastic places. / Maya and her dad have been to / the top of the Eiffel [E-i-double E-F-E-L] Tower, / but her mum hasn't. / She was scared, so she went shopping. / Yesterday, Maya was sitting in a café / when she saw a friend from school! / Now Maya has a friend in Paris!

6 Check all your answers with a partner.

KEY

Part 1

1 She's on holiday (with her family).  
2 five days ago.  
3 going to the top of the Eiffel Tower (NOTE: spelling of Eiffel not important here)  
4 in a café  
5 since yesterday
Literature Spot 1

Jane Eyre

Before you start

1 Read the background text with the students and help them with any new vocabulary. Students work in pairs to answer the questions.

**KEY**
1 Charlotte, like Jane, was sent to boarding school where conditions were very bad. She also became a teacher.
2 Their imaginations were inspired by the wild countryside around them.
3 Her sisters, Anne and Emily, also became famous writers; while her brother, Bramwell, was a difficult person who lived a wild life.

2 In pairs, students look at the pictures and speculate about what happens in the story. Then they can do the exercise in pairs. Point out that they will need to understand these words to comprehend the passage.

**KEY**
abroad – in a different country
collapse – fall down
housekeeper – someone who looks after a house for the owner
inherit – get something from someone who died
lawyer – someone who advises you about the law
servant – someone whose job is to work in your house
sew – join together with cotton thread and a needle

Reading

3 Students read the story carefully. They can do this in pairs. See how much they can remember by asking them to discuss what the story is about. When you have checked their answers, students read out the sentences in the correct sequence.

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

4 Students can read the story again to do the exercise. They can do this in pairs. See how much they can remember by asking them to do the true or false exercise. They can do this individually or in pairs. They then correct the false statements.

**KEY**
1 T
2 F (Mrs Rochester shouts and makes strange noises.)
3 F (Mr Rochester saved the servants from the fire.)
4 T
5 T
6 T
7 T
8 F (Jane leaves and becomes a teacher.)
9 F
10 T
11 T

5 Students work in pairs matching each adjective with the people they describe.

**KEY**
1 Mr Rochester – sad and unfriendly
2 Mrs Rochester – wild
3 the servants – friendly
4 Richard Mason – handsome
5 Jane Eyre – lovely
6 Grace Poole – quiet and cold

6 Ask students if they know any love stories similar to Jane Eyre. Ask them to tell these stories in front of the whole class.
Literature Spot 2

Treasure Island

Before you start

1
Read the background text with the students and help them with any new vocabulary. Ask students if they know or have read any of Robert Louis Stevenson’s stories. If they have not, ask them if they think they would guess the story from its title.

2
Tell students that the words below are the key words in the story. Students complete the table in pairs, using their dictionaries if necessary. Check students’ answers.

**KEY**
words to do with money: treasure, rich, chest, coin
people on boat: crew, pirate, sailor, captain
words to do with fighting: attack, battle, wounded, fire, guns

Vocabulary

5
In groups, ask students to tell the story. Let each group tell a different part of the story. Let the students try to find the exact word that means the same as the sentences.

**KEY**
1 Inn
2 grabbed
3 crept
4 rescue
5 bargain
6 shore

Reading

3
Students must read the story, and answer the questions. Students can discuss their answers in pairs or small groups before you can check them as a class.

**KEY**
1 The blind man and his friends were looking for the map of the treasure.
2 Flint was one of the worst pirates that ever lived. He was also one of the richest. He hid a treasure.
3 The map shows where he buried his treasure.
4 Long John Silver wanted to wait until the doctor and the squire have the treasure on board to take it and then kill them.
5 Long John Silver left Ben Gunn on Treasure Island.
6 At the end, only five people were left.

4
Students must read the sentences carefully. They must know that these sentences are written in the active form. Tell students that a passive verb or sentence has as its subject the person or thing to which an action is done, as in ‘I opened the captain’s chest to take the money we were owed.’ Students must write these sentences using the passive. Tell the students that they can find the answers written in the story.
1 Sporting life

Language practice
1
1 G javelin
2 E sprinting
3 F skiing
4 C basketball
5 A cycling
6 H high jump
7 B roller skating
8 D ice skating

2
Lubna does drawing / draws at the weekend. Today she is drawing a portrait.
Maher plays chess every evening. Today he is reading a book about chess.
Hani plays tennis once a week. Today he is playing a game with a friend.
Maysa does singing / sings on a Monday. Today she is singing a traditional song.

3
1 speaks
2 travels
3 is working
4 Do, go
5 `m doing

4
(students’ own answers)

5
(students’ own answers)

6
1 walk
2 stairs
3 more
4 eat
5 do
6 watch
7 use
8 any
9 swimming
10 prefer

7
(students’ own answers)

8
2 to start
3 Doing
4 to warm up
5 to keep
6 Playing

9
(students’ own answers)

10
(students’ own answers)

Skills development

Reading
1
five forms of transport
boat, plane, camel, elephant, tram
six cities
Athens, Helsinki, Cairo, Delhi, Rio de Janeiro, Montreal
three continents
Australia, Africa, South America

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

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

Writing
4 (self-assessment)
3
4
In the past

Language practice
1. read
2. didn’t eat
3. gave
4. wrote
5. didn’t win
6. bought
7. came
8. took

2. Where did they go last weekend? They went to Palmyra.
3. What did your sister buy at the shopping mall? She bought a CD.

Skills development

Reading
1. They were sleeping.
2. They were organising a speed trap.
3. He was putting out a fire (at a health club).
4. He was having a cup of coffee.

Writing
1. I was at the swimming pool.
2. (They were swimming in the pool and) I decided to dive in.
3. The life guard helped me out.
4. I felt a terrible pain in my arm. I was scared. All my friends were very worried about me.
5. The X-ray was strange because I could see my bones!

Module 1 Progress test

Reading
1. sailing and canoeing
2. canoeing
3. scuba-diving
4. surfing
5. canoeing
Language practice
1 1 Are, writing
2 are, wearing
3 do, get up
4 Are, doing
5 Do, like
2 1 was
2 was working
3 were staying
4 was
5 was writing
6 called
7 invited
8 was shining
9 walked
10 had
3 1 Eating
2 to get
3 Talking
4 to keep
5 Drinking
6 Surfing
4 1 works
2 likes
3 goes
4 is talking
5 works
6 is flying
7 is reading
8 attends
9 isn’t studying
10 is preparing
11 is having
12 is reading
5 1 went
2 found
3 won
4 invited
5 drank
6 heard
7 visited
8 saw
9 bought
10 wrote
6 1 Were you having your dinner at six o’clock?
2 Was the sun shining yesterday?
3 What were you doing at eight o’clock last night?
4 What were you saying to the teacher?
5 Were you wearing jeans yesterday?
6 Why were you watching TV in the morning?
7 1 was working, went
2 was playing, asked
3 was sleeping, broke
4 were watching, knocked
5 weren’t playing, fell
6 was buying, came

Writing
(students’ own answers)
3 Amazing world
Language practice
1 1 History
2 Science
3 Mathematics
4 Medicine
5 Architecture
6 Literature
7 Archaeology
8 Business
9 Computer Science
2 1 heavier
2 older
3 shorter
4 lighter
3 1 A Mercedes car is bigger than a Mini car.
2 Giraffes are taller than elephants.
3 Text messages are shorter than emails.
4 August is hotter than December.
5 A computer is more expensive than a mobile phone.
4 1 Fadia is better at playing tennis than Ruba. / Ruba is worse at playing tennis than Fadia.
2 Fadia is worse at using a computer than Ruba. / Ruba is better at using a computer than Fadia.
3 Fadia is better at speaking English than Ruba. / Ruba is worse at speaking English than Fadia.
4 Fadia is worse at drawing than Ruba. / Ruba is better at drawing than Fadia.
5 Fadia is worse at cooking than Ruba. / Ruba is better at cooking than Fadia.
5 1 Sharks
2 Kangaroos
3 Rhinoceroses
4 Giraffes
5 Bears
6 1 Forty thousand, seven hundred and sixty-eight
2 5,361
3 Seven million
4 99,913
5 Sixty thousand and fifty-seven
6 425
7 Eight million, six hundred and seventy-eight thousand, nine hundred and thirty
7 1 as fast as aeroplanes
2 as well as Ali
3 as hungry as
4 as old as
5 as interesting as
8
2 not as big as
3 not as strong as
4 not as long as

9
(students' own answers)

Skills development

Reading
1
1 T
2 F
3 F
4 T
5 T

2
1 d
2 e
3 a
4 b
5 c

Writing
3

<table>
<thead>
<tr>
<th></th>
<th>Canada</th>
<th>Syria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>30 million</td>
<td>22 million</td>
</tr>
<tr>
<td>Currency</td>
<td>Canadian dollar</td>
<td>Syrian pound (Lira)</td>
</tr>
<tr>
<td>Size</td>
<td>big – only Russia is bigger</td>
<td>big (185,180 km )</td>
</tr>
<tr>
<td>Capital City</td>
<td>Ottawa</td>
<td>Damascus</td>
</tr>
<tr>
<td>Other big city</td>
<td>Montreal</td>
<td>Aleppo</td>
</tr>
<tr>
<td>Climate</td>
<td>very cold in the winter</td>
<td>warm, sunny most of the year</td>
</tr>
<tr>
<td>Leisure activities</td>
<td>walking, sailing, canoeing and camping</td>
<td>(students’ own answers)</td>
</tr>
<tr>
<td>Main industries</td>
<td>wood products, paper, wheat, making cars and machines</td>
<td>cotton, oil, tourism</td>
</tr>
<tr>
<td>Interesting facts</td>
<td>- takes four days to travel across it by train - two parts, one English speaking and one French speaking - trees cover 35% of Canada</td>
<td>(students’ own answers)</td>
</tr>
</tbody>
</table>

4 World records

Language practice

1 (self-assessment)
1 Bangladesh
2 India
3 Syria
4 China
5 Australia
6 Finland
7 Egypt
8 Russia
9 Mexico

2
1 the longest, the most
2 the oldest
3 the most
4 the fastest
5 the largest, the deepest
6 the most expensive

3
2 triangular
3 square
4 pointed
5 diamond-shaped
6 round
7 rectangular
8 diamond-shaped
9 round
10 rectangular

4
2 ✓
3 X A tall green tree
4 ✓ A narrow Chinese street
5 ✓
6 ✓ An important cultural building
7 ✓
8 X A wonderful ancient tomb
9 X My clever German friend
10 ✓

Skills development

Reading
1
1 four
2 the Pacific
3 under the sea
4 the moon’s gravity
5 salt, millions of tiny animals, fish
6 sharks; whales
7 it is black

2
1 d
2 e
3 a
4 c
5 b

(students' own answers)
Writing
3
(students’ own answers)

4

<table>
<thead>
<tr>
<th>Name</th>
<th>The Great Ummayyad Mosque</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where it is</td>
<td>Damascus, Syria</td>
</tr>
<tr>
<td>Who built it</td>
<td>Caliph Walid</td>
</tr>
<tr>
<td>What you can see</td>
<td>three minarets, decorated domes, old mosaics, a fifteenth-century wooden minbar, the tomb of the prophet Yahia</td>
</tr>
<tr>
<td>When you visited it</td>
<td>last year</td>
</tr>
</tbody>
</table>

5

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Size</th>
<th>Qualities</th>
<th>Origin</th>
<th>Material</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>important</td>
<td>holy</td>
<td></td>
<td>place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wonderful</td>
<td>ancient</td>
<td></td>
<td>things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>magnificent</td>
<td>old</td>
<td></td>
<td>mosaics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>fifteenth-century</td>
<td>wooden</td>
<td>minbar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(students’ own answers)

Module 2 Progress test

Reading
1
1 300 m
2 They are too cold and windy, there is a lot of ice and snow, and there isn’t much oxygen.
3 only a few insects
4 at the bottom of mountains
5 Mount Everest
6 Edmund Hilary and Tenzing Norgay
7 visit mountains for the beautiful scenery and skiing, look after animals, grow trees for wood, collect water for towns and cities

2
1 millions of years old
2 8,850 metres
3 1953

Language practice
1
1 more interesting than
2 better than
3 easier than
4 younger than
5 safer than
6 more expensive than
7 older than
8 more delicious than
9 more useful than
10 quicker than

5 Life events

Language practice
1
1 have
2 have
3 have
4 has
5 have
6 has

2 (self-assessment)
1 has made
2 has written
3 have met
4 have / has eaten
5 has found
6 have taken
7 has read
8 has been / has gone
9 have heard
3  Have you ever been on a roller coaster?
4  Have you ever eaten snails?
5  Have you ever had an injection?

(students’ own answers)

Skills development

Reading
1  Waleed
   comes from Syria
   lives in Damascus
   other countries visited Turkey
   hobbies playing computer games, video games and football
   other facts has lived in apartment for three years

   Akira
   comes from the USA
   lives in Japan
   countries visited (no information)
   hobbies painting and drawing
   other facts has known best friend for four years

   Ahmed
   comes from the UAE
   lives in the UAE
   other countries visited Australia, the USA
   hobbies music and photography
   other facts has been to three different schools

Writing

6 How we live

Language practice
1  1 statue
   2 vase
   3 beads
   4 pot
   5 coins
   6 bowl
   7 jug
   8 mirror

2 (self-assessment)
   1 for
   2 since
   3 for
   4 since
   5 since
   6 for

3  2 haven’t had since
   3 A: have, been
      B: For
   4 hasn’t spent since
   5 has had since

4 (students’ own answers)

5  A
   1 has lived
   2 has played
   3 since
   4 has had
   5 for
   6 hasn’t won

   B (self-assessment)
   7 has worked
   8 since
   9 has assisted
   10 also has
   11 for
   12 has met

6  2 How long have you had that T-shirt? Since last week.
   3 How long have you lived in that house? For ten years.
   4 How long have you had that dictionary? For a year.
   5 How long have you had that ring? For five years.

7 (students’ own answers)
Skills development

Reading
1 2 T 3 F 4 F 5 F 6 F 7 T
2 (students’ own answers)

Writing
(students’ own answers)

Module 3 Progress test

Reading
1 1 d 2 c 3 a 4 b
2 1 everyday 2 better 3 invent 4 aeroplanes 5 space 6 computer 7 technology

Language practice
1 1 has been/has gone 2 has seen 3 have not played 4 have eaten 5 has lost 6 have heard 7 have met 8 has won 9 haven’t written 10 have flown
2
1 A: Have, been/Have, gone
B: have
A: Did, win
B: did
3 1 have done 2 for 3 have worked 4 since 5 have found 6 haven’t had 7 haven’t watched 8 for 9 have been 10 since 11 haven’t had 12 for
4 1 six o’clock 2 two years 3 I was born 4 two days 5 two years 6 he was at school 7 six months 8 last summer
5 1 They have known (about) the exam results for two weeks.
2 Charles has been here for ten minutes.
3 We haven’t spoken since last Tuesday.
4 Wissam has had a cold for two days.
5 I haven’t eaten since lunchtime.

Writing
(students’ own answers)

7 Ideas and thoughts

Language practice
1
2 Salah is average height and slim.
3 Ali is short and slim.
4 Hassan is short and plump.
5 Khaled is average height and plump.
6 Omar is tall and plump.
2
1 dark 2 slim 3 long 4 fair
3
2 We are visiting our grandmother in hospital tomorrow morning.
3 My mother and father are not going to the theatre this evening.
4 Mr Jones is going to Paris for the weekend.
5 You are not going to the dentist at five o’clock.
4
2 suddenly 3 quietly 4 quickly 5 happily 6 carefully
5
2 Where are they meeting?
   They are meeting at the hotel in Damascus.
3 What are they visiting at 10.30 a.m.?
   They are visiting The Great Ummayad Mosque.
4 Where are they having lunch?
   They are having lunch in an old town restaurant.
5 How are they going up Mount Kassioun?
   They are going up Mount Kassioun by taxi.
6 What are they doing at 4.30 p.m.?
   They are going on a tour of Damascus in a coach.
7 When are they going to Souk Al-Hamidiyah?
   They are going to Souk Al-Hamidiyah at 6.00 p.m.

6
2 I’m not.
3 Neither am I.
4 So am I.

7 (self-assessment)
2 What are you doing tomorrow?
3 I’m sorry but I can’t come on Thursday.
4 I’m having my piano lesson.
5 No, we’re not.
6 No, I’m not.
7 Would you like to come?

8 (students’ own answers)

Skills development

Reading
1
1 E
2 C
3 F
4 B
5 D
6 A

2
1 Scribes wrote whole books by hand on animal skin.
2 It was slow, the wood blocks didn’t last long, and it only worked for short books.
3 His terracotta letters were moveable and could be used again.
4 Gutenberg’s letters were made of metal, while Pi Sheng’s letters were pieces of terracotta.
5 Paper manufacturing started in China and the Arabs took it to Europe.

Writing
Nadia and Khaled are inviting their friends to go to a shopping mall with them and have a sandwich.
Ahmed and Reem think it’s a great idea.
(students’ own answers)

8 Messages
Language practice

Skills development
6. was, invented  b
7. were, held  b
8. were, buried  a

7. (students’ own answers)

Skills development

Reading
1. (self-assessment)
   1. b
   2. b
   3. b
   4. c
   5. b
   6. a
   7. c
   8. b
   9. c
   10. a

2. (self-assessment)
   (suggested answers)
   1. Barbara should get good lighting for her desk.
   2. Jenny should make a weekly timetable.
   3. Hassan should get some shelves for his books and files. / He should clean his desk.
   4. Laila should check that she has supplies of the things she needs. / She should buy a pen-holder.
   5. Jamie should make sure there is room on his desk for writing.

3. (students’ own answers)

Writing
1. Maths
2. To have things ready, to write more tidily
3. Arabic
   (students’ own answers)

Module 4 Progress Test

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

2
   1. You can see cave paintings in France and Africa.
   2. Cuneiform writing was found in Iraq.
   3. Hieroglyphics were developed in Egypt.
   4. The Phoenicians developed a 22-letter alphabet.

Language practice
1
   1. are, doing
   2. ’m going
   3. am, are, doing
   4. ’m going
   5. ’m visiting
   6. ’re going
   7. are, going

9. The environment

Language practice
1
   1. Ocean
Desert
Mountain
River
Forest

which / that
who
where
which / that
who

(suggested answers)
drives buses
teaches students
works in a factory
writes news stories
works in a hospital

where we bought souvenirs
who taught us to sail
where we went swimming every day

migrate
navigated
was invented
is distributed

(self-assessment)
communication
navigation
invention
distribution
migration

(self-assessment)
Although we were tired
Although I was angry
Although he does a lot of exercise
Although Ruba’s older than her brother
Although it’s usually hot at this time

Neither Ahmed nor Fadia plays the violin.
Both Wissam and Ahmed play the ‘oud.
Neither Ahmed nor Fadia plays the guitar.
Both Wissam and Khaled play the violin.

either, or
neither, nor
either, or
neither, nor

(self-assessment)

Skills development

Reading

Maysa
Reem
Sawsan
Hind

1
2
3
4
5

71
nature reserve
orchid
Softshell turtle

Writing

Language practice

seal
penguin
polar bear
butterfly

anybody
somewhere
nothing
Nowhere
something
Somebody
nobody

could
must
can’t

Navigate
Anchor
Steer
Mast
Life belt
Sail
Rope
Deck

didn’t have to pay
Did, have to wait
had to take
Did, have to tidy
had to work
didn’t have to get up
Did, have to wear
had to take
had to do
didn’t have to drive

(self-assessment)
had to tidy their
had to do their
had to (phone), her
didn’t have to (phone), his
Skills development

Reading

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

2
1 creature
2 treasure
3 generous
4 port
5 spices

Writing
(students' own answers)

Module 5 Progress test

Reading

1
1 b
2 a
3 a
4 b
5 a
6 c
7 a

2 (suggested answers)
1 The main threats to the environment are pollution, global warming, hunting, and the destruction of the natural environment.
2 Global warming is caused by gases and chemicals going into the atmosphere. They make the world warmer.
3 People are joining environmental organisations, recycling rubbish and protecting habitats in their region.

Language practice

1
1 Next week there's a traditional music festival which / that happens every year.
2 Mariam likes the other students who are in her class.
3 Hussam spoke to the teacher who taught science.
4 He's the man who drove the school bus.
5 I did the homework which / that the teacher gave us yesterday.

2
1 who
2 which / that
3 which / that
4 where
5 who
6 which / that
7 which / that
8 which / that
9 where
10 who

3
1 Italians are people who live in Italy.
2 Milk is a drink which / that is good for you.
3 English is a language which / that is spoken all over the world.
4 An aeroplane is a vehicle which / that flies from place to place.
5 A pianist is a musician who plays the piano.

4
1 Neither
2 Both
3 either
4 Neither
5 Both
6 either
7 Neither
8 Both

5
1 everywhere
2 anybody
3 anything
4 something
5 everything
6 Everybody
7 somebody
8 nothing
9 anywhere
10 nowhere
11 Nobody
12 Somewhere

Writing
(students' own answers)

11 Inventions

Language practice

1
2 I'll have
3 please
4 soup of the day
5 I'll have that
6 We'll have
7 How would you
8 have chips
9 we have three fruit juices

2 (students' own answers)

3 (suggested answers)
3 He isn't going to take photos.
4 He's going to have a meeting with Mr Adams at the factory.
5 He's going to travel by plane.
6 He isn't going to play tennis.

4
(students' own answers)
5 (suggested answers)
2 It’s made of paper.
3 It’s made of plastic.
4 It’s made of china.
5 It’s made of cloth.
6 It’s made of plastic.
7 They’re made of glass and metal (or plastic).
8 It’s made of rubber.

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

7 (self-assessment)
2 I’ll help you.
3 I’ll move it.
4 I’ll clear the table.
5 I’ll lend you some.
6 I’ll call a taxi.
7 I’ll talk to her.
8 I’ll tidy it.

Skills development

Reading
1

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<thead>
<tr>
<th>Place</th>
<th>Invention</th>
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<tbody>
<tr>
<td>Baghdad</td>
<td>battery</td>
</tr>
<tr>
<td>India</td>
<td>plastic surgery / nose operations</td>
</tr>
<tr>
<td>China</td>
<td>fast food</td>
</tr>
<tr>
<td>Ancient Rome</td>
<td>clear glass / glass windows</td>
</tr>
</tbody>
</table>

2
1 2.5 million years ago
2 vinegar
3 plastic surgeons
4 noodles and delicious sauces
5 the ancient Egyptians and Phoenicians

Writing
At school 3
The most important invention 5
The morning 2
General household inventions 1
In the evening 4

12 Creativity

Language practice
1
2 look at
3 go away
4 build up
5 Turn off
6 look up
7 look for
8 cool down

2
<table>
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<th>Verb</th>
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<tr>
<td>production</td>
<td>produce</td>
</tr>
</tbody>
</table>

3
2 If the temperature of water falls below 0˚C, it freezes.
3 If you surf the Net, you can find a lot of information.
4 If you don’t water plants, they die.
5 If you have a bad tooth, you get toothache.

4
2 to
3 on
4 through
5 in
6 under
7 into
8 at
9 in, on
10 of
11 at
12 between
13 above

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

6
1 go, will visit
2 is, will go
3 will catch, leave
4 go, will need
5 will print, want
6 stays, will feel
7 will have, go

7 (suggested answers)
2 What will happen if you don’t listen in class?
   I won’t understand.
3 What will happen if you miss the bus?
   I will be late for school.
4 What will happen if you don’t eat your breakfast?
   I will be hungry.
Skills development

Reading
1 (students’ own answers)

2 (students’ own answers)

Writing
Your hero’s name: Alex
The scientist’s name: James Vance
The place they met: the east coast of Canada
A vehicle: a hot-air balloon
The scientist’s research: air pollution

Module 6 Progress test

Reading
1 (Suggested answers)

<table>
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<tr>
<th>Date</th>
<th>Person/people/company</th>
<th>What they did</th>
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</thead>
<tbody>
<tr>
<td>10th century</td>
<td>Alhazen</td>
<td>wrote about the camera obscura</td>
</tr>
<tr>
<td>17th century</td>
<td>European artists</td>
<td>used the camera obscura to paint realistic pictures</td>
</tr>
<tr>
<td>1826</td>
<td>Joseph Niepce</td>
<td>first photo on paper using chemicals</td>
</tr>
<tr>
<td>1837</td>
<td>Louis Daguerre</td>
<td>first practical method of taking photos</td>
</tr>
<tr>
<td>1888</td>
<td>George Eastman</td>
<td>made a box camera for people to buy and invented flexible film</td>
</tr>
<tr>
<td>Early 20th century</td>
<td>The Lumi`ere brothers</td>
<td>first colour photos</td>
</tr>
</tbody>
</table>

2
1 F
2 F
3 T
4 T
5 F

Language practice
1
1 'll go
2 's going to study
3 'm going to be
4 'll have
5 're going to live
6 'll rain
7 'll have
8 're going to attend

2
1 into
2 between
3 through
4 of
5 on
6 at
7 in
8 under
9 to
10 above

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

4
1 rains, won’t go
2 gets, will become
3 won’t see, don’t phone
4 choose, won’t spend
5 won’t let, doesn’t have
6 am, will be
7 will catch, run
8 don’t protect, will become
9 will see, put on
10 eat, will be
11 won’t win, don’t practise
12 doesn’t learn, won’t get

5
1 will improve
2 developments
3 solution
4 discovered
5 invention
6 communicate
7 combination
8 was produced

6
1 calculator
2 rubber
3 ruler
4 mug
5 paper clips
6 glasses
7 stapler

Writing
(Students’ own answers)
Wordlist

Introduction

The following is a list of new words which are introduced in English for Starters 8 Students’ Book.

Nouns are given with their plural form in brackets after the word. Where the plural is the same as the singular, a dash (–) appears in brackets. Nouns existing only in plural form are indicated by (pl.n.). In cases where the plural is rarely used, or where the plural form changes the sense of the word, plurals have not been given.

Regular verbs are marked with an asterisk after the word (*) and irregular verbs with two asterisks (**). Irregular verbs can be referred to in the table of irregular verbs on pages 129–130.

Students’ Book

A
ability(ies) (p.82)
aademic (p.70)
accidental (p.86)
act* (p.34)
actually (p.43)
adopt* (p.72)
adult (p.58)
adventurous (p.28)
advice (p.40)
aerobic (p.8)
Africa (p.22)
allow* (p.80)
alphabet(s) (p.12)
alternating current (AC) (p.80)
amazed (p.26)
amongst (p.28)
ancestor(s) (p.56)
annoyed (p.12)
anybody (p.68)
anywhere (p.48)
apartment(s) (p.43)
appear* (p.10)
approach(es) (p.82)
aquarium (p.14)
Arab(s) (p.28)
arm(s) (p.8)
argue* (p.80)
art gallery(ies) (p.36)
at least (p.10)
athlete(s) (p.6)
atletics (p.6)
Australian (p.18)
avoid* (p.38)
awareness (p.72)
back(s) (p.8)
background (p.10)
bacteria (pl.n.) (p.86)
bag(s) (p.43)
bald (p.48)
bang* (p.48)
beach(es) (p.14)
best-known (p.28)
blackness (p.44)
blow** (p.24)
boil* (p.84)
bone(s) (p.39)
bonfire(s) (p.56)
border(s) (p.26)
brain(s) (p.58)
brake in (p.68)
breathe* (p.84)
breathing (p.58)
bring about** (p.82)
broken (p.86)
Bronze Age (p.30)
build up** (p.8)
builder(s) (p.70)
burn** (p.10)
bush(es) (p.12)
busy (p.48)
butterfly(ies) (p.62)
buy (p.40)
cabin(s) (p.44)
cabinet(s) (p.48)
cactus(cacti) (p.24)
cake(s) (p.34)
camel(s) (p.24)
can(s) (p.44)
capital(s) (p.26)
cardboard (p.86)
carefully (p.48)
carpet(s) (p.31)
carry* (p.24)
carve* (p.52)
carving(s) (p.12)
casual (p.44)
cell(s) (p.58)
Central American (p.30)
chance(s) (p.38)
channel(s) (p.55)
cheek(s) (p.48)
cheetah(s) (p.66)
chemical(s) (p.58)
Chinese (p.20)
choice(s) (p.44)
chop* (p.60)
civilisation(s) (p.16)
clearer (p.20)
client(s) (p.54)
cliff(s) (p.28)
climate(s) (p.74)
climb* (p.28)
close (p.20)
coast(s) (p.62)
code(s) (p.56)
collect* (p.30)
collection(s) (p.40)
collector(s) (p.40)
colony(ies) (p.16)
column(s) (p.28)
combine* (p.82)
comfortable (p.28)
community(ies) (p.66)
complex (p.54)
complicated (p.20)
condition(s) (p.66)
conductor(s) (p.78)
contact* (p.40)
continent(s) (p.10)
continue* (p.52)
contribution(s) (p.88)
control* (p.58)
cool (p.24)
cold down* (p.8)
coope (p.16)
copy* (p.56)
coral (p.14)
counting machine(s) (p.80)
cover* (p.24)
cow(s) (p.16)
creativity (p.82)
crew (p.46)
crossword(s) (p.28)
culture (p.16)
curator(s) (p.48)
cut down** (p.62)
damage* (p.84)
dash(es) (p.56)
rubber (p.79)
rubbish (p.44)
rucksack(s) (p.38)
rudder(s) (p.70)
rule* (p.30)
Russian (p.16)
safe (p.76)
sail* (p.16)
sail(s) (p.70)
sailor(s) (p.16)
sandstone (p.28)
sandstorm(s) (p.24)
sandy (p.24)
Saturn (p.22)
scar (p.48)
scientist(s) (p.58)
sculpture(s) (p.28)
seahorse(s) (p.14)
seal(s) (p.66)
search (to go in search of) (p.64)
season(s) (p.64)
seed(s) (p.24)
sense(s) (p.58)
server(s) (p.54)
shark(s) (p.70)
shining (p.76)
shipbuilder(s) (p.16)
ship-building (p.70)
shooting star(s) (p.36)
shoot put (p.6)
shoot down** (p.68)
shuttle (p.44)
sight (p.28)
sightseeing (p.14)
sign(s) (p.82)
simply (p.44)
singles(–) (p.18)
sink** (p.26)
skiing (p.10)
skilful (p.16)
skilled (p.70)
skin (p.24)
skull(s) (p.58)
skyscraper(s) (p.37)
slow down* (p.82)
smell (p.58)
snack(s) (p.44)
snorkelling (p.14)
soldier(s) (p.30)
solitude (p.38)
somebody (p.68)
someone (p.48)
sound wave(s) (p.53)
sound(s) (p.52)
soup (p.44)
south (p.38)
space (p.44)
spacesuit(s) (p.44)
spectacular (p.28)
spicier (p.44)
sports field(s) (p.6)
sprinting (p.6)
stair(s) (p.8)
stare at* (p.68)
stature(s) (p.40)
stay* (p.38)
steal** (p.30)
steam engine(s) (p.80)
steer* (p.70)
stone(s) (p.12)
store* (p.54)
straight (p.88)
strap(s) (p.44)
straw (p.44)
stretching (p.8)
supply* (p.24)
surgical (p.82)
surrounded (p.62)
survive* (p.16)
sweatshirt(s) (p.38)
system(s) (p.54)
table tennis (p.12)
take part** (p.10)
take place** (p.10)
tall (p.22)
tap* (p.48)
tap(s) (p.72)
target shooting (p.10)
task(s) (p.8)
taste (p.44)
team(s) (p.44)
temperature(s) (p.24)
terracotta (p.30)
text message(s) (p.43)
textile(s) (p.16)
thereof(ies) (p.88)
thick (p.60)
thief (thieves) (p.20)
thin (p.48)
third (a third) (p.24)
thoughtfully (p.48)
throwing (p.6)
thumb(s) (p.8)
tiger shark(s) (p.22)
tiger(s) (p.22)
tired (p.14)
touch (p.58)
tourist(s) (p.28)
trade* (p.16)
trader(s) (p.20)
traffic (p.82)
trainer (p.6)
training (p.6)
translate* (p.88)
transport* (p.24)
treasure(s) (p.28)
treat* (p.82)
tropical (p.62)
trouble(s) (p.30)
tube(s) (p.82)
tundra (p.66)

umbrella(s) (p.26)
derunder arrest (to be under arrest) (p.76)
derunderline* (p.46)
derundersea cable(s) (p.54)
derunexpected (p.40)
derurban (p.72)
dervalley(s) (p.30)
dervariety(ies) (p.6)
dervast (p.66)
derVelcro (p.44)
derVenus (p.84)
derversion(s) (p.70)
dervet(s) (p.30)
dervia (p.55)
dervisible (p.44)
dervision (p.88)
dervolcano(es) (p.32)
dervolt(s) (p.78)
derwarm-up (p.8)
derwarmth (p.64)
derwarned (be warned) (p.28)
derwaterfall(s) (p.32)
derwatt(s) (p.79)
derwealth (p.16)
derwebpage(s) (p.37)
derwedding ring(s) (p.86)
derweight-lifting (p.8)
derwelcome (p.38)
derwell-adapted (p.24)
derwest (p.64)
derwet (p.24)
derwhale(s) (p.64)
derwheat (p.16)
derwildebeest(–) (p.64)
derwind(s) (p.20)
derwindy (p.24)
derwingspan (p.22)
derwonderful (p.28)
derwooden (p.16)
derwrestling (p.10)
derX-ray(s) (p.86)
deryoga (p.8)
deryoung (p.64)
derZ
nderzero gravity (p.44)
### Irregular verbs

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<tr>
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<th>Past simple</th>
<th>Past participle</th>
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Teacher’s Notes
Teacher’s Notes
English for Starters is a communicative course in English, which takes into account the most modern methodology.

English for Starters Level 8 aims to stimulate the child’s interest in learning English and to develop confidence through a range of enjoyable activities.

The focus at this stage of the course is on all four skills – listening, speaking, reading and writing. An active use of language is promoted throughout the course, setting the foundation for successful language learning.

The course consists of:

- **A Students’ Book**, which includes attractive and lively material to encourage students’ interest in the language through a range of listening, reading and speaking activities.

- **An Activity Book**, which provides a range of stimulating reading and writing activities.

- **A Teacher’s Book**, which contains step-by-step, easy-to-follow instructions for each lesson and useful notes on the effective use of teaching aids.

- **A Cassette**, which contains all of the listening activities and songs for the course.