



**Republic of yemen**  
**Ministry of Education**  
Curricula & Supervision Sector  
Genral Directorate of curricula



# **ENGLISH COURSE FOR YEMEN**

## **Teacher's Book 6**



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Ministry of Education  
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# ENGLISH COURSE For Yemen

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## Teacher's Book 6

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# Introduction

## Crescent English course-the background

The *Crescent English Course*, specially developed for the teaching of English in Arab schools, was first published in 1977 after research and conference and seminar discussions over a number of years. It pioneered the communicative approach to language learning and teaching. Since 1977, the Course has been amended from time to time and tailored to meet changing situations in the different countries using it. This policy of regular updating has ensured the continued success of the Course throughout the Arab world.

This new edition of the Crescent English courses is firmly based on the same theoretical and pedagogical principles as the original. The changes reflect both the wide experience gained by the authors over the years since first publication and the need to provide teachers with something new.

A larger format has been chosen for the books to allow a large print size and clear illustrations at the lower levels of the course and sufficiently large print sizes for the longer texts needed at the higher levels. The new materials continue to provide those features most likely to appeal to learners, such as varied text types with attractive illustrations for language presentation and skill development, and games and songs at the early levels.

The Course has a combined functional/structural syllabus and the recommended methodology is drawn from a variety of old and new sources. The workbooks provide carefully graded and systematic practice and consolidation exercises as well as communicative language learning tasks. Although the new course includes group activities, there is a greater use of pairwork. A system of signposting in the new edition makes the books easily accessible to pupils and teachers.

## Crescent 6 Components

Pupil's Book 6  
Workbook 6  
Class Cassette 6

The pupil's Book contains the input material; the workbook contains language tasks and practice exercises. Both books are needed in most lessons. Unit and step numbers are indicated in both books as follows: 1.1 (Unit 1, Step 1), 3.4 (Unit 3, Step 4).

## Organization of Crescent 5

Crescent 6 contains six core Units, an Arts Reader and a Science Reader. The core material is intended to be used by all pupils for developing language skills; the Arts Reader is intended for use in arts classes and the Science Reader for use in Science classes. Since both Readers are printed in one volume, however, pupils and teachers can use the extra material as they wish.

Each Reader has 10 texts/ The topics are listed on the Contents page of pupil's Book 6. The texts are intended to be used in class along with core Units 1 to 5.

The core Units are divided into steps, each corresponding to approximately one lesson. Each of the Arts and Science Readers has been allocated two lessons. The total number of lessons in one year is therefore 92, made up as follows:

Unit	Topic	Core Lessons	Reader Lessons
1	Describing things	12	4
2	Reporting events	12	4
3	Looking for a job	12	4
4	Tables, flow charts and diagrams	12	4
5	Working things out	12	4
6	Looking back	12	-
<b>Total:</b> 72		+ 20 = 92	

As Book 6 has been developed for the examination year in Yemen, it has a different format from that used in the previous five levels. Each Unit - with slight variations - follows this pattern:

Step 1	vocabulary	Step 7	speaking
Step 2	speaking	Step 8	listening
Step 3	listening	Step 9	reading
Step 4	reading	Step 10	language focus
Step 5	language focus	Step 11	writing development
Step 6	vocabulary	Step 12	writing practice

Variations occur mainly in relation to the mix of skills development. Reading is sometimes given precedence over listening and speaking practice, as the focus in the final examination will be on reading and writing.

In Book 6, a clearer division between the pupil's Book and the workbook has been made to help the pupils with their revision. All input material now appears in the pupil's Book along with clear explanations of its purpose and use the workbook contains further practice activities that help consolidate the work initiated in the pupil's Book.

## Features of Crescent 6

### *Picture dictionary pages*

Many of the vocabulary pages in the pupil's Book are in the form of picture dictionaries. These give the pupils a clear reference for much of the key vocabulary.

### *Structured conversations*

These appear on the pupil's Book speaking pages. They contain one or two conversations, focusing on clear functional areas of language in natural settings. The functional areas are highlighted in the text, and the relationship between intonation and meaning is highlighted on the cassette, which is used for repetition practice.

### *Talk and listen conversations*

These conversations, which appear in the workbook, practise short, controlled conversations. Because pupils see only their own part of the conversation, they are forced to listen to each other carefully in order to choose appropriate responses.

### *Language work*

There are two language focus pages in each Unit. These consolidate the language that has been covered up to that point in the Unit. Most of the grammar that is covered has been studied in previous years. The aim is to give the pupils a broad base of language, which can be tested in the examination.



Testing can then take place both on the pupils' knowledge of grammar and their ability to make use of it.

### ***Writing development***

Each Unit in Book 6 ends with two lessons that aim to develop the writing skill. These lessons make use of the vocabulary and language that has been studied in the previous ten lessons. Again, the reasoning behind the design of these lessons is the final examination. The aim is to give the pupils a selection of writing types in which they can be tested with confidence.

### ***Teacher's Book 6***

The contents are listed at the beginning of the book. The Unit teaching notes for the core include the following:

- Unit content summaries
- Unit lists of the new vocabulary
- The script of the cassette sections where these are not in the pupils' materials.

The Appendix contains the Book 6 word list and a glossary of teaching instructions.

### ***Abbreviations used***

PB5	Pupil's Book page 5
WB7	Workbook page 7
CS3	Cassette Section 3
TB	Teacher's Book
TP L1	Teaching Procedure listening 1
T	Teacher
P	Pupil
C	Class
G	Grup

### ***Using the teaching notes***

Each Step of the core material begins with a table at the top of the page containing the page containing the following information:

Unit and Step number	Materials
<b>Learning objectives</b>	
<b>Language focus</b>	
<b>Vocabulary</b>	Only new vocabulary is listed.

This table is followed by the recommended teaching plan. It is divided into numbered Stages. The activity taking place at each Stage is stated on the left-hand side of the page and the materials to be used, if any, are listed.

The suggested method of teaching this Stage is on the right.

One general procedure for the Readers is suggested and there are notes and answer keys for each text.

## Crescent 6 - Overview of main grammatical areas

Numbers in brackets refer to the Unit in which the item first occurs. These are new in Crescent 6. All others were introduced in Crescent 2 to 5.

### Adjectives

- order before nouns *a beautiful old Yemeni building*
- after *be* *It's fast.*
- after verbs of perception *It tastes delicious. They look nice.*
- possessive *my, your, his, her, our, their*

### Adjective clauses

- defining. *Jill teaches people who are blind.*
- non-defining *Aden, which is on the Arabian Sea, is a busy port.*

### Adverbs

- intensifying very *Thank you very much.*
- of frequency *always, sometimes, often, never, ever, usually*
- of manner *Regular: slowly, angrily, carefully; Irreg: hard, fast, well*

### Adverbial phrases

- of location *in / on / under / next to / behind / in front of / opposite / between / at the shop / at home; over here*
- of time *to the beach / to school; across the street; into a shop*
- of means *at eight; on Friday; every day; in the evening*
- of direction *by bus / bicycle / car*
- of purpose *on the left / right; straight on; turn left / right; cross over*

### Causative make

### Adverbial clauses

- of time *when + past + past*  
*when + past + past perfect*
  - of result *so + adj + that*  
*too + adj + to infinitive*
  - of purpose *of purpose*
- Smoking makes your teeth (go) yellow.*
- When we were in the water, a goat ate Dave's shirt.*  
*When I got here, the race had started.*
- He was driving so fast that he had an accident.*  
*He was too ill to come to school.*  
*He went to the airport to catch a plane.*

### Comparatives and superlatives

- of adjectives + er / est
  - of adjectives + more / most
  - of adverbs
  - with as
  - with same
  - with like / unlike
  - to show cause and effect
- Regular: bigger, the biggest; Irreg: worse, the worst, more  
more / most interesting*
- Regular: higher, the highest; Irreg: better, the best*
- (1) *My sister is as tall/not as tall as me.*  
(1) *My cousin is the same / not the same age as me.*  
(1) *Like / unlike my father, I am interested in sport.*  
(4) *The deeper the water, the greater the pressure.*

### Conditional sentences

Type 1: future open

Implied conditions

If + present +  
imperative/modal

Type 2: unreal / unlikely

Type 3: hypothetical

*If we get lost, we'll use a compass.*

*Don't swallow that. You'll poison yourself.*

*If there is a fire, try to put it out.*

*If fat catches fire, you mustn't ...*

*If I had some matches, I would make a fire.*

*If the crew had mutinied, there would have been bloodstains.*



## Conjunctions and link words

Words / phrases signalling addition	(3)	<i>and, as well as, together with, also, furthermore, in addition</i>
Words / phrases signalling contrast	(3)	<i>but, however, although, whereas</i>
Words signalling consequence	(3)	<i>because, so, therefore, thus, consequently, as a consequence, as a result, accordingly, that is why</i>
or after a negative verb		<i>I don't like chicken or meat.</i>
Sequence words		<i>First, Then, Next, After that, finally</i>

## Determiners

Indefinite / definite articles		<i>a bus, the bus to Aden</i>
Zero article		<i>I like apples, go to bed</i>
<i>some</i> for indefinite quantity		<i>Do you want some cheese?</i>
- with uncountable nouns		<i>There are some books on the shelf.</i>
- with plural countable nouns		<i>There isn't any bread. There aren't any eggs.</i>
<i>any</i> in negative statements		

## Gerunds (-ing form)

- after <i>go</i>		<i>I want to go swimming / fishing.</i>
- after <i>like / enjoy</i>		<i>I like playing football.</i>
- after <i>How about / Would you mind</i>		<i>How about going to the take-away?</i>
- after verbs of perception		<i>If you see somebody drowning ...</i>

## Imperatives

- affirmative / negative commands		<i>Stand up, please / Don't run.</i>
- directions		<i>Go straight on. Turn left/right.</i>
- advice / warning		<i>Don't touch that.</i>
- conditionals		<i>If you are a poor swimmer, don't go in the water.</i>

## Indirect object

- after <i>buy, make, give</i>		<i>Ameena bought Noura a bracelet.</i>
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## Infinitives

- after <i>want / would like / learn how / ask / order</i>		<i>I'd like to play football.</i>
- after <i>too</i>		<i>He ordered his crews to put up signal flags.</i>

## Modals/Auxiliaries/Verb Be

<i>be, do</i>		
<i>be</i> - present perfect		<i>(All forms)</i>
<i>have got</i> for possession		<i>I've been / haven't been to Spain.</i>
<i>Have / have got</i> to for oblig / necessity		<i>I have got one brother and two sisters.</i>
<i>have to</i> for oblig / necessity		<i>I've got to write a letter / I have to do my homework.</i>
<i>can</i> for ability		<i>I have to do my homework.</i>
in requests		<i>I can swim. Girls can't catch fish.</i>
for possibility		<i>Can I have it, please?</i>
for suggestions		<i>Where can I buy orange juice?</i>
<i>can't</i> to express impossibility	(5)	<i>What can I buy for my sister?</i>
after <i>wish</i>	(5)	<i>It can't be an earring.</i>
<i>may</i> in polite requests		<i>Could you carry this for me, please?</i>
<i>may/might</i> to express degree	(5)	<i>I wish I could swim.</i>
of possibility		<i>May I have some tea, please?</i>
<i>may / might / could</i> have for	(5)	<i>It might be a toothbrush.</i>
possible explanations		<i>The sailors may have mutinied.</i>

<b>must</b> for necessity	You must wait and pray.
<b>need</b> + noun	We need some bread.
<b>Let's</b> in suggestions	Let's go to the park.
<b>shall</b> to ask for suggestions	What shall we do next?
<b>will</b> in offers	I'll bring some Pepsis.
<b>to express warnings</b>	You'll poison yourself.
<b>would like</b> + noun + infinitive	I'd like a cheese sandwich. I'd like to play football.
<b>should</b> for advice	You should eat more fruit.
 <b>Nouns</b>	
singular countable	<i>a book, a car</i>
regular plural countable	<i>two cars</i>
irregular plural	<i>men, women</i>
non-countable	<i>tea, coffee</i>
 <b>Passive voice</b>	
All tenses and with modals	<i>The letters are / were/have been / had been/ will be delivered. A lot of patients / are being treated at the moment. should / must / can be treated immediately.</i>
 <b>Possessives</b>	
apostrophes	<i>Fatma's sister</i>
adjectives	<i>my, your, his, her, our, their</i>
 <b>Prepositions</b>	
- of location	<i>in, on, under, at, behind, next to, in front of, opposite,</i>
- of direction	<i>between to, across, towards</i>
- in relative clauses	
defining	(2) <i>The house I used to live in is very old.</i>
non-defining	(2) <i>Sana'a Secondary School, to which I used to go, is the biggest in the country.</i>
- following nouns /	(3) <i>training in, interested in, look forward to</i>
adjectives/verbs	
 <b>Pronouns</b>	
- Personal (subject) / (object)	<i>I, you, it, he, they, we/me, you, it, him, her, them, us</i>
- demonstrative	<i>this, that, these, those</i>
- possessive	<i>mine, yours, his, hers, ours, theirs</i>
- reflexive	<i>myself, yourself, himself, etc.</i>
- something / somebody series	<i>something, somebody, somewhere</i>
- one / ones	<i>I'd like a green one and some red ones.</i>
 <b>Punctuation</b>	
Apostrophe	
- in contracted forms	<i>I'm 10.</i>
- for possession	<i>Fatma's brother</i>
Capital letters	
- proper nouns	<i>Fatma, Monday, Yemen</i>
- beginning of sentence	
Comma	
Exclamation mark	<i>Ali needs some water, some tea and some sugar.</i>
full stop	<i>Tom can't play football well, so he isn't in the team.</i>
- at end of sentence	<i>When I saw Mary, she was very unhappy.</i>
- after abbreviations	<i>Oh, Huda! Come in!</i>
Question mark	
Speech marks	
	<i>Sat.</i>
	<i>I had a white falcon: said Abdullah</i>



<b>Quantifiers</b>	<i>too much, too many, less, fewer</i>
<b>Questions</b>	<i>Have you got a pencil? Yes, I have. No, I haven't. Can you swim? Yes, I can. No, I can't. Who, What, When, Where, Why, How, How many / much, How old, How far, How long, How well Do you know where I can buy a lampshade?</i>
<b>Indirect questions</b>	
<b>Reported speech</b>	<i>She said that it was not true.</i>
<b>Superlatives</b>	<i>Regular: the biggest / smallest; Irreg: the best / worst / most Regular: the fastest / highest; Irreg: the best / worst</i>
<b>Tenses</b>	
Present simple	<i>Tom goes to school every day. India is a big country.</i>
- for habitual actions	<i>IY154 leaves on Wednesday.</i>
- for states / general truths	<i>They sort the letters.</i>
- programme of timetable	
- to describe a process	
present continuous	<i>He is watching TV. While the mixture is boiling, you fry the fish.</i>
- for actions in progress	<i>What are you doing on Saturday? I'm playing football. talked, phoned, had, ran, drove</i>
- with <i>while</i> (4)	<i>I used to smoke a lot, but I only smoke five a day now.</i>
- for future arrangements	
past simple	
<i>used to</i>	<i>I was on the pier. I was fishing. The old man was crossing the road when the car hit him.</i>
Past continuous	
- for actions in progress	
- for interrupted actions / setting the scene	
Future continuous	<i>What will you be doing between 7 and 8 o'clock tonight?</i>
<i>will</i>	<i>I will call her at half-past six. I won't be in this evening. If the boat sinks, we'll swim.</i>
- for neutral future	
- in Type I conditionals	
<i>going to</i>	<i>What is Aisha going to bring? It's going to rain.</i>
- for definite intentions	
- for present certainty	
Present perfect	<i>Have you ever been to Spain? The hurricane has caused terrible damage.</i>
- for indefinite past time	<i>His clothes are wet because he has been playing football.</i>
- to describe present situations	
Present perfect continuous (3)	<i>After they had checked in, they waited in the departure lounge.</i>
Past perfect	
- for contrasting past / earlier past events	
- giving reasons for past events	<i>I could not get any vegetables because Ali had closed his shop.</i>
<b>There is / are</b>	
- in descriptions	<i>There is a clock on the wall.</i>

# Advice to teachers

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## The classroom

A good classroom atmosphere is very important. The following points should be borne in mind.

- The room itself should promote communication. Seating should allow for regular pairwork and occasional groupwork.
- The walls of the room should display appropriate language prompts; the pupils themselves can help to provide these.
- If real oral communication is taking place, the classroom cannot be silent. This does not mean that it must be noisy; provided the pupils understand the purpose of pair and group interaction, and provided the teacher exercises the right degree of control, a whole room of pupils talking simultaneously should not be unreasonably noisy.

The following materials will be needed in the language class:

**white card** This is needed to make word flashcards and pupil name cards. It may also be needed to make wall display material.

**Pictures** A supply of pictures is invaluable for activities relating to vocabulary, speaking and writing. Excellent pictures can be found in magazines and the pupils can be asked to help supply these. They will be more easily used in the class and will last longer if they are mounted on card.

**others** Scissors, coloured chalk, coloured pens, Sellotape and Blu-Tack.

## Pair and group work

Pair and group activities have these advantages:

- They promote communication in the classroom.
- They allow for oral practice by all rather than a few pupils.
- They place responsibility for learning on the pupil.

It is important that pupils understand these benefits. They are more likely to use the opportunities well if they do. Having permanent pairs is most efficient, but it may be necessary to change these from time to time.

The teaching notes suggest pair or group practice when appropriate. In general, all the language exchanges, whether new or revised, need to be practised in simultaneous pairs after class presentation and demonstration. The pupils should also be trained to discuss their answers with their partners. Both of these situations allow real communication and should be exploited fully.

Group activities must be well-organized to be effective and they need very careful advance planning. The pupils must be willing to participate fully and they must understand exactly what is required of them. The activity itself must be suitable in that demands several participants. Unless this is so, some pupils will remain silent. Demonstration with one group is needed before the whole class carry out group activities. Pupils need not sit as a group. For example, three rows of three pupils, sitting one behind the other, would be adequate for most group activities. The two main requirements are that the pupils should know who makes up each group, and that they should be close enough to communicate with each other.



## Mixed abilities

Apart from promoting pupil-centred learning, groupwork has the additional advantage of releasing the teacher to devote time to pupils who need special attention. While more able pupils are carrying on with an activity by themselves, the teacher can work intensively with an individual or a small group. Provided the pupils are working effectively, it is possible to carry out this remedial teaching tactfully and quietly so that the pupils are not embarrassed.

## Using Arabic

It is obviously important that English is used as much as possible during the English lessons. However, there are occasions when it is necessary and natural for both teacher and pupils to use Arabic. Explanations of new activity types may have to be given in Arabic, as may explanations of grammatical and cultural points. Frequently repeated classroom instructions should be in English. Sometimes the teacher may have to use Arabic to explain a word or phrase. However, where possible, it is preferable for the teacher to use English and then ask the pupils for the Arabic. If they can translate, they have understood.

## Lesson planning

Good lesson planning results in efficient use of classroom time. Students respond to a well-organized lesson where no time is wasted, and the teacher's job is thus made less difficult.

### *Planning ahead*

At the beginning of the year, read the whole of this Introduction to the Teacher's Book so as to understand the nature of the material and the learning and teaching principles intended.

Familiarize yourself with the language content in the Overview.

Before beginning to teach a Unit, read all the student material for that Unit as well as the teaching notes. Use the Unit summary to see how many lessons deal with the same language area. This will give you an overview of the whole and enable you to avoid over-teaching.

### *Planning each lesson*

- 1 Read the lesson notes and the lesson materials and listen to the Cassette Section where relevant.
- 2 Think about the stated learning objectives and consider whether the recommended procedure will achieve this aim. If necessary, amend the procedure to suit the particular needs of your pupils.
- 3 Think about any difficulties your pupils may have and decide how you can best present the materials so as to deal with these.
- 4 If the procedure advises asking questions and provides one or two examples, prepare other suitable questions and write them in your plan.

5 Estimate the time needed for each stage of your lesson. If you want to set homework, prepare it now.

6 Make sure that your plan allows adequate time for pupil to pupil interaction. Make sure also that there is a variety of activities in the lesson. The general pattern of a lesson should be:

- A short teacher-led introduction
- B pupil activities
- C short teacher-led conclusion

Stage B takes most of the lesson time. There may be several activities within this stage and you will have to start and stop these and take control from time to time. Nevertheless, the teacher should talk much less than the pupils in any lesson.

7 Prepare your teaching aids.

**Remember!** Lessons need to be enjoyable as well as efficient.

Think about how to interest your class right from the start of the lesson. All texts should be introduced and usually it is left to the teacher to decide how to do this. Try to relate the topic to your pupils' own experience and interests.

*During the lesson*

Be prepared to be flexible and change your plan if necessary. Make notes of common language problems so that you can prepare a controlled activity to remedy the problem in another lesson. Make a note of anything you have not been able to cover in the lesson so that you can do it later.

**Classroom language**

Your pupils can learn a great deal of language without you actually teaching it. If you use English naturally in the classroom, the pupils will acquire it. There is a large body of language that can be used. Don't be afraid to use vocabulary and structures that have not been formally presented. Being in a natural language environment which requires the pupils to begin to say they do not understand and to ask for clarification.

**Assessment**

Most of the activities in *Crescent 6* are designed for learning purposes, not testing. However, on-going assessment of pupils' progress can be carried out through their performance in these activities. When oral pair practice is taking place, you can concentrate on a few pairs each day and give them a mark or grade for speaking, without the pupils knowing that they are being assessed. Reading and listening can be assessed by checking pupils' performance in the workbook tasks. You can also assess reading ability by asking individual pupils about the text they are reading while you are circulating and observing.

When the Workbooks are collected from time to time, marks can be allocated for writing.



# Teaching techniques and procedures

## General approach to the skills

Since real communication generally involves more than one language skill, *Crescent* adopts an integrated skills approach. The materials and methodology are essentially pupil-centred, aiming to promote learning through meaningful individual and interactive tasks. The early levels of *Crescent*, however, recognize that young learners need controlled input and systematic practice of language before they can use it. Lower levels of *Crescent* therefore provide such activities as choral repetition, picture to word, phrase or sentence matching, and copying exercises in preparation for using the language in oral games and simple listening, reading and writing tasks.

As the Course develops and pupils become more familiar with the mechanics of the language, they are expected to do more for themselves, for example by memorizing vocabulary and spelling at home. The Course gradually puts more and more emphasis on skill development and activities become more varied and more task-based.

## LISTENING

### Objectives

Activities in *Crescent 6* aim to develop the following types of listening

- for pronunciation / intonation, i.e. imitating a model.
- for gist, i.e. for general meaning of the whole. This can be practised by letting the pupils listen to any of the recorded texts before any specific task is set.
- for specific information, i.e. only the information specified by the task.
- for detailed information.

### TP L1 General procedure for listening activities

#### 1 Introduce the text

Always prepare the pupils in some way for the listening so they know what to expect. Tell the class what kind of text they are going to hear, e.g. a conversation between two or more people. The names and location of participants should be given to the pupils in this introduction, unless it is part of the task to pick out this information.

#### 2 Introduce the task

Elicit and discuss the instructions. Make sure that all the pupils understand the task. To do this you may need to check understanding or go through an example. The amount of preparation will vary from class to class and from task to task. Remember, however, that this is preparation only; the pupils must still have a reason for listening and the task must not be done at this stage.

#### 3 Play the cassette pupils do the text

If the task is listening for gist, check the answers after playing the cassette only once. If very few pupils can answer, do not say whether they are right or wrong, but replay the section and then check the answers more fully.

With other tasks you should decide how many times to play the section. As a general rule, play it as many times as necessary for the majority of the class to be able to do the task. At the same time, do not give the impression that pupils will be allowed to hear the recording as many times as they want as this will reduce their concentration and the effectiveness of their listening. Use of the pause button at strategic points in more complex texts will often reduce the number of replays needed. After a brief pause repeat the section for pupils to check their answers.

#### 4 Check answers

See teaching notes for this stage. Sometimes the class may be asked to check their answers in pairs before you carry out a class check. Sometimes the pupils have to read the text to check their own answers. If so, a class check must take place later.

#### 5 Consolidate and transfer

Whether or not a listening task is followed by or leads on to another task, always allow some discussion of what has just been done, trying to allow pupils to comment on what they have heard.

### SPEAKING

#### Objectives

*Crescent 6 aims:*

- To provide opportunities for all the pupils to use the language in situations that are as realistic as the classroom and the limits of the language allow.
- To develop in the pupils the confidence to use the language outside the classroom.
- To provide practice in essential language patterns and vocabulary.
- To recycle structures previously introduced and to develop exponents of functions as required in the syllabus.
- To highlight the importance of pronunciation and intonation in conveying meaning.

#### Activities

**For controlled and guided practice:** Conversations in the pupil's Book for repetition leading to role play; Talk and listen conversations to highlight the importance of interaction. The focus in both cases is on accuracy.

**For less controlled practice:** Talking about pictures, comparing answers, discussing texts and role-playing situations presented in the pupil's Book. The focus here is on fluency.



## TP S1 - General procedure for presentation and controlled practice of exchanges

- 1 Present** Go through each item in the exchange, either presenting or checking its meaning. Get the class to repeat in chorus and focus on correct pronunciation.
- 2 Practise with whole class** Divide the class onto two groups so that each half says one part of the exchange in chorus, prompted by word or picture cues.
- 3 Pairs demonstrate** Prompt pairs of pupils as in Stage 2 above. This is called 'open pair practice'.
- 4 Pairs practise simultaneously** The whole class practise simultaneously in pairs. Circulate and observe. Make sure the pupils change roles where relevant.

## VOCABULARY

### *Objectives*

In Book 6 there are many ways of dealing with vocabulary and you can choose from a variety of techniques to suit the situation.

However, the following two important points need to be remembered:

- Pupils should have acquired an active vocabulary of approximately 2.500 items. They should be able to use these productively, i.e. understand and use them orally and in writing. If not, remedial vocabulary activities will be needed.
- Pupils need to learn how to deal with unfamiliar vocabulary.

They should know that the meaning of a whole text can be discovered without necessarily understanding every word; that the meaning of words can sometimes be worked out from the text (see below); how to use a word list and dictionary. Since these three ways of dealing with unfamiliar vocabulary have to be developed, new vocabulary should not always be pre-taught. The teaching notes will indicate whether new vocabulary can be worked out from the context or has to be pre-taught.

### *Testable vocabulary*

All of the new testable vocabulary is included in the Word list printed in Teacher's Book 6 and in the vocabulary boxes at the top of each Step.

Book 6 has lessons specifically devoted to the presentation of new vocabulary. These are often in the form of picture dictionary pages. These lessons will help the pupils focus on key items of vocabulary which will appear throughout the Unit. The presentation of other items can be dealt with as specified below or in the individual lesson procedures.

When dealing with new vocabulary in a lesson, get the pupils to write the items in their own vocabulary notebooks. We suggest that you tell them to write a page reference beside each item. Then when they are learning the words at home, they can look at them in context. These references will also enable you to tell them which words you want them to revise for a spelling test or vocabulary quiz.

Help your pupils towards an awareness of word-building in English. Don't restrict your own language or the language you present to that in the Year 6 materials. If you introduce.

vocabulary that is not printed in the materials, write it on the board so that the pupils can copy it into their vocabulary notebooks. When presenting new vocabulary include associated parts of speech where relevant. For example, If a verb first occurs in its past tense form, present the infinitive and past participle also. If a noun can be derived from it, present that too.

## TP V1 - A procedure for revision and development of vocabulary

This technique allows the teacher to find out what the pupils already know and what will have to be introduced. The stimulus may be a page title or a picture.

- |  |  |
|--|--|
| <b>1 Elicit</b>  | When introducing a lesson or an activity, name the topic. Ask the class to call out any words they associate with the topic and write these quickly on the board.  |
| <b>2 Check</b>   | Point to individual words and elicit orally. Ask questions which check understanding.  |
| <b>3 Teacher presents</b>                              | Present new words necessary to an understanding of the text, unless these have to be worked out from context. Use the most efficient method available.<br><b>Note:</b> At the end of the lesson, ask the pupils to write any words they did not know in their vocabulary notebooks.  |
| <b>4 Working out the meaning of words from context</b> | You will have to give pupils help and guidance, even though they should have learned this technique in previous levels of the course. There are many ways a word can be understood from context and it will help pupils if they know what to look for. Train them to look for any of the following in the text.<br><br><b>Synonyms</b> Words that have almost the same meaning as the target word.<br><b>Antonyms</b> Opposites.<br><b>Explanations / paraphrases</b><br><b>Generic terms</b> Sometimes a generic term can be understood because specific examples of the class are given.<br><b>Other contextual clues</b> Sometimes it is possible to work out the meaning of a word from the context as a whole.<br><b>Word formation</b> Understanding how words are formed will help pupils to work out the meaning of many <i>new</i> words. It is important that pupils know the names of the main word classes, <i>noun</i> , <i>verb</i> , <i>adjective</i> and <i>adverb</i> and are helped to recognize what class a word belongs to.<br><b>General knowledge</b> Pupils' own knowledge of the world can often be activated to help them work out the meaning of new words. |

## TP V2 - A procedure for working out the meaning of words from context

Some steps include specific suggestions for dealing with new vocabulary. Where no specific suggestions are included, the following procedure may be used.



<b>1 Identify target words</b>	List the words you want the pupils to work out the meaning of, or tell them to underline the words they don't know.
<b>2 Look at word form</b>	Ask the pupils what can be guessed from the word itself. Is it a noun, verb, adjective or adverb? Is it formed from any other word or words they know?
<b>3 Look at the context</b>	Ask the pupils to look at the context. Tell them to find out if the word is repeated anywhere else in the text. Tell them to look for words that mean the same or the opposite, for explanations in the text, and so on. The teacher will have to help and guide the pupils at first by asking questions that show them what to look for.
<b>4 Make a guess</b>	Ask the pupils to make a guess, however vague. They can indicate the meaning in any way they can, for example, explanation, mime, drawing, translation, and so on. <b>Note:</b> When pupils are more familiar with the skill of working out meaning from context, let them work in pairs before checking understanding as a class.
<b>Aids to learning vocabulary</b>	Unless pupils read English for enjoyment and have the opportunity to use English outside the classroom, they will find it difficult to remember the increasing number of words they need. Apart from the vocabulary exercises in the books, try to fit five-to-ten-minute activities into the lesson at least twice a week. If these are in the form of a quiz, the pupils are more likely to prepare for them. A quiz can be oral or written. Tell the pupils which words, or at least which category of words, the quiz will be based on so that they can prepare for it. The class can take part in teams or groups and you can award points.
<i>Some suggestions for a vocabulary quiz</i>	<b>Synonyms</b> Teacher says a word; pupil has to say one which means the same. <b>Antonyms</b> (opposites) Teacher says a word; pupil has to say the opposite. <b>Equivalents</b> Teacher writes a word with the letters in jumbled order; pupil has to write the word correctly. <b>Definitions</b> Teacher defines something or someone; pupil has to say what or who is being defined. <b>Hidden words</b> Teacher asks pupils to list as many words as possible which are, for example, names of jobs, forms of transport, kinds of sports. <b>Word building</b> Teacher gives the root (infinitive) of a verb; pupil has to give the past tense or past participle. Teacher gives a noun or verb; pupil has to give an adjective derived from it. <b>Spelling quiz</b> Oral.

## READING

*Objectives* Crescent 6 aims to practise and consolidate the following reading skills and techniques:

- Predicting the content of a text
- Reading for gist (skimming)
- Reading a text for specific information (scanning)
- Reading for detailed understanding (intensive reading)
- Reading for enjoyment (extensive reading)
- Using the context to work out the meaning of unknown words  
( see TP V2)

These reading skills should be tested in the final examination and it is therefore essential that the pupils are aware of this. They will then feel motivated to develop these skills both inside and outside the classroom.

**Predicting the content of a text** When we read, we usually bring some kind of background knowledge to the text, together with an expectation of what we are going to find in it. This is because we normally read what we want to read. In the classroom situation it is difficult to let pupils choose what they want to read. It is very important therefore to try to motivate them and arouse their interest in the texts provided.

Always get pupils to think about the topic and make guesses about the content of the text before they start reading. This will activate their own knowledge of the subject and give them a reason for reading. For ways of doing this see TP R1 below.

**Skimming** is the technique we use when we want to get a general idea of what the text is about without reading all the details. It is a way of dealing with the large amount of printed material we meet every day but don't have time to read in detail.

It is very important for the pupils to realize that they can grasp the gist of a text without reading and understanding every word. Otherwise they will never have time to read extensively.

**Scanning** is the technique we use when we want to locate a particular piece of information in a text, or when looking up a word in a dictionary.

It is important to show the pupils how to do this. They should learn to look for clues in the text. First they must think of the kind of information they need . For example, it could be the name of a person or a place, in which case the clue is a capital letter; or it could be someone's age, in which case they must look for a number.

Where the information needed is not likely to have this kind of simple clue, they should learn to think of which part of the text is most likely to contain the information. For ways of doing this see TP R2.

*Reading text types  
in Crescent 6*

Reading text types include descriptive and narrative texts, factual texts, newspaper extracts, letters, notices, flow charts and one experimental procedure. In addition to the reading texts, the pupil's book contains the text of conversations intended for speaking practice. Understanding of these texts is gained through both listening and silent reading. However, the main purpose is speaking and they are thus ideal for the purpose of reading aloud.



## TP R1 - General procedure for reading

- 1 Introduce the text** This can be done in various ways. See TP V1 for ways of dealing with vocabulary. Other ways of preparing pupils for the reading include:
- Discussing the topic before pupils open their books, in order to establish what they already know and arouse their interest.
  - Giving pupils key words from the text.
  - Telling pupils what the subject of the text is and encouraging them to formulate their own questions about it.
  - Focusing on the title, picture, headings, and so on, so that pupils can begin to make guesses about the content.

- 2 Introduce the task** *Crescent 6* provides various reading tasks to practise the different reading skills and techniques. Prepare for the task as for listening tasks, i.e. have the pupils read the instruction and study the task itself. Check that they understand what they have to do. If necessary, do an example with the class.

- 3 Pupils read silently and do the task** Usually the lesson notes recommend that they should check their answers with their partners.

- 4 Class check** You carry out a class check of the answers.

- 5 Discuss the text** This stage, where the pupils comment on what they have read, is very important. Although another activity such as a writing task may precede this stage, it should not be omitted. It is the transfer stage where you prompt the discussion.

## TP R2 - A procedure for scanning

- 1 Preparation - what kind of answer** Prepare the pupils to scan the text by getting them to decide what kind of answer they will be looking for. For example, if the question asks for the name of a person or place, they will need to look for initial capital letters. If it asks for a date, they will need to look for figures. If it asks for a time, they will either look for figures or words, depending on the type of text. Tell them to circle key words or phrases in the question which they can look for when scanning.

- 2 Preparation - where in the text** Ask the pupils where in the text they are likely to find the answer. For example,, if they have to scan a page of newspaper articles for a particular fact, get them to identify the most likely article by means of headlines, captions and pictures.

- 3 Pupils scan the text** Now that they know what they are looking for and where, tell the pupils to run their eyes very quickly over the text, looking for the key words or phrases. They should not stop to read any unrelated parts of the text. It is not necessary for them to have any idea what the rest of the text is about.

- 4 Find the answer** Once they have located the key words or phrases, pupils should slow down and read more carefully to find the answer.

**Note:** Scanning is a fast activity. To encourage pupils to increase their speed, the teacher may make it into a competition to be in the first ten to find the answer. However, do not overuse such competitive techniques, as it will discourage the weaker pupils.

### Language work - pronoun reference

Understanding stretches of written language often requires understanding of the relationship between sentences signalled by pronouns. It is a good idea to draw the pupils' attention regularly to the use and function of these reference pronouns. It is particularly useful to focus on this when the pupils read extracts aloud. For example:

- P: But then his blood ran cold.  
T: Whose blood?  
P: Captain Morehouse's

## WRITING

**Objectives** The main objective of writing in *Crescent 6* is to practise and consolidate the pupils' ability to write continuous text.

**Enabling work** Each Unit focuses on a distinct area of language such as *Describing* (Unit 1) or *Reporting* (Unit 2). Steps 1 to 10 in each Unit provide the necessary input for the writing that takes place in Steps 11 and 12, while at the same time developing the skills of listening speaking and reading. A variety of activities provide this input, including vocabulary exercises, completing grammatical tables, spelling and punctuation exercises, writing answers to questions on the texts and completing gapped sentences.

**Continuous writing** For effective writing, the pupils should always write a draft before completing a final, fair copy. This will help the pupils learn to assess their own work and develop ways of improving it. Establish a system of correction symbols. For example:

- P - Punctuation error  
G - Grammar  
Sp - Spelling  
? - The meaning or the writing is not clear due to grammar, spelling, bad handwriting, and so on.

To encourage good writing, tell the pupils you will display their work on the walls of the classroom. They can then read each other's work and choose the best. If this is not possible, you could read out some of the best pieces of work to the whole class. Or you could allow time for the pupils exchange their work with several other pupils.

### TP W1 - General procedure for Workbook writing exercises

- 1 Introduce / prepare for the task** Make sure the pupils understand what they have to do. If they have to use information from a previous exercise, point this out. If there is a model sentence, check that they can read it. The amount of preparation needed will vary depending on the task and the ability of the pupils. You can:
- go through the exercises orally practice of *Dicto-comp* (*dictation/composition*). This form of dictation is designed to make learners focus on



- elicit the answers, write them on the board, then rub them off
- practise sentence building to focus on syntax (best done before the task is introduced)
- write key words on the board in random order

Remember that this is preparation only. You still want the pupils to complete the exercise on their own. It should not be copied from the board.

## 2 Pupils write

While the pupils are writing, go round the class helping and encouraging. If a pupil has spelled a word wrongly, point this out. If necessary, tell the pupil to find the word in his or her book. If a pupil has forgotten to use a capital letter or a full stop, point and ask What's wrong? or What's missing?

## 3 Check answers

You can do a class check in the following ways:

- Ask individual pupils to read out a sentence each. The rest of the class confirm or correct.
- Write gapped sentences or paragraphs on the board and get the pupils to help you fill the gaps.

**Note:** The Workbooks should be collected regularly for marking. Be constructive by writing encouraging comments on the pupils' work.

## TP W2 - General procedure for skill writing

### 1 Oral preparation

Introduce and discuss the topic.

### 2 Notes

Either ask the pupils to think of ideas and write notes OR elicit ideas from a pupil and write notes on the board. Tell the pupils which pages in the textbooks to use for reference.

### 3 Plan

Referring to the notes already made, the pupils suggest the number of paragraphs to be written and the topic of each one. This outline can be written on the board. An example of an opening sentence can be constructed by the class as a whole.

A few examples of topic sentences might also be constructed together.

### 4 First draft

Pupils write while the teacher circulates and gives guidance. Close attention should be paid to connectors and reference pronouns, as well as grammatical accuracy. The teacher should indicate what needs amending without necessarily telling a pupil exactly how to amend it. Consultation between partners can be encouraged here. Pupils can also refer to dictionaries. This work might sometimes be done in pairs.

### 5 Final draft

There should be few if any mistakes remaining when pupils write a fair copy. The teacher circulates as before if this is done in class, although sometimes this stage may be done as homework. If there are still too many mistakes, it may be necessary for some pupils to write a further fair copy.

### Dictation

Dictation is useful for improving listening, spelling and punctuation. In Crescencr 5 four texts were provided for

Language options in the reconstructing stage. The aim is not to rewrite the text using the exact words of the original but to convey the exact meaning.

In *Crescent 6* you can give the pupils similar valuable practice using suitable extracts from the Pupil's book, as they will have forgotten exactly how it is written, and reconstruction is the main task.

The suggested procedure is as follows:

### TP D1 - A procedure for Dicto-comp

- 1 Pupils listen** Pupils listen to whole text without writing anything.
- 2 Pupils write** The pupils write the text from memory.
- 3 Pupils compare** The pupils work in pairs, then groups, comparing and improving their texts.
- 4 Class compare with original** Because each text is short, the teacher can write the original on the board. Then elicit one final text and write it on the board.  
Ask the class if the text is acceptable or not. (Check both the information content and the grammatical content.) If necessary, underline those parts of the reconstructed text which are not acceptable and try to get the pupils to change them.
- 5 Pupils correct texts** The pupils amend their texts as necessary.

Teachers can use extracts from the Pupil's Book for standard dictation practice, following the procedure below.

### TP D2 - A procedure for standard dictation

- 1 Read whole text** Read the whole text once straight through while the pupils listen. Discuss the context if necessary.
- 2 Read for dictation** Read the text slowly, pausing between sense groups. The pupils should write as you speak. Read the text again in the same way.
- 3 Read whole text** Read the whole text at normal speed while the pupils follow what they have written.
- 4 Pupils correct** Refer the pupils to the text of the dictation in the Pupil's Book or Workbook. Tell them to check their work and correct it.

**Note:** Corrections should never be delayed.



Unit 1		Summary	Describing things	
Step/ Materials	Topic	Activities/Skills	Language focus	
1 PB1 WP1	<i>Shapes, covering and materials</i>	Linking words and pictures. Writing descriptions.	Adjectives <i>An orange is round</i>	
2 WB2/3 CS1/2	Describing people and objects	Listening for specific information Reading and writing descriptions	Various vocabulary	
3 PB2 WB3/4 CS3	<i>Lost: Describing missing objects and people</i>	Listening for detail. Reading a conversation aloud. Describing objects / people.	Comparison	
4 PB3 WB4	<i>An unusual animal:</i> Describing animals	Finding main points and detail in a text. Oral descriptions.	Comparison and contrast	
5 PB4 WB5	Language summary	Language study.	Revision	
6 PB5 WB5/6	<i>The countryside:</i> Reading about the Weather and countryside	Linking words and pictures. Describing a scene.	Adjectives	
7 WB6/7 CS4	Describing the weather and countryside	Listening for gist and detail. Role play.	Adjectives and nouns in descriptions	
8 PB6 WB8	<i>A drive in the countryside</i>	Reading for gist and detail.	The language of descriptions	
9 PB6 WB9/10	Descriptions	Reading for detail. Writing descriptions.	Various vocabulary	
10 PB7 WB10/11	Language summary	Language study.	Revision	
11 PB8 WB11/12	<i>A view from a window</i>	Reading for gist and detail.	Various vocabulary	
12 PB8 WB12	Descriptions	Writing a description.	Revision	

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<b>Learning objectives</b>	Develop vocabulary used to describe things
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<b>Language focus</b>	Adjectives
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<b>Vocabulary</b>	coverings, materials, round, curved, triangular, skin, fur, scales (of animals), wool, wood, activity, fish ( <i>n</i> ), newspaper, sentence, dog, *look around, *while, *instead of, *easily
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- 1 Presentation of vocabulary - shapes** Ask pupils to give you as many words as they can for shapes. Draw some figures on the board if necessary. List the words on the board.  
PB1  
WB1.1A The words they provide are likely to be nouns. When you have a list, elicit or give the appropriate adjectives and write them next to the nouns (e.g. circle - round; rectangle - rectangular). Tell pupils to complete the first part of WB1.1A (A-F).
- Answers:**
- A 3  
B 1  
C 6  
D 2  
E 4  
F 5
- 2 Presentation of vocabulary - Animal coverings** Go through the same stages as above, this time asking pupils for as many words as they can think of to describe animal coverings. Then do the second part of WB1.1A (G-L).
- Answers:**
- G 8  
H 11  
I 7  
J 9  
K 12  
L 10
- 3 Presentation of vocabulary -Made of** Go through the same stages as above, this time asking pupils for as many words as they can think of to describe materials. Show them examples if necessary. Then do the third part of WB1.1A (M-R).
- Answers:**
- M 15  
N 13  
O 17  
P 16  
Q 14  
R 18



#### 4 Make oral descriptions

PB1

Have pupils look at the three example sentences. Then have them give you other examples using the words you have written on the board. If necessary, prompt them by giving them the word they should use in the sentence.

#### 5 Complete sentences

WB1.1B

Have pupils work individually to complete the sentences. If time permits, have them compare their answers with a partner, discussing any different answers and deciding which are correct.

##### Answers:

- 1 straight
- 2 curved
- 3 round
- 4 rectangular
- 5 scales
- 6 feathers
- 7 fur, hair
- 8 glass, metal
- 9 paper
- 10 plastic

#### 6 Transfer

Ask pupils to describe what they can see in the classroom. Encourage them to talk about the shape of objects they can see as well as what they are made of.

**Learning objectives** Listen to and write descriptions.

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**Language focus** -

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**Vocabulary** re-write, copybook, \*exact, \*similar

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|---|---|
| <b>1 Revision</b>   | Recall the vocabulary from Step 1.1 by showing the pupils some objects and asking either what shape they are or what they are made of.  |
| <b>2 Introduction of text and task</b><br>WB1.2A          | Tell pupils that they are going to hear descriptions of two men. They have to select the pictures in WB1.2A that most closely resemble the descriptions they hear. In lower-level classes look at the pictures of the men first and have pupils talk about them so that you can elicit some of the vocabulary they will hear on the cassette.   |
| <b>3 Listen for detail</b><br>WB1.2A<br>CS1               | Play CS1 at least twice. Then have pupils discuss in pairs which picture they think best fits each description.<br><b>Answers:</b><br>1 B<br>2 F  |
| <b>Write a description</b><br>WB1.2B                      | Pupils should complete WB1.2B individually. Do not check the answers before moving on to the next activity. Some answers might be close to the original because the information is straightforward:<br><i>His had straight, grey hair. It was thin and quite long.</i><br>Others might be very different:<br><i>His eyes were tired like a sad man.</i><br>During feedback, accept and answers that make sense; indicate those that are closer to the original sense. |
| <b>5 Improve the description</b><br>WB1.2C                | <b>A</b> Improving writing is a very important skill. The aim of this activity is not to produce a copy of the listening text. The pupils are asked to do this to give them a clear goal. The ultimate aim is to produce clear descriptions close to the sense of the original.<br><br><b>B</b> If time permits, once the pairs have finished, have each pair get together with another pair and work to improve their descriptions even more.                        |
| <b>6 Evaluate the written description</b><br>CS1 (Band 1) | When the activity os complete, build up a description on the board, with the participation of the class. Then play the original for the pupils to compare. Point out at this stage that the aim was not to produce a copy of the original.  |



- 7 Listen for detail**  
**WB1.2D**  
**CS2** Introduce the activity. Play CS2, pausing after each description to allow pupils time to complete the activity. Then check the answers.  
**Answers:**  
1 c)  
2 b)  
3 a)  
4 d)  
5 b)
- 8 Write descriptions**  
**WB1.2E** Have pupils complete the exercise. Then have individuals read out their descriptions and have the class guess what they are describing.

### Cassette Section 1

**Presenter: Band 1**

Narrator:

It isn't easy to describe the man. He could have been anyone. He had straight, greyish hair. It was thin and quite long in places. I don't think he went to a hairdresser's very often. Perhaps he thought it wasn't worth it as he didn't have much hair lift. His eyes were tired

- the eyes of a man who has seen a lot of sadness or worry. His face was tired too - tired and covered in lines. It wasn't an ugly face, just a very very old one. He wore an old black jacket - not a sports jacket but the jacket from a long forgotten suit. Under the jacket was an open-necked shirt. His trousers, which didn't match the jacket and looked too big for him, were a dull blue colour and full of holes. On his feet were a pair of battered shoes - not much good in the rain.

**Presenter: Band 2**

Narrator:

The first thing you noticed about the man was his shoes. They were brightly polished and an unusual shape - long and pointed. Most people were wearing heavy shoes or boots, which made him stand out. Above the shoes, he was wearing a pair of light coloured trousers which made quite a contrast with the dark shoes. His jacket was the same colour as the shoes, very smart and beautifully cut. He had a white shirt and a flower pattern tie. His face was long and thin, and his short, pointed beard made it look even longer. His glasses caught the light as he moved his head from side to side quickly, like a bird, and his long dark hair swung from side to side.

### Cassette Section 2

**Narrator:** Number one is something that people ride. It's got two wheels, but no engine.

Number two is something with wings. It doesn't have any feathers, but does have an engine. It can fly around the world.

Number three is something round that you can eat. When it starts growing it is green. When it is ready to eat it is red.

Number four is an animal. It is covered in fur and can be of many different types. It is covered in fur and can be of many different colours. It is from the same family as the lion, but it is much smaller.

Number five is something made of paper. It sometimes has a hard cover and sometimes a soft one. The cover often has a picture on it. Sometimes there are pictures inside.

**Learning objectives**    Listen for details in descriptions.

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**Language focus**    -

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<b>Vocabulary</b>	repeat (v), miss (=form of address), calm down, sir, there's no point, upset, square-looking, tag, officer, Oh, dear!, twin, not really, last (- saw her), come along, take turns, similar, *loudly, *tell, *guess
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- 1 Introduction**    PB2    Use the two pictures to introduce the topic. Ask pupils to imagine what is happening in each picture. Ask how they think the passenger at the desk and the girl talking to the policeman feel. Then read through the instructions to make sure pupils understand what they have to do.
- 2 Listen for gist and to identify feelings**    CS3 (Band 1)    Play CS3 Band 1 once without pausing. Then ask pupils again what has happened and how the passenger feels. Elicit how listening to the dialogue (rather than reading) helps understanding.
- 3 Read to identify objects**    PB2    WB1.3A    Allow pupils a few minutes to read conversation 1. Then have them work in pairs to discuss which pieces of luggage belong to the passenger. When they have the answers, ask them to read out the parts of the conversation that helped them identify the luggage. The extracts are given below with the most important information in italics.  
**Answers:**  
 2 & 5  
*Two suitcases.* The smaller one is a very light green. The *larger one is rectangular*. The *smaller one is more square-looking*.
- 4 Repeat the conversation**    CS3 (Band 1)    Play CS3 Band 1 again, pausing after each line. Have pupils repeat it without looking at their books.
- 5 Listen to identify feelings**    CS3 (Band 2)    Play CS3 Band 2 once without pausing. Then complete the activity as in stage 2 above.
- 6 Read to identify people**    PB2    WB1.3B    **A** Give pupils enough time to read and discuss conversation 2 before eliciting the answer.  
**Answers:**  
 3  
**B** Elicit a description of the girl:  
*She is a little bit fat with long, straight, blonde hair. She is wearing jeans and a dark T-shirt.*



- 7 Repeat the conversation**  
CS3 (Band 2)
- Play CS3 Band 2 and have pupils repeat the conversation. Then have pupils practise the conversation in pairs.
- 8 Language focus**  
WB1.3C
- Introduce the activity. Then have them compare their answers with those of their partner and discuss how they might improve on them.  
Elicit answers from the class and write the best ones on the board.
- Possible answers:**
- 1 Calm down! There's no point in getting upset.
  - 2 Don't worry.
  - 3 Oh, dear!
- 9 Play a guessing game**  
WB1.3D
- Have pupils read the instructions for WB1.3D. Demonstrate the game by getting the pupils to guess an object that you are thinking of. Then have them play the game with their partner.

**Cassette Section 3 is the text of the conversations on PB2.**

**Learning objectives** Read for gist, detail, and vocabulary.**Language focus** Comparison and contrast**Vocabulary** title, divided, part of, male, female, whereas, intense, unlike, back (= *part of body*), coat (of an animal), well-known, Arabia, \*house-cat, \*wolf, \*jackal, \*crossbreed (*n, v*), \*llama

- 1 Introduction** PB3 Use the pictures and title to introduce the topic. Have pupils read the instructions, elicit possible answers, Do not confirm any answers yet.
- 2 Read for general understanding** PB3 Give pupils several minutes to read the article. Encourage them to skip over words that they do not know for the time being - they will have an opportunity for detailed reading when doing the Workbook activities. When they have finished, ask the questions to the class as a whole and encourage discussion if there are any disagreements.  
**Answers:**  
 No. Cats and dogs are members of different families.  
 Because they have long, heavy wool coats.  
 Pupils' own answers.
- 3 Read for detail** PB3 Have pupils read the article again and write short answers to the questions in WB1.4A. Point out that they will have to think carefully about questions 7-10. When they have finished, have them compare their answers with a partner's and discuss any differences. Then elicit answers from the class.  
**Answers:**  
 1 India (and other parts of Asia).  
 2 The wolf and the jackal.  
 3 In January 1998.  
 4 A camel.  
 5 A camel.  
 6 The wool coat.  
 7 Because they are members of the same family.  
 8 Because they live in very cold places.  
 9 Because they do not have coats of long, heavy wool.  
 10 It has short ears and a long tail.
- 4 Give an oral description** WB1.4B Go through the instructions in WB1.4B and elicit examples of how to follow them. Then have pupils work either individually or in pairs to prepare a description of the cama. Have individuals read their work out to the class.  
**Possible description:**  
 The cama is brown and has the wool coat of a llama. It has short ears, like a camel, but no hump on its back. It has long legs and a long tail.
- 5 Play a game** WB1.4B Model the game by describing an animal to the class. They should guess which animal you are describing. Then have pupils do the same with their partner.



# 1.5 PB4 WB5

**Learning objectives** Language study.

**Language focus** Revision

**Vocabulary** adjective, positive, equal, noun, underlined, phrase, comma, contrast (*n*), meaning, pass (an exam), examination, \*form (of adjective), \*case (= *situation*), \*manager

**1 Comparison and contrast** Work through the page with the pupils. Then give them a few minutes to look at the texts in Units 1-4 to find examples of comparison and contrast and underline them. There are many examples and it should not be difficult for each pupil to find some.  
PB4

**2 Complete a paragraph** Have the pupils read the short text. Then ask a few comprehension questions. For example, *How old is Aisha? How many sisters does she have?* Then have the pupils complete the paragraph.

**Answers:**

oldest  
younger  
tall as  
youngest

**3 Complete sentences** Let the pupils think about how to complete these sentences and then elicit answers as a class. Be interested in the answers of different pupils. Discuss why one might be right and another wrong. Tell pupils to complete the sentences in writing.  
WB1.5B

**Answers:**

- 1 Richard's car is not the same colour as Bill's.
- 2 Like Hassan, Ahmed got 90% in the examination.
- 3 My pen was not as expensive as my friend's.
- 4 Class B has the most pupils.

**4 Use link words** Have pupils write their answers before discussing them. These are not tests, so the pupils should be encouraged to be interested in their mistakes and to learn from them.  
WB1.5C

**Answers:**

- 1 however/ although.
- 2 Although.
- 3 However
- 4 however.

# 1.6 PB5 WB5/6

**Learning objectives**      Describe a scene.

**Language focus**      Adjectives

**Vocabulary**      countryside, rainy, misty, farmland, valley, walk (n),  
                          \*crops, \*beside, \*spend (time)

- 1 Introduction to the topic** Books closed. Elicit from pupils as many words as possible to describe the weather. List them on the board. Then have pupils look out of the window and try to describe what they can see.
- 2 Presentation of vocabulary-the weather**  
PB5  
WB1.6A  
  
Have pupils match the descriptions of the weather on PB5 to the pictures and then write the appropriate numbers in the boxes in WB1.6A1.  
**Answers:**  
A 3  
B 4  
C 1  
D 2
- 3 Presentation of vocabulary -a scene**  
PB5  
WB1.6A  
  
Elicit from the class what they can see in the picture. Present new words without reference to the numbers. Say, for example, There is a desert, it is behind the mountain. Either individually or in pairs, have pupils work to match the eight pictures in the PB to the words. They should write their answers in WB1.6A2.  
**Answers:**  
A 6  
B 3  
C 7  
D 5  
E 1  
F 4  
G 8  
H 2
- 4 Describe a scene**  
PB5  
  
Get the pupils to describe what they can see in pairs using *There is / are*. Encourage them to add details. For example, There is a river between two hills. When they have finished, elicit complete descriptions from individuals.
- 5 Vocabulary development**  
WB1.6B  
  
Have pupils complete WB1.6B. Confirm the answers before moving on to the next activity.  
**Answers:**  
1 stream  
2 valley  
3 misty  
4 desert  
5 Rainy  
6 mountain



**6 Complete a paragraph** Pupils fill in the blanks with words from the box. When they have finished, have them compare their answers with a partner.

WB1.6C  
Encourage them to discuss any differences. Finally, go round the class asking pupils to read out one sentence each.

**Answers:**

sunny  
walk  
valley  
climbed  
looked  
coastline  
beach  
boats  
fishing  
hot  
stream  
drink  
cold

**7 Transfer**

Have pupils once again look out of the window and try to describe what they can see. If there is nothing of interest to see, have them describe the area around the school or around their houses.

Encourage other pupils to ask for more details.

**Learning objectives** Listen for gist and detail.

**Language focus** Adjectives and nouns used in descriptions

**Vocabulary** amazed, role-play, \*field, \*night-time, \*mark (v), \*position, \*location, \*mobile phone

**1 Introduction to the topic** Books closed. Tell the pupils they are going to hear a conversation between two men who have a problem. Don't give them any further information, since they have to answer questions about the general situation after they listen to the tape.

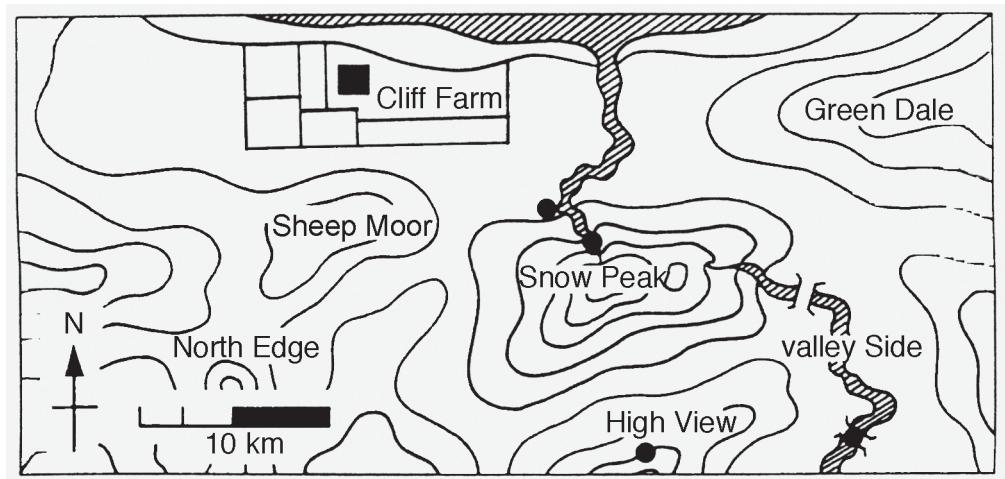
**2 Listen for gist** WB1.7A  
CS4 Play CS4 once straight through. Then have pupils answer the questions in WB1.7A. Play the cassette again and let them check their answers.

**Answers:**

- 1 c)
- 2 a)
- 3 b)
- 4 c)
- 5 b)

**3 Listen for details** WB1.7B  
CS4 Have pupils read the questions in WB1.7B before listening to the cassette again. They will then know exactly what information they are looking for. Play the cassette once or twice and then have pupils answer the questions. Draw a rough map on the board and have pupils come to the front of the class and mark their answers on the map. If there are disagreements, have pupils tell you which phrase or sentence gave them the answer.

**Answers:**



**4 Talk about location** WB1.7C Have pupils try WB1.7C with a partner first. Monitor their work and help where necessary. Have some of the pupils with the best descriptions come to the front and tell the rest of the class.



## 5 Role play

WB1.7D

Make sure pupils understand exactly what they have to do here.

Then have them perform the role play in pairs. If space permits, have them sit back to back so that they are not looking at each other. Pupil B in each pair should have the map and try to discover where his / her partner is.

Give pupils a chance to play both parts in the role play. Monitor their work, helping if necessary. Try to avoid correcting too much, as the focus in this activity is on fluency. Make a note of common mistakes and deal with them once the role play has finished.

## 6 Play a game

WB1.7E

Still in their pairs, have pupils play the guessing game in WB1.7E. If necessary, model the game first by describing a scene that is familiar to the pupils and having them guess the place you are describing.

### Cassette Section 4

Mike: Andy! Andy!

Andy: Over here.

Mike: There you are! I've been looking for you for hours! Are you Ok?

Andy: Yes ... I'm fine.

Mike: Are you hurt?

Andy: I ... don't know. I'll try to get up. Aaah. No, I've hurt my leg.

Mike: Here. Let me see. Mmm. I think it's broken. What happened?

Andy: I was crossing the river when I slipped. I fell into the water and I must have hit my head on a rock, because I don't remember anything else until I heard you calling, just now.

Mike: The river carried you miles. I'm surprised you didn't drown.

Andy: I'm certainly very wet ... and very cold.

Mike: Here, have my jacket.

Andy: What time is it?

Mike: Half past five. It's getting dark. We've got to get off this mountain before nightfall.

Andy: So what are we going to do? You can't carry me down.

Mike: That's true. You're too fat!

Andy: Thanks a lot!

Mike: I've got my mobile phone. I'll call for help.

Andy: But ... do you know where we are?

Mike: I think so. Let's look at the map. We came up this big valley together, and crossed the river once. Then we climbed this hill on the left - it's called High View - and you went on ahead towards Snow peak. Why didn't you wait for me?

Andy: I wanted to see the view from the top. You were moaning about wanting to get back ...

Mike: I was worried about the weather. Look, it's getting misty.

It was sunny when we started ...

Andy: Well, anyway. You must have fallen into this river here, on the west side of

Mike: Snow peak. I waited for ages for you to come back, then I followed you up to the top and saw the other river. I found your tracks on this side of the river, but nothing on the other side, so I followed the river down for about 5 kilometres. So I think we are about here, near Sheep Moor. Look! Those fields in the distance must be Cliff Farm.

Andy: Ok. So call in the mountain rescue people.

Mike: Right ... Oh, no!

Andy: What?

Mike: The battery on the phone's dead.

# 1.8 PB6 WB8

<b>Learning objectives</b>	Read an extended text for gist and detail.
<b>Language focus</b>	The language of descriptions
<b>Vocabulary</b>	drive ( <i>n</i> ), spend (- a holiday), graze, close/closer, plough ( <i>n, v</i> ), rocky, turn off (= <i>leave a road</i> ), side, high/higher, steep/steeper, further, narrow/narrower, end ( <i>v</i> ), peak, make out, warm ( <i>v</i> ), cloud, mist, organize, writer, near/nearest, *newly, *turned-over, *half-eaten, *take (a road), *direction
<b>1 Introduction to the topic</b> PB6	Have pupils look at the picture and read the title of the text. Ask them to imagine what the passage is about. Highlight the use of drive as a noun rather than a verb. Talk about the picture, asking what they can see in it. This will provide some useful revision of the vocabulary introduced so far in the Unit.
<b>2 Read for gist</b> PB6	<b>A</b> Have pupils read through the text quickly to get an idea of the scene that the driver is describing. Encourage the pupils to imagine the scene as they read. Point out that it is easier to imagine a scene than to remember the words. This will help them in stage B.  <b>B</b> Books closed, ask pupils to try to describe the scene to you.
<b>3 Read to study paragraph organization</b> PB6	<b>A</b> Have pupils focus on the first paragraph. Explain that the first two sentences set the scene. You are interested in how the rest of the paragraph is organized. Tell them to read the rest carefully. When they have finished, have them answer the three questions. Then elicit ideas on the organization. <b>Answers:</b> The left side. The sea. The plough and the birds. <b>Overall organization:</b> The focus of the paragraph is on description taken from one view. It starts with a description of the furthest point - the sea. The description then starts to move closer and closer to the driver, ending with some birds near the driver.  <b>B</b> When pupils have understood how the first paragraph is organized, tell them to look at the other paragraphs and try to spot how the writer has organized them. <b>Answers:</b> 2nd paragraph: description of scenery as the driver passes through it 3rd paragraph: static description of a scene going from near to far 4th paragraph: a sequence of events.



**4 Develop Vocabulary**  
PB6  
WB1.8A

Have pupils find the words in the text that match the definitions. Then deal with any other words that pupils did not understand from the text.

**Answers:**

- 1 holiday
- 2 coast road
- 3 grazing
- 4 tractor
- 5 ploughing
- 6 main
- 7 peak
- 8 make out

**5 Read for detail**  
PB6  
WB1.8B

Have pupils read the text again and answer the questions in WB1.8B.

The emphasis is on reading and understanding, so they should write short answers. Have them compare their answers with a partner's and discuss any disagreements.

**Answers:**

- 1 Wales.
- 2 The coast road.
- 3 To his left.
- 4 The farmer.
- 5 Something to eat.
- 6 When the road began to get steeper and steeper.
- 7 It became narrower and narrower. / It turned into a stream.
- 8 Near the top of the hill.
- 9 Above.
- 10 Because he was hungry and thirsty.
- 11 It was hot and sunny.
- 12 It became cold, cloudy and misty.

**6 Describe the picture again**  
PB6

If time permits, have pupils look at the picture again and take turns describing it. They should be able to do this better now that they have additional vocabulary.

# 1.9 PB6 WB9/10

Learning objectives	Consolidate ideas and vocabulary introduced in the Unit
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Language focus	-
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Vocabulary	bit (a little -) *measure (v), *break up (the soil), *number of (= several) *mind (in the -)
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- 1 Revise the previous lesson** Have the pupils look at PB6 again and describe the scene.  
PB6
- 2 Answer the questions** Have pupils work individually to write the answers to WB1.9A. Then have them compare their work with a partner's and discuss any differences. Check the answers before moving on.
- Possible Answers:**
- 1 Because the weather was good and the scenery is wonderful in Wales.
  - 2 Because it would be cooler there.
  - 3 Slower, because the road was getting steeper and steeper.
  - 4 He described what was closer.
  - 5 Because he says the water tasted very good.
  - 6 Because he was worried about getting lost in the mist.
- 3 Develop vocabulary** Have pupils complete the sentences in WB1.9B with words from the previous lessons in the Unit. Most of them come from the text on PB6.
- Answers:**
- 1 right
  - 2 distance
  - 3 plough
  - 4 higher/ steeper
  - 5 river
  - 6 valley
  - 7 desert
  - 8 misty
- 4 Re-order a paragraph** A Read through the instructions with the pupils. Ask what is meant by *Written descriptions should be organized with the reader in mind* - they should help the reader understand what the writer is trying to convey.
- B Remind the pupils of the first paragraph of the text on PB6. Elicit the organization - starting with things at a distance, moving closer and closer. Then make sure they understand what they have to do with the paragraph in WB1.9C, that is, rewrite so that the description starts with things that are near.
- Answers:
- I sat in the car and looked around me. Just in front of me, a family of four were having a picnic . A little bit further away, to my left, a man was waiting for a bus. Opposite him, to my right, three men were sitting, drinking coffee. Further away, two women were walking down the road. In the distance were some hills, the tops of them covered in mist.
- C Have pupils read out their rewritten paragraph to the class. Encourage others to offer their versions if they disagree.



# 1.10 PB7 WB10/11

**Learning objectives** Language study.

**Language focus** Revision

**Vocabulary** mind (n), adverb, focus, phrase, style, subject, verb, happily, Englishman, work (n), \*blue-grey, \*emphasis, \*adjectival, \*adverbial

**1 Language focus**  
PB7 Work through the page with the pupils. Encourage the pupils to participate in this part of the lesson, making use of the language they have learned. When you have completed the page, have pupils find examples of each point in the text on PB6.

**2 Adjective order**  
WB1.10A Encourage the pupils to do this with their pupil's Books shut and then to check their answers with them open.

**Answers:**

- 1 beautiful long black hair.
- 2 a long green metal table.
- 3 an amazing 300-year-old Yemeni house
- 4 a heavy fat Englishman
- 5 a lovely dark green wooden boat.
- 6 horrible old wool trousers
- 7 a happy eight-year-old Indian child
- 8 a big rectangular glass window.

**3 Information focus**  
WB1.10B Elicit the first example to make sure the pupils understand what to do. Then let them complete the activity on their own.

**Answers:**

- 1 Looking at the wonderful view, he felt very happy.
- 2 On the water were many boats.
- 3 He went to look at his cows after he had eaten his dinner.
- 4 There were some high mountains in the distance.
- 5 Down the valley ran the cold, clear stream.

Tell the pupils to complete the activity and then think of similar examples relating to themselves.

**Answers:**

- 1 The birds followed the plough, looking for something to eat.
- 2 The men felt happy lying in the sun after work.
- 3 Rashid swam in the sea near his house, enjoying the cool water.

# 1.11 PB8 WB11/12

## Learning objectives

Prepare for the writing task in the next lesson.

## Language focus

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## Vocabulary

horizon, awake, song, mare, foal, rich (- milk), noisily, scratch, dust, claw, beak, \*chew the cud, \*suckle, \*cackle, \*peck, \*far away, prepositions, \*else

### 1 Introduction to lesson

PB8

Explain that what pupils learn today will enable them to complete an extended writing task in the final lesson of the Unit. Then give them some time to study the picture on PB8.

### 2 Read for gist

PB8

Explain the task. Have the pupils read the first paragraph quickly and decide what part of the view it is describing. Then ask them to do the same for the remaining three paragraphs. After feedback, ask if any had expected the order to be from far to near, having found out what paragraph 1 was about. Point out that expectations are important; if you expect a certain order it is easier to confirm that expectation than to start with an open mind.

#### Answers:

- 1st paragraph: the horizon
- 2nd paragraph: the wood and the birds in the trees
- 3rd paragraph: the cows and the horses in the fields
- 4th paragraph: the chickens below the window

### 3 Language focus

PB8

A Focus attention on the instructions under the text. Go through the text with the pupils to find the first similar phrase to *far away*, that is, *a little bit nearer*. Then get them to red and find any others.

#### Answers:

- in the trees
- in a nearby field
- in the field next to
- just below

B Eliciting the way the description is made is a way of checking if the pupils have been following.

### 4 Read for detail

PB8

WB1.11A

Have pupils re-read the first paragraph of the text on PB8. Then have them write short answers to the questions on their own. When they have finished, have them discuss their answers with a partner.

Finally, elicit answers from the class.

#### Answers:

- 1 Because it is a quiet time and she likes the view.
- 2 It was misty.
- 3 No.
- 4 Trees.
- 5 More than twenty.
- 6 A horse and a foal.
- 7 Some chickens below her window.
- 8 Because it was time for breakfast.



## 5 Develop Vocabulary

PB8

WB1.11B

**A** Have pupils find the words in the text that answer the questions in WB1.11B. Encourage the pupils to guess words they are not sure of. Point out that this is not a test and guessing will help develop their language skills.

**Answers:**

- 1 Curtains.
- 2 A thick sheet of mist that looks like a wall.
- 3 Chewing food that was eaten before.
- 4 Feed from the mother.
- 5 b
- 6 c
- 7 a

**B** Deal with any further words that pupils want to know. Encourage them to try to work out the meaning from the context.

## 1.12 PB8 WB12

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**Learning objectives** Write an extended description.

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**Language focus** -

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**Vocabulary** \* familiar, \*particular, \*matter (it doesn't -)

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- 1 Revision**  
PB8 Have pupils look at the picture on PB8 again. Ask them to give you as much of the description as they can remember without reading the text. Then give them a couple of minutes to re-read. Elicit any details they missed or were not able to explain well.
- 2 Write a description**  
WB1.12A Read through the instructions with the class, making sure they understand the steps they should follow. Then give pupils as much time as they need. Monitor their work and provide help where needed. When they have finished, have some of the better pupils read out their descriptions to the class.



## Unit 2      Summary

### Reporting events

Step/ Materials	Topic	Activities/Skills	Language focus
1 PB9 WP13/14	<i>Headlines</i> Headlines and clues for working out meaning	Working out meaning.	Various vocabulary
2 PB10 WB14/15	<i>Taday's news:</i> A newspaper news summary	Scanning.	Various vocabulary Passive Past tenses
3 WB15/16 CS5	Story-telling	Listening for gist and detail.	Past continuous
4 PB11 WB16/17	<i>Don and Debbie:</i> Dramare: Stories	Oral performance. Story-telling.	Past continuous Expressing interest and disbelief
5 PB12 WB17/18	Language summary	Language study. Sentence writing.	_____
6 PB13 WB18/19	<i>Natural disasters</i>	Working out meaning. Sentence writing.	Various vocabulary
7 PB14 WB19/20	<i>Hurricane hits</i> <i>South America:</i> A newspaper report	Reading for detail.	Use of tenses
8 PB21/22 CS7	Sound effects and news broadcast	Listening for gist and detail	_____
9 WB22-24	Question practice	Asking and answering questions.	_____
10 PB15 WB24-26	Language summary	Language study.	_____
11 PB8 WB11/12	<i>Correspondent:</i> News reports and information about an earthquake	Writing a report from cue. Writing a report without cues.	_____

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<b>Learning objectives</b>	Develop vocabulary and work out meaning from context.
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<b>Language focus</b>	-
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<b>Vocabulary</b>	report (n), generally, shortened, simplified, leave out, boxer, victim, fog, survivor, heat wave, over (= <i>finished</i> ), cheap, well dressed, scruffy, artefact, recklessly, telescope, hopeless, unwell
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- 1 Introduction to lesson** Read through the introduction with the pupils and make sure they understand the main points - in newspaper headlines, many words are left out and the simple present tense is often used. Elicit why they think this is done. Don't confirm any ideas at the moment, but ask the same question at the end of the lesson. By then they should have realized that it is done for two reasons:
- 1 it generally takes up less space
  - 2 it makes the headlines sound more urgent, immediate and interesting, making it more likely that the reader will read the report underneath.

- 2 Work out meanings of words** PB9
- A** Have pupils look at the eight headlines. Give them a few minutes to think about the meanings of the underlined words, then have them discuss their ideas with a partner. Do not confirm any ideas at the moment.
- B** Go through the explanation about how to work out meanings. Elicit, for example, that the synonym in point 1 for *commences* is *starts*, and that the antonym for *scruffy* in point 2 is *well dressed*.

**C** Have pupils look again at the underlined words in the headlines. Ask them to try to work out the meanings again, this time saying which clue they used to help them. Before they begin, point out that not all the seven ways of working out meaning are used.

**Answers:**

- A** Cause and effect: *wed* means to *marry*; so *sweetheart* means *someone you love*
- B** Synonym: *frightened*
- C** Cause and effect: road accident; result, the victim dies
- D** Cause and effect: 220 dead: the result, no survivors
- E** Cause and effect: the fog will clear; result, you can see the sun
- F** Synonym: *hot weather*
- G** Cause and effect: more wealth, result, new cars
- H** Cause and effect: wind turbines; result, electricity



### 3 Develop Vocabulary

PB9

WB2.1A

Before pupils begin WB2.1A, encourage them to find the words in the box on PB9. Then have them decide which word goes in which sentence in the Workbook.

#### Answers:

- 1 artefacts.
- 2 commence
- 3 diligent
- 4 telescope
- 5 painkillers
- 6 scruffy

Have pupils do WB2.1B individually. Then have them compare ideas with a partner. Finally, elicit ideas from the class.

### 4 Work out meanings of words

WB2.1B

#### Answers:

- 1 Clue: word formation  
Meaning: not punished
- 2 Clue: synonym  
Meaning: very tired
- 3 Clue: antonym  
Meaning: good, clever, responsible, not stupid
- 4 Clue: purpose  
Meaning: A cooker that cooks things very fast
- 5 Clue: examples  
Meaning: adventures
- 6 Clue: explanation  
Meaning: a plant that is always green
- 7 Clue: cause and effect  
Meaning: tidily.

## 2.2 PB10 WB13/14

**Learning objectives** Practise skimming and scanning and develop vocabulary.

**Language focus** Present perfect tense, past tenses, Passive-

**Vocabulary** layer, scientist, North Pole, recover (=get etter), castle, miracle, during, spokesman, marry, champion, start operation (start working), group

**1 Introduction to topic**  
PB10 Remind pupils that in the previous lesson they looked at how headlines use abbreviated forms of English to get their message across. Read through the introduction and make sure they understand that the page is a summary of the main points in today's newspaper.

**2 Read for gist**  
PB10  
WB2.2A Have pupils skim the summary page of the newspaper and answer the questions, writing their answers in the Workbook. Stress that they are not reading for details, but scanning for the gist. Set a time limit - say, 2 minutes - for the activity. Then stop the pupils and find out how well they did. If there are many mistakes, give them another minute to try again.

**Answers:**

- 1 A story about:
  - a) a rescue - page 3
  - b) the Arctic - page 5
  - c) a wedding - page 2
  - d) a bird - page 2
  - e) a plane - front page
  - f) a wind turbine - none; the photo and its caption are the only information in the newspaper.
- 2 A Rescuer Service spokesman.
- 3 The ice layer is half as thick as it was ten years ago.
- 4 Last Saturday.
- 5 A black stork has been seen in this country for the first time in ten years.
- 6 In thick forest in Central Russia.
- 7 Power for over 600 homes.

**3 Find the headlines**  
PB10  
WB2.2B Have pupils read the summary page more thoroughly and find the appropriate headlines for the sentences in WB2.2B. Have them do this individually first and then compare their answers with a partner.

**Answers:**

- |                             |                            |
|-----------------------------|----------------------------|
| 1 Heat wave victim recovers | 2 Boxer marries sweetheart |
| 3 Arctic ice scare          | 4 Castle to go             |
| 5 Roman dam found           | 6 Fog crash                |
| 7 Many dead in crash        |                            |



- 4 Develop Vocabulary** Have pupils work individually to complete WB2.2C. If necessary you can tell the class which extracts the words appear in. Elicit answers. Encourage pupils to explain how they worked them out through the context.

**Answers:**

- |             |   |
|-------------|---|
| 1 collapse. | 2 come into operation / start operation |
| 3 childhood | 4 recover                               |
| 5 rare      | 6 observe                               |

- 5 Preparation for next lesson** Tell pupils that the next lesson they will hear interviews connected with the stories on the newspaper summary page. Ask them to go over the summaries at home as preparation.

**Learning objectives** Listen for gist and detail.

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**Language focus** Past continuous-

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**Vocabulary** -

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- 1 Introduction to topic** Books shut, elicit what the pupils remember about the summaries. If you feel they are missing important details, have them quickly look at the texts again for more information.
- 2 Listen for specific information** Play the cassette straight through once for pupils to identify the headlines. They should write the headlines in WB2.3A.  
**Answers:**
- 1 Fog crash
  - 2 Heat wave victim recovers
  - 3 Rere bird excitement
- 3 Listen for specific information** Play each interview separately until most pupils have been able to complete the activities in WB2.3B. Tell them that they only need to write short answers. Have pupils check their answers either in pairs or small groups before confirming the answers yourself.  
**Answers:**
- 1
    - a) In the baker's
    - b) No. She heard the accident.
    - c) Two.
    - d) She said that you could hardly see your hand in front of your face.
    - e) She was screaming.
    - f) She thinks that he was driving too fast.
    - g) No. She did not see the accident.
  - 2
    - a) Four days.
    - b) He was having lunch in the garden of a restaurant.
    - c) He wasn't wearing a hat and the sun was hot.
    - d) She had said that he should take a hat.
    - e) The people in the restaurant.
    - f) Rest and peace and quiet.
    - g) No. They argue a lot.
  - 3
    - a) A bird-watcher.
    - b) Years.
    - c) In Africa and the Arabian peninsula.
    - d) It was probably blown here by strong winds.
    - e) Ten years ago.
    - f) Boring
- Note:** *Fat chance!* in this conversation means there was no chance at all of that happening.



- 4 Write a report** Have pupils do WB2.3C if time allows, or set it for homework.  
WB2.3C

### Cassette Section 5

**Presenter: Interview One**

Interviewer: Where were you exactly when the accident happened?  
Witness: I was in the baker's. I was buying a cake for my little daughter. It was her birthday.  
Interviewer: And you saw the accident.  
Witness: No. I *heard* the accident. There was a terrible crash and ran out of the shop.  
Interviewer: And what did you see?  
Witness: Two cars - a black one and a yellow one - had crashed into each other. Well, the yellow car had crashed into the black one. From behind. By the roundabout. Because of the fog, I suppose. You could hardly see your hand in front of your face. The two drivers were standing in the road, shouting at each other. And there was someone in the black car - hurt she was screaming. Then the police arrived - and the ambulance.  
Interviewer: Whose fault was it?  
Witness: The driver of the yellow car. I think. *I think* it was his fault. It looked as if he'd been driving too fast for the weather. But I don't know - I didn't see it, you see.

**Presenter: Interview Two**

Interviewer: How do you feel now?  
Ed Shaw: Great. I nearly died, but I feel great now.  
Mrs Shaw: He felt awful. But he's better now.  
Interviewer: How long were you in hospital?  
Mrs Shaw: He was in there nearly a whole week. And the nurses were wonderful.  
Ed Shaw: Honey, it was four days. Not a week.  
Mrs Shaw: Well, four days, then. A long time, anyway.  
Interviewer: And what happened exactly?  
Ed Shaw: In the hospital?  
Interviewer: Er, no. What happened when you collapsed?  
Mrs Shaw: I told him to wear a hat. Just that morning I'd said; Honey, don't forget your hat. It's gonna be hot today; And what did he say? 'It never gets hot in England. This isn't California; And what happens? He falls ...  
Ed Shaw: Honey, can you let me explain? We went for a walk in the hills - those hills over there - and it was fine. Ok, the sun was shining, but there was a slight breeze - a very pleasant gentle wind - and it didn't feel hot.  
Mrs Shaw: But then we stopped at a restaurant and where did he want to sit?  
Ed Shaw: Outside! Outside in the sun. He knows he can't stand the heat and where does he want to sit? Outside.  
Ed Shaw: Honey! Please. We stopped for lunch and, yes, we sat outside in the garden of this restaurant - it was her idea - and there was ...  
Mrs Shaw: It was NOT! You said ...  
Ed Shaw: Anyway, we sat in the garden, and there was no wind, and the sun got hotter, and I didn't notice, and the next thing I knew I was in hospital.  
Mrs Shaw: He just collapsed. Right in the middle of lunch. He didn't even finish it. I was just telling him that he was looking a bit strange when he just closed his eyes and fell off the chair. Well, I tell you, I was worried. He'd never done that before. But the people in the restaurant were marvellous. They

called the ambulance and two hours later we were in the hospital. He'd had a small heart attack. The doctor said ...

Ed Shaw: The doctor said I was Ok but just needed a rest and some peace and quiet. Peace and quiet - fat chance!

**Presenter:** **Interview Three**

Interviewer: Robin Crow, you've been interested in birds for a long time?

Birdwatcher: Yes.

Interviewer: How long?

Birdwatcher: Years.

Interviewer: And you're very excited about seeing the black stork?

Birdwatcher: Yes. Very.

Interviewer: Why? Is it very rare?

Birdwatcher: Yes.

Interviewer: In this country?

Birdwatcher: Yes.

Interviewer: The black stork normally lives in Africa and the Arabian peninsula?

Birdwatcher: Yes.

Interviewer: And you think it was blown here by strong winds.

Birdwatcher: Yes.

Interviewer: And this is the first time the bird has been seen here for ten years.

Birdwatcher: Yes.

Interviewer: And you're very excited.

Birdwatcher: Yes.

Interviewer: Thank you for talking to us.

Birdwatcher: Pleasure.



## 2.4 PB11 WB16/17

**Learning objectives** Relate an event with good expression.

**Language focus** Past continuous, expressions for showing interest and disbelief

**Vocabulary** dreamer, acrually, awful, just a minute, set the scene, brilliant, slow down, scary, spaceship

- 1 Homework review and introduction to topic**  
PB11  
WB2.3C
- A** If you set WB2.3C for homework, have one or two pupils read out their work.
- B** Ask pupils if they have dreams, what they are about, whether they dream in black and white or colour, whether their dreams are usually pleasant or scary, etc. Explain that they are going to listen to a conversation between two people about a dream one of them had. Elicit what they think it might be about.
- 2 Listen to identify feelings**  
CS6 (Band 1)
- Introduce the task. The pupils have to find out what the second speaker (Jim) thinks of the first speaker's (Don's) dream. Books closed. Pupils listen and answer the question you asked.
- Answers:**  
From Jim's tone of voice, he is clearly interested in what Don is telling him.
- 3 Vocabulary development**  
PB11  
WB2.4A
- Books open. Pupils look for the three words in WB2.4A in the text on PB11 and try to work out the meanings. When you elicit the answers, ask for reasons.
- Answers:**
- 1 b  
2 b  
3 b
- 4 Read for detail**  
PB11  
WB2.2B
- Have pupils read the conversation and answer the questions in WB2.4B on their own. Confirm the answers..
- Answers:**
- 1 Don and his elder brother.  
2 Don.  
3 One of the two men.  
4 They couldn't move.  
5 awful / horrible / scary / terrible
- 5 Repeat the conversation**  
PB11  
CS6 (Band 1)
- A** Books closed. Play the tape sentence by sentence. Pupils listen and repeat exactly.
- B** Books open. Have pupils perform the conversation in pairs, paying special attention to the intonation.

- 6 Listen to identify feelings**  
CS6 (Band 2) books closed, Ask pupils to listen and answer the question What does Jennie think of Debbie's dream? Play Band 2 once straight through.
- 7 Develop vocabulary**  
PB11  
WB2.4C **Ansurer:**  
From her tone of voice she clearly thinks it is very silly.  
Books open. Pupils look for the three words in WB2.4C in the text on PB11 and try to work out the meanings. When you elicit the answers ask for reasons.  
**Ansurers:**  
1 c  
2 a
- 8 Read for detail**  
PB11  
WB2.4D Have pupils read the conversation and do WB2.4D on their own.  
Confirm the answers.  
**Ansurers:**  
1 A balloon.  
2 On a bird's back.  
3 One kilometre~  
4 brilliant / wonderful / I didn't want to wake up / beautiful.
- 9 Repeat the conversation**  
PB11  
C56 (Band 2) **A** Books closed. Play Band 2 sentence by sentence. Pupils listen and repeat exactly.  
**B** Books open. Have pupils perform the conversation in pairs, paying special attention to the intonation.
- 10 Transfer** Have pupils discuss their own dreams in pairs. Select some of the pairs to share their dreams with the rest of the class.

**Cassette Section 6 is the text of the conversations on PB11.**



## 2.5 PB12 WB17/18

**Learning objectives** Language study.

**Language focus** Past tenses, Passive, punctuation of speech

**Vocabulary** Passive, Past continuous, structure (=grammar point), infinitive, future, direct speech, reported speech, variety

### 1 Review the Unit so far PB12

Work through the page with the pupils, asking pupils to find examples of each point in the texts so far in this Unit.

### 2 Write correct tenses PB12 WB2.5A

Have pupils do the exercise with their Pupil's Books shut, then check their own answers using PB12 before feedback as a class.

**Answers:**

- 1 is
- 2 woke up / was working / was playing
- 3 coming / ran
- 4 bought
- 5 were dancing/started
- 6 will be built
- 7 burning
- 8 was opened

### 3 Punctuate sentences WB2.5B

Pupils work on their own. Then have them punctuate the sentences on the board.

- 1 'I heard somebody shouting,' Don said. 'Then I saw two men running towards us.'
- 2 'Who were they?' Jim asked. 'And what were they doing?'

### 4 Expand headlines WB2.5C

Go over these headlines orally before having the pupils write them in their books.

- 1 A victim of a road accident has died.
- 2 220 people have been killed in an air crash. There are no survivors.
- 3 The thick fog will clear by this afternoon, then it will be sunny.
- 4 New cars are a sign of wealth.

### 5 Class discussion

Discuss with the class what they feel they have learned in the Unit so far.

## 2.6 PB13 WB18/19

**Learning objectives** Develop vocabulary by understanding definitions.

**Language focus** -

**Vocabulary** disaster, control (v), drought' shortage' normally, epidemic' volcano  
volcanic eruption, 'famine starve, hunger, hurricane, powerful

**Note:** Pronunciation guide for teachers

- diSAster
- drought rhyrnes with out
- epiDEMic
- volCANo (long 'a' but volCANic (short 'a')
- FAmine
- HURricane
- earthquake (equal stress)

### 1 Introduction to topic PB13

Have pupils look at the pictures and the title of the lesson. Ask what they think a natural disaster is' and what they think the opposite might be (man-made disaster)' See if they can think of some man made disasters (for example, a train derailing' an airplane crashing).

### 2 Match the definitions to the pictures PB13 WB2.6A

Read through the definitions with the pupils. Then have them match the definitions to the pictures and write their answers in WB2.6A.

**Answers:**

- 1 B
- 2 F
- 3 H
- 4 C
- 5 G
- 6 A
- 7 D
- 8 E

### 3 Class discussion

Have pupils discuss disasters that they have read or heard about recently.

Have them suggest possible headlines for some of the disasters.

### 4 Develop vocabulary WB2.6B and C

A Have pupils look at WB2.6B. Explain that the underlined words are being used in a different way to their literal meaning' i.e. metaphorically. Point out that this is very common in English.

Discuss to what extent this happens in Arabic and elicit examples. Then have the pupils work in pairs to discuss what they mean.

**Answers:**

- 1 so many telephone calls that the radio station was overwhelmed
- 2 uncontrolled outbreak
- 3 extremely quickly
- 4 very quickly, perhaps making a lot of noise



**B** Have pupils complete WB2.6C individually.

**Answers:**

- 1 It becomes molten.
- 2 Into sections.
- 3 There is a petrol shortage.

## 5 Optional homework

**activity**

Have pupils write short summaries of some of the recent disasters they discussed earlier in the lesson.

**Learning objectives**    Predict and read for details.

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**Language focus**    Use of tenses

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**Vocabulary**    expect, in living memory, life, hundreds of thousands, homeless, tear off, lorry, landslide, bridge, crowd, silently, used to, relative, medical supplies, army, weak/ weaker

---

**1 Predict the content of a newspaper report**    Have pupils read the headline, look at the photo and predict what the report will be about.

PB14

**2 Make a new headline**    Have a pupil read out the last sentence of the report. Then have pupils work in pairs to produce a headline for a report in a Southern USA newspaper.

**Possible answer:**

Hurricane weakening

**3 Read for gist**    Have pupils read the text quickly to get the gist of each paragraph. They show understanding by ordering the subheadings in WB2.7A.

PB1

WB2.7A    **Answers:**

- 4
- 2
- 1
- 3

**4 Scan the text**    Pupils quickly read the text to find the answers to WB2.7B. Set a time limit of, say, two minutes.

PB14

WB2.7B

**Answers:**

- 1 Terrible damage and loss of life.
- 2 Winds and rain.
- 3 There are no tents, few medical supplies and only two helicopters.

**5 Develop vocabulary**    Have pupils work individually to find the answers to WB2.7C. Then have them compare their answers with those of a partner and discuss any differences. Elicit the answers and ask for reasons where appropriate.

PB14

WB2.7C

**Answers:**

- 1 in living memory
- 2 countryside
- 3 homeless
- 4 a
- 5 b
- 6 b
- 7 c
- 8 a
- 9 The full extent of the damage became dear.



**6 Scan for numbers** Have pupils scan the text to find how many times numbers appear in the text. Discuss why it is easy to locate them - because they know what they are looking for in advance. Have pupils locate the numbers again, decide what each refers to, and write the answers to WB2.7D.

**Answers:**

- 1 the number of buildings destroyed in the large towns
- 2 the number of people feared dead
- 3 the speed of the wind
- 4 the number of people who worked on the banana plantations
- 5 the depth of the rivers of mud

**7 Class discussion** Have pupils work in pairs or small groups to discuss the questions in WB2.7E. Then elicit ideas and encourage a wider discussion.

## 2.8 WB21/22 CS7

**Learning objectives** Listen for gist and detail.

**Language focus** -

**Vocabulary** -

**1 Review the previous lessons** Ask pupils what they have been talking about in the previous two lessons (natural disasters). Elicit the names of some natural disasters.

**2 Listen for specific information** Play the cassette once, pausing after each part to give pupils time to write the names of the disasters they hear or hear about in WB2.8A.

**Answers:**

- 1 hurricane
- 2 earthquake
- 3 drought
- 4 volcanic eruption
- 5 forest fire

**3 Listen for gist** Make sure pupils understand what they have to do here. Read through the descriptions of the two men in WB2.8B. Put pupils into pairs and have them select which one of the two men they will be. Play CS7 (Band 2) once and have them decide which of the news items will interest their character most. Have them write it in their Workbooks. During feedback elicit the basis of their choice. Make sure they have the correct answers before proceeding to the next activity.

**Answers:**

Cliff Jones: Item 2      John Trim: Item 1

**4 Listen for detail** A Make sure pupils are looking at the correct set of instructions: Cliff Jones should look at the first set and John Trim should look at the second set. Give pupils a little time to read the questions they have to answer. Then play CS7 (Band 2) once or twice, until most pupils have the answers.

B Have each pupil write a couple of lines to answer the second point in their set of questions.

C If space permits, put pupils answering the Cliff Jones questions into one or two groups and the pupils answering the John Trim questions into another one or two groups. Have them compare their answers with other members of their group. Finally, elicit the answers.

**Answers:**

Cliff Jones:

- 1 Almost immediately. 2 20 kilometres from Cardiff.
- 3 A year from now. 4 a) 700. b) 2,000.

Will Cliff ask for a job at this factory? Give a reason. Pupils' own answer.



John Trim:

- 1 Because of Hurricane Jane.
- 2 a) 50.  
b) 17.
- 3 Because people thought Hurricane Jane would hit Manila, not the Northern Philippines.
- 4 Nearly 5,000.

Will John still go to Manila on business? Give a reason.

Pupils' own answer.

## 5 Listen to more news

Play CS7 (Band 2) as many times as needed, until most of the pupils

WB2.8D have answered the questions. Check the answers.

- CS7 (Band 2)
- 1 In south-east London,
  - 2 6 metres.
  - 3 Shakespeare.
  - 4 In 1599.
  - 5 Fire.
  - 6 No.

## Cassette Section 7

**Presenter:** **Band 1. One**

*[sound of fierce hurricane wind]*

**Presenter:** **Two**

TV Presenter: Good evening from West Coast TV. Our programmes tonight start off with ...

Hey, what's happening?! The whole building is moving! It's shaking. The earth is moving! I gotta hold onto something. This is scary, ladies and gentlemen. I'm gettin' outta here.

**Presenter:** **Three**

Radio Presenter: Good evening. The news. The weather in central Australia is setting new records. It now has not rained for six month,. All rivers are dry and most towns are completely without water. Thousands of animals have died, and some older people have also succumbed to the lack of water ...

**Presenter:** **Four**

*[sound of volcanic eruption]*

**Presenter:** **Five**

Radio Presenter: And with me to talk about the disaster is Jill Stevens. Jill, how serious is it?

Jill Stevens: Very. It has already spread over four hundred square kilometres and destroyed hundreds of houses.

Radio Presenter: Can't you stop it?

Jill Stevens: In this weather it's almost impossible. Everything is so dry and burns easily. The only thing we can do is drop water on it from a plane or a helicopter and hope for the best ...

**Presenter: Band 2**

Newsreader: And now the time is 6 o'clock. Here is the news. First, the headlines. Hurricane Jane brings death and destruction to the Northern Philippines. Izuko, the Japanese car-manufacturing company, has decided to build a factory in Wales. And here in London, archaeologists believe they have found the remains of Shakespeare's theatre, the Globe.

Newsreader: Earlier beliefs that Hurricane Jane would devastate Manila, the capital of the Philippines, have now been proved false. Weathermen had warned that Manila was in the direct path of the hurricane and the people in the capital were preparing for the worst. Thousands of people left their homes and moved to the safety of higher ground. However, late last night, Hurricane Jane changed its path unexpectedly, hitting the northern part of the country instead. It is reported that 50 people have been killed, 17 people have been injured and another 17 are still missing. Nearly 5,000 homes have been destroyed and the damage is estimated at 10 million dollars. The President of the Philippines visited the devastated area this morning to see the extent of the damage. The northern Philippines has been declared a disaster area and international aid has been requested.

Newsreader: Izuko, the Japanese car-manufacturing company, has announced its intention to build a factory in Wales. Speaking in Cardiff this afternoon, Mr Akibo Toshura, manager of the company, said that plans to build the factory were well advanced. A site has been found 20 kilometres from Cardiff and building work will begin almost immediately. When the factory opens in a year from now, it will begin producing the Izuko Rolo, the company's best-selling small car. At first, there will be jobs for 700 workers. However, Mr Toshura hopes to build other models from the company's range at a later date. It is estimated that the factory could be employing about 2,000 workers four years from now.

Newsreader: And finally, an exciting find in south-east London. Archaeologists are 'almost certain' that what they have found, 6 metres under the ground, is the Globe theatre where Shakespeare acted and where at least 12 of his plays were performed. Shakespeare partly owned the theatre, which was built in 1599. It was destroyed by fire in 1613 and rebuilt the following year. It was finally knocked down in 1644 when all plays were banned in England. It is believed that the theatre had between 6 and 24 sides, or might have even been shaped like a circle. So far, only parts of the walls have been found, so it is too early to say what the theatre's exact shape was. And now the weather forecast for the period dawn until tomorrow.



## 2.9 WB22/24

**Learning objectives** Practise questions with correct intonation. Speak freely.

**Language focus** -

**Vocabulary** -

### 1 Read the notes

WB2.9A

Work through the notes about pronunciation with the pupils. Have them practise the examples in the notes for Yes/No questions and make up some Wh- questions to see if they can get the correct intonation.

### 2 Practise asking questions

WB2.9A

Ask individual pupils to try the six practice questions in WB2.9A. When a pupil has the correct intonation, repeat it yourself and have the whole class repeat it after you.

### 3 Matching exercise

WB2.9B

**A** Make sure pupils understand what they have to do in activity B. Then let them work on it individually before confirming their answers.

**Answers:**

- 1 E
- 2 C
- 3 D
- 4 A
- 5 B

**B** Again, ask individual pupils to say the questions. When a pupil has the correct intonation, repeat it yourself and have the whole class repeat it after you.

### 4 Conduct an interview

WB2.9C

**A** Give pupils some time to prepare appropriate questions for the interview they have to conduct. Then put them into pairs and have them interview their partners. They should write the answers in their WBs. Make sure that every pupil has a chance to ask and answer the questions.

**B** Ask pupils to provide some information about their partner and his / her family.

## 2.10 PB15 WB24/26

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**Learning objectives** Language study,

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**Language focus** Present perfect and Past tenses, prepositions in relative clauses, adverbials

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**Vocabulary** Present perfect, tense, Past simple, preposition

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**1 Language review** Work through the language review points with the class, asking them to find other examples of each point in the texts in the Unit so far.

PB15

WB2.10A-C

You may want to have pupils read points 1 and 2 and do WB activity A first, followed by point 3 and WB activity B, then point 4 and WB activity C.

**Answers:**

**A**

- 1 have been
- 2 took place
- 3 lost
- 4 has crashed
- 5 have found
- 6 took off
- 7 contacted / crashed
- 8 have died
- 9 were
- 10 went / drove

**B**

- 1 Necessary information.

The bus I come to school on has had an accident.

- 2 Additional information.

The Great Fire of London, in which thousands of buildings were destroyed, happened in 1666.

- 3 Necessary information.

The man I was talking to yesterday has mysteriously disappeared.

- 4 Additional information.

The Armenian earthquake, about which I have to write in the next lesson, killed over 25,000 people.

- 5 Additional information.

The flood of 1953, after which new dams were built, is still the worst in living memory for the people of The Netherlands.

- C** There are many possible answers to these questions.

**Possible answers:**

- 1 In 1968 in Ethiopia a terrible famine killed thousands of people.
- 2 After the heavy rain, water rushed down the wadi in a flash flood and demolished tens of houses in local villages.
- 3 During the drought in southern France, people queued patiently for hours for just a litre of water.
- 4 In California in 1998 a forest fire destroyed over 100 hectares of woodland in just two hours.



## 2.11 PB16 WB26/27

**Learning objectives** Prepare to write a news report.

**Language focus** -

**Vocabulary** newsflash, measure, badly-built, eye-witness, trip, \*take charge of, slight

**1 Introduce the topic** PB16 Have pupils look at the photographs. Have them tell you what the newsflashes will be about.

### 2 Read the information

PB16

**A** Have pupils read through the various pieces of information. Tell them to underline any words they do not understand, but don't deal with vocabulary problems at this stage.

**B** Put pupils into pairs to discuss the best order for the information (chronological order: 13:00, 14:00, 15:00, 16:00, 17:00, 23:00 - the reference book entry does not belong in the sequence).

**3 Answer the questions** Set a time limit, say, three minutes, for pupils to answer the questions in WB2.11A. Then elicit the answers.

WB2.11A

**Answers:**

- 1 6
- 2 13:00
- 3 23:00
- 4 a) 13:00  
b) 16:00  
c) 23:00  
d! 17:00  
e) 15:00  
f) 14:00

**4 Develop vocabulary** PB16 Have pupils work through the vocabulary exercises in WB2.11B. When they have finished, have them compare their answers with those of a partner and discuss any differences.

WB2.11B

**Answers:**

- 1 a) measuring  
b) scale  
c) take charge of  
d) effort  
e) with (their) bare hands  
f) one in five
- 2 cholera, typhoid
- 3 2  
5  
3  
1  
4
- 4 b

**5 Write answers** Have pupils write short answers to the questions.

PB1 6

WB2.11C

**Answers:**

- 1 Spivak.
- 2 Armenia's largest city.
- 3 In the USA.
- 4 There is no clean water.



## 2.12 PB14/PB16 WB27/28

**Learning objectives** Write a report.

**Language focus** -

**Vocabulary** newsflash, measure, badly-built, ey-witness, trip, \*take charge of, slight

**1 Review** Have pupils spend some time reviewing PB14, the article about a hurricane hitting Central America. They should also look at their answers to WB2.7A.

**2 Which tenses?** Pupils write which tenses were used in each paragraph of the article.

**Answers:**

PB14 Present perfect  
WB2.7A/2.12A Simple past  
Simple past  
Present continuous

**3 Different headlines** WB2.12B refers to the reports about the earthquake in the previous lesson. Have pupils work in pairs or small groups to decide how the same event could be reported differently under each headline. They should not write anything at this stage. Have the pairs or groups give their ideas to the class. Encourage discussion.

**4 Write the report** Pupils work individually to write their report. While they are doing this, move around and help where necessary. If time permits, have some of the better ones read out their reports to the class.

## Unit 3      Summary      Jobs

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<b>Step/ Materials</b>	<b>Topic</b>	<b>Activities/Skills</b>	<b>Language focus</b>
<b>1</b> PB17 WB29/30	<i>Work Experience</i> Notices about work opportunities Exercises on pronunciation and vocabulary	Working out meaning. Word study. Sentence writing.	Various vocabulary
<b>2</b> WB30/31 CS8/9	Conversations about work opportunities	Listening for gist and detail.	
<b>3</b> PB18 W831 /32	<i>Thinking about the future:</i> School pupils talk about their ambition and experience	Reading for detail.	Present perfect continuous
<b>4</b> PB19 WB32 CS10	<i>Getting Careers Advice:</i> Conversation between career advisor and school-leaver	Oral performance. Role-playing.	Expressing advice and suggestion
<b>5</b> PB20 WB32/33	Language summary	Language study. Sentence writing	Present perfect continuous
<b>6</b> PB21 WB34/35	<i>Names of jobs and personal qualities</i>	Working out meaning. Sentence writing.	Various vocabulary
<b>7</b> WB35/36 CSI1-13	Job advertisements	Listening for gist and detail.	
<b>8</b> PB22 WB36/37	<i>A Job Application:</i> An advertisement and two letters to compare	Reading for detail.	
<b>9</b> WB38/39 CS11,12,14	Talk and listen dialogue	Conversation practice.	
<b>10</b> PB23 WB39/40	Language summary	Language study.	
<b>11/12</b> PB24 <b>WB40</b>	<i>A formal letter.</i> Structure of a formal letter	Writing a formal letter.	



## 3.1 PB9/PB17 WB29/30

**Learning objectives** Develop vocabulary and work out meaning from context.

**Language focus** -

**Vocabulary** run (~ a business), successful, applicant, vacancy, TV station, theatre, excellent, salary, knowledge, qualifications, fill in, experience, training, Ministry of the Environment, business, ice-cream, duties, interview

**1 Introduce the topic** Have pupils explain the purpose of the notices on the board. Then PB17 read through the introductory paragraph with the pupils.

**2 Work out meaning from context** A Have pupils look back at PB9 to review how to work out meanings of words. Then give them some time to work out the meanings of the underlined words in the job notices. There are quite a few, so this is likely to take them some time. They should make notes in their copybooks, because some of the answers they come up with will be able to be used later in the WB activities.  
B Put pupils in small groups and have them see whether they agree with the meanings they have come up with. If there are disagreements, they should discuss these and try to agree on the most likely meanings.

**3 Pronunciation** Have individual pupils read out the words. When one gives the WB3.1A correct intonation, repeat it yourself and have the whole class repeat it.

**4 Find similar words** Pupils scan the text and find other words formed from the same root as the word *apply*.  
PB17  
WB3.1B  
**Answers:**  
applicant  
application

**5 Vocabulary development** Pupils work individually, and then check their answers with a partner.  
PB17  
WB3.1C

- Answers:**
- 1 vacancies
  - 2 run
  - 3 salary
  - 4 offering
  - 5 willing
  - 6 advantage
  - 7 qualifications
  - 8 duties
  - 9 experience
  - 10 administration

- 11 environment
- 12 knowledge
- 13 handicapped
- 14 driving licence
- 15 first-aid
- 16 marketing

## **6 Make phrases and sentences**

WB3.1D/E

**A** Have pupils match the verbs and nouns to make phrases. They can look in the text on PB17 to help with this.

**Answers:**

<b>Verbs</b>	<b>Nouns</b>
apply for	a vacancy
follow	a career
run	an office
send for	an application form
offer	a position
require	qualifications
attend	an interview
interview	an applicant
receive	a salary

**B** Pupils make sentences using the phrases they have just made. Read the example in WB3.1E first. Have pupils give some examples to the class.



## 3.2 WB30/31 CS8/9

**Learning objectives** Listen for gist and specific information.

**Language focus** -

**Vocabulary** -

**1 Prepare for the listening task** Pre-teach the word *worthwhile*. Then tell the pupils they are going to listen to four conversations. Pupils have to match the jobs and the statements in WB3.2A.

**2 Play the cassette** WB3.2A  
CS8 Play the cassette once only, pausing after each section to allow pupils to fill in the letters in the WB. Then elicit answers. Play the cassette once again to allow pupils to check their answers.

**Answers:**

- B
- D
- A
- C

**3 Discuss the questions** WB3.2B  
CS8 Play the cassette one more time and tell the pupils to make notes of other things the speakers say to show that their jobs are worthwhile. Then have pupils use their notes to discuss the questions with a partner or in small groups. Elicit ideas and encourage further discussion from the class as a whole.

**4 Listen to a conversation** WB3.2C  
CS9 Read through the instructions to WB3.2C and make sure pupils understand what they are about to listen to. Tell them to have their pencils ready to note down the answers as they are given. Then play CS9 once straight through. See how many pupils got the correct answers. Play the tape again and stop after each question and reply to allow pupils to check their answers.

**Answers:**

- 1 No.
- 2 Yes.
- 3 No.
- 4 Yes.
- 5 No.
- 6 Yes.
- 7 No.
- 8 Yes.
- 9 Yes.
- 10 No.

## **5 Discuss the content of the conversation**

WB3.2D

CS9

Give pupils a chance to read the four questions in WB3.2D so that they know what information they are looking for. Then play the tape one final time and give them time to write the answers. Discuss with the pupils whether they think Mary's job is unusual and why or why not.

### **Answers:**

- 1 She's a history teacher.
- 2 She will tell Susan what she does.
- 3 She's a firefighter.
- 4 Yes. She says 'A what?!" in a surprised way.

## **Cassette Section 8**

Presenter: Listen to the four interviews and match the statements.

Reporter: Mrs Ibrahim, do you think your job is worthwhile?

Mrs Ibrahim: Of course being a teacher is a worthwhile job. I share what I know with my students. Every day they learn a little more from me. And I help to prepare them for life after school. So my job is definitely worthwhile. I help to build the future of the country.

Reporter: Mary, is *your* job worthwhile?

Mary: Of course it's a worthwhile job. We save lives. We also save people's houses and their places of work. We often have to go to a factory to put out a fire. Factories are dangerous places. But the most important part of my work is teaching people about fire prevention, about how to make sure fires don't start.

Reporter: Mr Habib, do you do a worthwhile job?

Mr Habib: I enjoy being a businessman. And I think it's a valuable job. People think we just make money for ourselves, but that's not true. We business people also make a lot of money for the country. We create the money to pay for nurses and teachers and firefighters. And we create jobs for other people.

Reporter: And finally, Miss Ahmed, I'm sure your job is worthwhile.

Miss Ahmed: Well, I'm a hospital nurse. And people don't seem to think this is a very worthwhile job. We work very long hours and they don't pay us much. But I enjoy my work. I take care of people who are ill and help them get better. I most enjoy looking after children. It makes me very happy to see a sick child get well. Yes, I do think my job is worthwhile.

## **Cassette Section 9**

Susan: I hope these children come soon. I have a lot to prepare for tomorrow.

Mary: Do you go out to work, then, Susan?

Susan: Yes.

Mary: What do you do?

Susan: I'm a teacher. History,

Mary: A history teacher! You must be very clever!

Susan: It's hard work.

Mary: I'm sure it is.

Susan: What about you? What do you do?

Mary: I'm a No. You guess.



Susan: Oh, I don't know. Are you - er a a taxi-driver?  
Mary: No, let's do it like this It!1 pass the time while we're waiting. You ask me questions and I can only answer Yes or No. After five No answers I'll tell you.  
Susan: All right. I can't see the children yet. Right. Do you work in an office?  
Mary: No.  
Susan: That's a good start. Second question. Do you work with other people?  
Mary: Yes.  
Susan: Do you make something?  
Mary: No.  
Susan: Do you give a service?  
Mary: Yes.  
Susan: Are you anything to do with medicine - doctors, hospitals, and so on?  
Mary: No.  
Susan: How many's that?  
Mary: Three.  
Susan: Oh dear. Er Do you meet the public?  
Mary: Yes.  
Susan: Do you work in a shop?  
Mary: No. Four.  
Susan: I know. Now, let me think. Do you wear special clothing in your job? Or a uniform?  
Mary: Yes.  
Susan: And is your job dangerous?  
Mary: Yes. Sometimes.  
Susan: Right. I know. You're a police officer.  
Mary: No. That's five.  
Susan: What do you do, then?  
Mary: I'm a firefighter.  
Susan: A what?!  
Mary: I'm a firefighter. I fight fires. Oh, here are the children. Bye!

### 3.3 PB18 WB31/32

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**Learning objectives** Read for specific information. Work out meaning.

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**Language focus** Present perfect tenses

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**Vocabulary** probably, pass, final examination, driving licence, get on with, play (~ music), CD, group (drama ~), efficient, club, hobby, sport, college

---

**1 Pre-teach vocabulary** Pre-teach to act, *college*, CD, *folk-music*.

**2 Introduction to the topic** **A** Tell the class you want them to think a little about their future. Until now they have come back to school each year, but this year is their last. Write on the board: Where will you be next year? What will you be doing? Give the pupils time to think. Then elicit a few replies.

**B** Point out that when choosing a job, they should think about two main things: what they are interested in, and what they are good at. Ask the pupils to think of one answer for each. Elicit information from different pupils.

**3 Read for detail** **PB18** **WB3.3A** **A** Books closed. Write the six names of the pupils on PB18 on the board in random order. See if they know which are girls and which are boys. Check pronunciation. The pupils then look at WB3.3A and fill in the table with information from PB18. Elicit the information about Patrick as a class to demonstrate the task.

**B** Explain that some people are successful when they leave school and some are less so (success can be measured in many ways, including financial success and achievement). Ask pupils to read the six texts again and choose who they think will be most successful in their future. Elicit answers from different pupils. Get them to justify their answers.

**4 Match the jobs** **PB18** Tell the pupils to study the instructions at the bottom of PB18. Then elicit what they have to do. Read aloud the text about Patrick on PB18 and elicit suggestions for work experience opportunities on PB17. Get pupils to justify their answers. They continue in the same way choosing jobs for the other five pupils.

**Answers:**

Patrick	The Central Hospital
Fareeda	The Society for the Handicapped
Andrew	The Ministry of the Environment
Justin	The Tiger Ice-Cream Company
Clare	The City TV Station
Diana	The Ministry of Health



**5 Vocabulary work A** You may have already discussed some of the new vocabulary

PB18

during the previous stages. WB3.3B is a chance for the pupils to

WB3.3B

either consolidate understanding or work out the meaning for themselves. Let them complete the activity on their own. If they have any difficulty you can tell them in which paragraphs the words can be found.

**Answers:**

- 1 get on well with/popular
- 2 efficient
- 3 excellent
- 4 hobbies
- 5 to put on
- 6 to pass

**B** Write the following phrasal verbs on the board: *get on with*, *go into*, *put on*. Elicit which words they go with from the text - people, business and a play. Remind the pupils that these are examples of a special kind of verb which is very common in English. Elicit other examples that they know.

**6 Language focus** Write on the board: He has been going to evening classes in first-aid.

Ask *Who is he?* Focus on the form of the tense. Elicit ideas on why it is used.

## 3.4 PB19 WB32 CS10

**Learning objectives** Perform conversations with good expression.

**Language focus** Expressing advice

**Vocabulary** school-leaver, I've no idea, recently

**1 Introduce the topic** Make sure pupils understand the idea of a careers advisor before PB19 they read the dialogue. Ask what arrangements are made in their school to help pupils find a career before they leave school.

**2 Read the dialogue and check comprehension** Have pupils read silently through the dialogue. Then do a comprehension check by introducing WB activities A and B. PB19 Have them work individually to complete the exercises and then WB3.4A/B have them compare their answers with those of a partner.

**Answers:**

**A**

- 1 advisor
- 2 school-leaver
- 3 I've no idea
- 4 Hopeless
- 5 Recently
- 6 That's it
- 7 *If I were you ... / If I were in your shoes*
- 8 turn down

**B**

- 1 He doesn't know.
- 2 About what to do after he leaves school.
- 3 He is hopeless at Maths.
- 4 Yes. In a hospital.

**3 Listen to and repeat the conversation** A Play the cassette through once and ask the pupils: *How does the school-leaver feel?* (Anxious / worried.)

PB19  
CS10

B Play the cassette again, pausing after each sentence for the class to repeat. Pay attention to the intonation.

**4 Have a conversation** A Prepare for pupils to have their own conversations by focusing PB19 attention on the phrases at the bottom of the page. Point out *piece of* advice; not an advice. Compare: piece of information. Point out that that as in That's a good idea, etc., refers back to the whole of the preceding suggestion or piece of advice.

B Emphasize the structure *If I were you, I would ...* Ask each pair of pupils to complete the last sentence of the dialogue.



**C** In pairs, pupils perform their own conversations, inserting alternative phrases into the conversation at the appropriate places. At the point where the note in the margin says 'Turn down advice', pupils should also insert expressions expressing 'Accepting advice'.

**D** If time permits, have some of the better pairs perform their dialogues for the whole class.

**Cassette Section 10 is the text of the conversation on PB19.**

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**Learning objectives** Language study.

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**Language focus** Present perfect continuous tense; verb + infinitive or -ing form

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**Vocabulary** Present perfect continuous, regularly, Present perfect simple, emphasize, perhaps, form

---

**1 Review the Unit so far** Work through the page with the pupils, asking pupils to find examples of each point in the texts so far in this Unit.  
PB20

**2 Do the WB exercises** Have pupils do the exercises individually first. Then have them WB3.5A compare their answers with those of a partner before confirming them yourself.

**Answers:**

**A**

- 1 has never visited
- 2 have been doing
- 3 have known
- 4 haven't they arrived
- 5 have been going
- 6 have been walking

**B**

- 1 have been getting
- 2 has not rained
- 3 have never been
- 4 has visited
- 5 has listened
- 6 has been listening
- 7 have known
- 8 have been working

**C** The following are the forms of the verbs that should be crossed out:

- 1 staying
- 2 Neither / Neither
- 3 Neither / Neither
- 4 living / Neither



## 3.6

PB21

WB34/35

**Learning objectives** Develop vocabulary.

**Language focus** -

**Vocabulary** tourist guide, firefighter, bookseller, computer programmer, film director, bank manager, employer, politeness, patience, conscientious, friendliness, confidence, able, ability, computer literate, computer literacy, essential, sales person, communication skills

**1 Introduction to the topic**  
PB21 Have pupils look at the title of the lesson: Jobs and qualities. Explain that the number of new words need not be frightening if they are thought of as all relating to one subject; i.e., jobs and qualities needed for particular jobs.

**2 Read the text**  
PB21 **A** Work through the page orally. Where pupils are asked to say what each of the people do in their jobs, pupils should say, for example:  
*A science teacher teaches science.*

**B** Other examples in the list of jobs that are singular noun + noun = compound are:  
tourist guide  
firefighter  
bookseller  
computer programmer  
dressmaker  
film director  
project manager

Other examples not in the list include:  
newspaper seller    window cleaner    road sweeper

**C** Pre-teach: *qualities*, *conscientious* (works carefully), *literate*. Pupils should now be able to work out the meanings of all the nouns in the list. Ask pupils to say sentences like the one on PB21. Example: *If you want to be a computer programmer, you must be computer literate. An employer will ask for someone who shows computer literacy.*

**3 Discuss the meaning of the underlined phrases**  
PB21 Have pupils work with a partner to think about what the underlined phrases might mean. Elicit ideas and encourage discussion.

**Answers:**

- |                           |   |
|---------------------------|---|
| good people skills        | = You must get on well with people.                                   |
| telephone manner          | = You must have a clear and friendly voice when talking on the phone. |
| good keyboard skills      | = You must be able to type and use a computer well.                   |
| good communication skills | = You must be good at explaining things to people.                    |

**4 Discuss different job requirements** Have pupils look at the questions at the bottom of the page.  
Elicit ideas of jobs that suit the requirements.  
PB21

**5 Do WB activities A-C** Have pupils do these exercises on their own.  
WB3.6A-C If time permits, have some pupils give their answers and encourage the class to agree or disagree and offer their ideas, particularly on activity C.

**Answers:**

**A**

- 1 a house builder
- 2 a furniture maker
- 3 a bus driver
- 4 a football player
- 5 a school-leaver
- 6 a coffee grower
- 7 a lion tamer
- 8 a tightrope walker

The last two people you would most likely find in a circus.

**B**

- 1 If you want to be a good student, you must be diligent and conscientious. You must show diligence and conscientiousness.
- 2 If you want to be a policeman, you must be polite and confident. You must show politeness and confidence.
- 3 If you want to be a designer, you must be able and computer literate. You must show ability and computer literacy.

**C**

Pupils' own answers.



## 3.7 WB35/36 CS11-13

**Learning objectives** Listen for gist and detail.

**Language focus** -

**Vocabulary** -

**1 Identify stressed syllables** **A** Tell pupils to look at the five words in activity A. They should listen to the tape and underline the stressed syllables. Play CS11, pausing after each word to give pupils time to do this. Check the answers by asking individual pupils to read out the words. When a pupil gets the correct pronunciation, repeat the word yourself and have the whole class repeat it.  
WB3.7A/B  
CS11/12

**Answers:**

amBltious  
sucCESSful  
aVAILABLE  
seLECTed  
inADEquate

**B** Follow the same procedure for activity B. Play CS12.

**Answers:**

- 1 What qualifications do I need? ↓
- 2 What is the training like? ↓
- 3 Is the job here, or do I have to leave home? ↑ ↓

## 2 Listen for gist

WB3.7C  
CS13

**A** The pupils will hear six job advertisements. Do not tell them what they are before you play the cassette; just get them to listen very carefully. Play CS13 once and ask them to tick either a, b or c.

**Answer:**

Job advertisements

**B** Play CS13 again and have pupils order the organizations.

**Answers:**

- 6 1
- 4 2
- 5 3

**3 Listen for detail** Have pupils listen to the tape again and fill in the table with the information you will probably have to play the tape more than once, pausing after each advertisement to give pupils enough time. Have pupils compare their answers with each other. Do not confirm the answers at this stage, since they have to write more in activity E.

**Answers:**

- 2 Cook; M; None; Young; Ring 35692
- 3 Clerk; Both; Computer literate, speak a foreign language; Any; P. O. Box 3815
- 4 Reporter, News presenter; Both; Good voice, interested in news and politics, fluent English; Young; Ring 9582
- 5 Zookeeper; M; Interested in environment, healthy, diligent; Any; P.O. Box 1269
- 6 Policeman / woman; Both; None; Young; Ring 4186

**4 Write a summary** Have pupils write summaries of the advertisements in their copybooks. If there is not enough time, set this for homework.

### Cassette Section 11

- Speaker 1: ambitious (2x)  
Speaker 2: successful (2x)  
Speaker 1: available (2x)  
Speaker 2: selected (2x)  
Speaker 1: inadequate (2x)

### Cassette Section 12

- Speaker 1: What qualifications do I need? (2x)  
Speaker 2: What is the training like? (2x)  
Speaker 1: Is the job here or do I have to leave home? (2x)

### Cassette Section 13

**Speaker 1:** Would you like to work abroad? Would you like to help people in poorer countries? The World Aid Organization is looking for young people to help in the following areas. Education: we need young men and women to help with teaching reading and writing to children at Primary Schools. Health: we need young people who want to get experience of work in clinics. You must be in good health, under 20 years old and be ready to live abroad for at least 6 months. Send for an application form to P.O. Box 791.

**Speaker 2:** The famous Gate Restaurant is right in the centre of town. We are looking for people to train as cooks. We serve food from all over the world, so this is a wonderful opportunity for a young man who wants to start a career in the restaurant business. Come and see us for an interview. Ring 35692 and make an appointment.



**Speaker 3:** We know that many of you have booked your holidays at the Sunrise Travel Agency. And now we have a vacancy for a clerk. It will be your job to sell holidays and travel tickets to the public. You must be able to use a computer and speak at least one foreign language. Both men and women may apply. Write to P.O. Box 3815, giving details of yourself, and enclose a photograph. This could be the start of a very rewarding career.

**Speaker 4:** The Television Company is looking for a young man or woman to train as a reporter and presenter of news programmes. After training in this country, the successful applicant must be ready to work abroad in Europe or the United States for at least three months. He or she must have a good speaking voice, be interested in news and politics, and speak English fluently. Telephone 9582 for more details and an application form.

**Speaker 5:** Do you like working with animals? Are you interested in the environment? Are you interested in saving rare animals? There is a vacancy at the zoo for a trainee zookeeper. You must be male, healthy and ready to work hard. Write to P.O. Box 1269 for more details.

**Speaker 6:** We fight crime. We make sure that people drive safely. We help and protect people. We offer a long, secure and rewarding career to men and women. Who are we? The Police. Come and join us. Ring 4186 and find out more.

**Learning objectives** Read for detail.

---

**Language focus** Nouns, verbs and adjectives followed by a preposition

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**Vocabulary** worker, Ministry of Education, well-educated, post (=job), qualified, furthermore, look forward to, grateful, Yours sincerely, at the moment

---

**1 Read the advertisement**  
PB22 Have pupils read the job advertisement. Most of the unfamiliar words should be understandable through context. Have pupils discuss with a partner what job requirements are asked for in the advert.

**2 Answer the questions**  
PB22  
WB3.8A/B Have pupils answer the questions in activities A and B individually and then check their answers with their partner. Have them spend some time discussing the final question in WB3.8A. Elicit answers to this question and encourage wider class discussion.

**Answers:**

**A**

- 1 Teaching.
- 2 No. Because the job is teaching adults.
- 3 Because they have to drive to people's homes.
- 4 Yes. Because the age range is from 21 to 25.
- 5 No. Because it says that applicants should apply in writing.
- 6 Pupils' own answers.

**B**

- 1 a well-educated individual.
- 2 The post involves teaching adults with learning difficulties.
- 3 A driving licence is desirable
- 4 The successful applicant will have good communication skills.
- 5 Age range: 21-25.
- 6 pa.

**3 Read and discuss** **A** Pre-teach grateful and Yours sincerely. Ask pupils to underline any other words that they do not understand. If they cannot work the meanings out from context, deal with them at the end of the lesson.  
PB22  
WB3.8C

**B** Have pupils answer questions 1 - in WB3.8C. Answers:

- 1 K
- 2 T
- 3 T
- 4 K
- 5 T
- 6 T



**C** Have pupils answer the final question themselves first, and then discuss their answers, either in pairs or small groups. Elicit opinions and encourage other pupils to agree or disagree, giving their reasons.

**4 Look for similar structures**

PB22

Write *interested in applying* on the board. Underline *in* and *-ing*. Ask pupils to find other phrases containing an adjective, noun or verb with a preposition followed by *-ing* or a noun, and to note them down.

**Answers:**

training in  
look forward to hearing  
grateful for  
chance of  
experience of

**Learning objectives** Practise pronunciation.  
Recognize the logical sequence of a conversation.

---

**Language focus** -

---

**Vocabulary** -

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## 1 Prepare for a role play

- A Explain that in this lesson pupils will have a chance to role play a job interview.
- B Pre-teach *prospects* and *initially*.

## 2 Pronunciation

WB3.9A  
CS11

- A Part 1 of activity A asks pupils to practise and distinguish between the sounds 'e' as in get and 'ai' as in gate, and 'ee' as in sheep and 'i' as in ship. Practise the sounds with the whole class before the pupils practise in pairs.
- B Part 2 of activity A practises syllable stress. Play the first part of CS11 (from Step 3.7) again before the pupils say the words to each other.

## 3 Intonation

WB3.9B  
CS12

- WB3.9B practises the intonation of questions. Ask pupils to say the questions correctly and then to repeat after you play CS12 (from Step 3.7).

## 4 Role play an interview, following a model

WB3.9C  
CS14

- A Put pupils into pairs and have them follow the following a model activity C for their role play. Pupil B has to choose the appropriate reply to the questions that Pupil A chooses.
- B Play Cassette Section 14 to check and for pupils to repeat.
- C Have pairs of pupils perform their role plays for the class.

## 5 Role play

WB3.9D

- Have pupils ask and answer questions in pairs about another job of their choice. One pupil takes the part of applicant, the other of employer.

**Cassette Section 14 is the text of the interviews on WB38 / t39.**



**Learn~ng objectives** Language study.

**Language focus** Nouns, verbs and adjectives followed by a preposition; logical relations: addition and consequence

**Vocabulary** preposition, apply for, in addition, put on (clothes), idea, therefore, as a result

**1 Review the Unit so far** PB23 Work through the page with the pupils, asking pupils to find examples of each point in the texts so far in this Unit.

**2 Do the WB exercises** WB3.10A-C Have pupils do the exercises individually first. Then have them compare their answers with those of a partner before confirming them yourself.

**Answers:**

**A**

- 1 for the job advertised
- 2 in working abroad
- 3 in animal care
- 4 in shouting at animals
- 5 of the Far East
- 6 to show you some of my work
- 7 to getting a higher salary
- 8 for a quick reply

**B and C**

- 1 Consequence. The two sentences can be linked by any of the words or phrases in the Consequence section of PB23.

Example: He was not given the job in the Ministry because he was lazy and could not speak a foreign language.

- 2 Addition. Examples: Ali applied for a lot of jobs in Sana'a as well as abroad; Ali applied for a lot of jobs in Sana'a. He applied for a lot of positions abroad as well / also; Ali applied for a lot of jobs in Sana'a. He also applied for a lot of positions abroad; Ali applied for a lot of jobs in Sana'a. Furthermore / In addition, he applied for a lot of positions abroad.

- 3 Addition. The three sentences can be connected in the same ways as number 2 above.

- 4 Consequence. The two sentences can be linked by any of the words or phrases in the Consequence section of PB23.

Example: Mahmoud wanted to become a doctor because he always got good marks in Science.

**Learning objectives** Reading, skimming, scanning for detail.

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**Language focus** -

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**Vocabulary** Yours faithfully, fantastic, miss out (= *miss an opportunity*)

---

**1 Introduce the topic** Explain that in the following lesson pupils are going to write their PB24 own letters of application for a job. In this lesson they are going to learn some important points about how to write a good letter. Read through the instructions at the top of the page.

**2 Parts of a letter** Have pupils look at the business letter on PB24 and match the PB24 numbers to the letters describing the various parts of the letter. They WB3.11A should write their answers in WB activity A. The letters on PB22 may help them here. Make sure pupils understand the point made in the note about how to close a letter.

**Answers:**

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

**3 Read a job advertisement** PB24 Have pupils read the job advert titled 'Fantastic Job Opportunity!' Explain that in the next lesson they will be writing an application letter in response to this advert. Encourage them to make some notes of the important points in the letter, in preparation for the next lesson.

**4 Vocabulary development** PB14 Have pupils find words on PB24 to match the definitions in WB3.11B.  
WB3.11B  
**Answers:**

- 1 layout
- 2 formal
- 3 greeting
- 4 sir
- 5 madam
- 6 Yours faithfully



## 3.12

PB24

WB40

**Learning objectives** Write a formal letter.

**Language focus** Present perfect simple and continuous tenses

**Vocabulary** -

**1 Revise the previous lesson** Remind pupils of the points they covered in the previous lesson:  
the format of a business letter and suitable language.

PB24

**2 Prepare to write the letter** **A** Read through the instructions with the whole class, emphasizing the point that they have to try to sell themselves.

PB24

WB3.12A

**B** Have them answer the questions about themselves in their copybooks.

**C** Focus on the ‘Remember!’ box and make sure that they understand the points made there.

**D** Remind pupils to say what experience they have had, in order that they use the Simple present perfect tense, and to say what they have been doing recently, in order that they use the Continuous present perfect tense. Remind pupils to use the noun, adjective and verb + preposition phrases practised in 3.10.

**3 Write the letter** Pupils write the letter in their copybooks. Move round the class and

PB24

provide help where necessary. If time permits, have some of the better pupils read out their letters to the class afterwards. Have other pupils say whether or not they would invite them for an interview on the strength of the letters, giving reasons.

<b>Unit 4</b>	<b>Summary</b>	Tables, flow charts and diagrams	
<b>Step/ Materials</b>	<b>Topic</b>	<b>Activities/Skills</b>	<b>Language focus</b>
<b>1</b> PB25 WB41	Food Types of food Preparation of food	Linking words and pictures.	Nouns and verbs to do with food
<b>2</b> WB41/42	Flow charts	Organizing information. Using flow charts.	Sequence words
<b>3</b> PB26 WB43 CS15	<i>Learning to cook:</i> Preparation of a meal	Listening for detail. Describing a process.	Food and its preparation
<b>4</b> PB27 WB44	<i>Agriculture in Yemen</i>	Reading a text for detail to complete a table.	Various vocabulary
<b>5</b> WB44/45	‘Can you cook?’ conversations	Guided conversations.	Questions and answers
<b>6</b> PB28 WB45/46	Language summary	Language study.	Sequence words, the passive, <i>while</i>
<b>7</b> PB29 WB46/47	<i>Words and more words:</i> Reading about the English language	Identifying parts of speech, compound words, suffixes and prefixes.	Various vocabulary
<b>8</b> PB30 WB48	<i>Investigating the world around us:</i> A simple experiment	Extracting information from a text.	Vocabulary to do with experiments
<b>9</b> WB49/50 CS16	Simple experiments	Putting information in tabular and diagrammatic form.	Various vocabulary
<b>10</b> PB31 WB51/52	Language summary	Language study.	Revision
<b>11</b> PB32 WB52/53	<i>Frozen peas:</i> A description of the way peas are frozen	Reading for detail.	Various vocabulary,v
<b>12</b> WB53/54	The process of stuffing olives	Writing a description of a process.	-



## 4.1 PB25 WB41

**Learning objectives** Introduce the topic of the Unit.

**Language focus** Nouns and verbs to do with food and its preparation

**Vocabulary** fig, mango, papaya, sorghum, grape, pear, squeeze, peel, crush, grate, grill, grind, turn into

**1 Introduce the topic** Have pupils look at the title of the Unit. Ask them what the words PB25 mean. *Table* has been introduced before, as has the word *diagram* (in the previous lesson). See whether anybody knows what a flow chart is. Have pupils look through the book and find examples of each. A flow chart can be found on WB41.

**2 Introduce vocabulary** PB25 Have pupils do A-H of matching exercise WB4.1A individually first, and then see whether their answers are the same as a partner's. Confirm the answers before moving on.

WB4.1A

**Answers:**

- A 3
- B 5
- C 1
- D 8
- E 2
- F 7
- G 4
- H 6

**3 Answer the questions** Have pupils work with a partner or in small groups to answer the PB25 questions. Then elicit answers and encourage others to disagree or add to them.

**Answers:**

- 1 sorghum, apricots, figs (accept other answers if examples are given)
- 2 dates, figs, mangoes, papayas, apricots, pears
- 3 sorghum

**4 Introduce vocabulary** PE325 Have pupils match the actions (I-P) in the PB with the words and WB4.1A write their answers in the WB. Elicit answers, asking pupils to mime the actions where appropriate.

**Answers:**

- I 16
- J 11
- K 9
- L 13
- M 15
- N 10
- O 12
- P 14

**5 Answer the questions**  
PB25

Have pupils again work with a partner or in small groups to answer the questions. Then elicit answers and encourage others to say if they agree or disagree, and also to add to the answers for question 4.

**Answers:**

- 1 Yes.
- 2 Yes.
- 3 Lemon juice.
- 4 Vegetables: boiling, peeling, grating, chopping, grilling.  
Fruit: squeezing, peeling, crushing.

**6 Comprehension**  
WB4.1B

Have pupils fill in the gaps in the sentences to check whether they have understood the vocabulary they have studied.

**Answers:**

- 1 peel
- 2 grate
- 3 knife
- 4 boil
- 5 grill
- 6 squeeze

**7 Conclude the lesson** See how many other nouns pupils can come up with that could be used with the verbs they have learned.



## 4.2 WB41/42

**Learning objectives** Organize information using flow charts.

**Language focus** Sequence words

**Vocabulary** -

**1 Review the previous lesson** Books closed. Ask pupils if they remember the title of the Unit (Tables, Flow Charts and Diagrams). Tell them that in this lesson they will look at some flow charts. Then ask them how to cook a hard boiled egg. Elicit some instructions verbally first, then give them a few minutes to see whether they can make a simple flow chart in their copybooks.

**2 Compare methods of giving instructions** **WB4.2A** **A** Books open. Read through the instructions for activity A with the pupils and make sure they understand why a flow chart is used - to show information in a simple way.  
**B** Have a pupil read out the written instructions. Then have individual pupils read out one instruction each from the flow chart. Elicit the fact that, rather like newspaper headlines, many words are left out. Have them compare the flow chart in the WB with the flow charts they made earlier.

**3 Complete a flow chart** **WB4.2B** Have pupils work individually to complete the flow chart. Then have them compare their work with a partner's. While they are doing this, draw the empty flow chart on the board. Check answers by having pupils come to the board to fill in the boxes.

**4 Write some instructions** **WB4.2C** **A** Remind pupils of the sequence words they know: *first, next, then, after that* and *finally*. Emphasize that, with the exception of *first* and *finally*, the words are not used in any fixed order and can be used more than once in a paragraph.  
**B** Check that pupils understand the vocabulary in the flow chart. None of it should be new.  
**C** Have pupils write a paragraph of instructions about how to plant a small tree. Monitor their work while they are doing this and offer help where necessary.  
**D** Have pupils read out their work to the class. Encourage pupils to comment on the work and to offer their own versions.

## 4.3 PB26 WB43 CS15

**Learning objectives** Listen for details and describe a process.

**Language focus** -

**Vocabulary** curry' peeled, choppedl crushed/ dried, spice' ground (adj), ginger further (~ two minutes), simmer

**1 Introduce the topic** **A** Books closed. Ask pupils if they can cook. If they can, what do they like cooking? Who taught them? What dishes does their mother prepare at home? Which are the best?

**B** Tell the class they are going to listen to a conversation between a mother and her son about cooking.

**2 Play the cassette and answer the questions** **A** Books closed. Play the cassette through once.

PB26  
WB4.3A  
CS15 **B** Have pupils open their WBs and look at the questions they have to listen for the answers to. Make sure they understand the questions. Then play the cassette again once or twice.

**C** Have pupils answer the questions in activity A individually. Then have them check their answers with a partner.

**D** Have them check their answers by reading through the text on PB26.

**Answers:**

- 1 Things you use in cooking.
- 2 Before she starts cooking.
- 3 Peels and chops them.
- 4 Crushes them.
- 5 Four.
- 6 Oil.
- 7 Onions and garlic.
- 8 The spices.
- 9 b) Boil gently.
- 10 Until they are golden brown.

**3 Repeat the conversation**

PB26  
CS15

Play the conversation line by line and have pupils repeat the conversation. Then have them practise in pairs.

**4 Guess vocabulary from context**

WB4.3B

Have pupils try WB4.3B on their own first. Then compare ideas with a partner. Finally, elicit; before confirming the answers.



**5 Describe a process**  
WB4.3C

**A** Review the flow charts and the sequence words used in the previous lesson.

**B** Have pupils work in pairs to describe the process in activity C. Monitor while they are doing this. Have some of the better pairs give their descriptions to the class.

**C** If time permits, have pupils work in pairs to work out another process. They give the process to the class, and the class has to guess which process they are describing.

**Cassette Section 15 is the text of the conversation on PB26.**

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**Learning objectives** Read an extended text and transfer the information to a table.

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**Language focus** -

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**Vocabulary** Northern, climate, zone, tropical, humid, subtropical/ moderate, typical, highlands, all kinds of, peaches, bed (river -), seedless, rainfall, palm tree, vegetation

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**1 Discuss the title** Have pupils look at the title of the text and tell you what they think they are going to read about. Have them tell you what *agriculture* means. Ask them what sorts of crops they think may be mentioned in the text. Then read through the introduction and make sure the pupils understand the point of presenting information in tabular form.

**2 Scan the text and discuss** Have pupils scan the text and note down in their copybooks the type of information contained in each paragraph. Then have the class discuss whether they think the information would be better presented in table form. Without looking at their WBs, have pupils sketch out how they think the information could be presented in tabular form: headings only, not the details.

**Answers:**

- Paragraph 1: Climate and agriculture in the Tihamah (Zone 1)
- Paragraph 2: Climate and agriculture in the Western mountain slopes (Zone 2)
- Paragraph 3: Climate and agriculture in the Central Highlands (Zone 3)
- Paragraph 4: Climate and agriculture on the Eastern mountain slopes (Zone 4)
- Paragraph 5: Climate and agriculture in the desert (Zone 5)

**3 Fill in the table** **A** Have pupils open their WBs. See how their ideas of how to present the information compare with the table in activity A.

PB27

WB4.4A

**B** Pupils read the text carefully and fill in the table in activity A. Have them compare their filled-in tables with a partner and discuss any differences. While they are doing this, draw the table on the board.



**C** Elicit answers by having pupils come to the board and write in information.

**Answers:**

- 2 30-2,200; subtropical/moderate; mangoes, papayas, bananas, coffee
- 3 2,200 3,700; moderate; sorghum, apricots, peaches, figs, apples, pears, oranges, lemons, grapes
- 4 2,30-1,100; subtropical; grapes, dates, palm trees
- 5 1,000; desert; (grass, shrubs)

**4 Discuss with a partner** Have pupils discuss the points in activity B. If they are getting stuck,

WB4.4B give them the names of one or two more zones to add to their tables in activity A and have them fill in the appropriate information for the rest of the table.

**5 Write a paragraph** When they are ready, have them use the information they have

PB27 produced to write a paragraph about Southern Yemen. Have them WB4.4C look back at the text on PB27 as an example. If time permits, have some of the better pupils read out their work to the class.

**Learning objectives** Practise dialogues.

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**Language focus** Questions and answers

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**Vocabulary** -

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**1 Review the previous lesson** Books closed. Ask pupils to tell you what they talked about in the previous lesson. Ask how they laid out the information.

**2 Test your partner** Put pupils in pairs. Have one pupil in each pair open the WB and test WB4.5A his/her partner on the information in the table. After a few minutes, tell them to change over, so that everybody has a chance to ask and answer questions. Have pupils ask the whole class a question, and have pupils put their hands up to answer the questions. If pupils are having problems or have missed out some of the information, prompt them by saying: Ask *about* ...

**3 Have a conversation** Still in their pairs, pupils put together the conversation by listening WB4.5B to what their partner says and making the appropriate response.

Make sure that pupils practise both sides of the conversation. Have some of the better pairs perform their conversations for the whole class.

**4 Prepare notes** Have pupils prepare some notes about the area in which they live. WB4.5C Encourage them to be as specific as possible.

**5 Ask and answer questions** Start the activity off by asking one or two questions yourself, such as *Which zone do you live in?*, or ask about the climate, or the height of the surrounding mountains. Then have individual pupils ask the whole class some questions, and have pupils put up their hands to answer.

**6 Write a paragraph** If there is time, have pupils use the notes they have made and the information they have heard from other pupils to write a paragraph similar to the one they wrote at the end of the previous lesson.



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**Learning objectives** Language study.

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**Language focus** Sequence words; the Passive; *while* + Present continuous with Present simple

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**Vocabulary** while

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**1 Review the Unit so far** Work through the page with the pupils, asking pupils to find examples of each point in the texts so far in this Unit.

PB28

**2 Do the WB exercises** Have pupils do the exercises individually first. Then have them WB4.6A-D compare their answers with those of a partner before confirming them yourself.

**Answers:**

**A**

Pupils' own answers. Have a few pupils read out their answers and choose the best to write as a model on the board.

**B**

First the onions and garlic are fried.

Then the spices are added.

Next the tomatoes are added.

After that the mixture is covered.

Finally the sauce is simmered for fifteen minutes.

**C**

Pupils' own answers.

**D**

1 are waiting / put

2 is heating / prepare

3 make / is cooking

4 stir / is simmering

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**Learning objectives** Identify parts of speech, compound words and suffixes and prefixes.

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**Language focus** -

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**Vocabulary** extract, reference book, borrow, icy, meeting, mathematician, algebra, trade, forming, form (n), combine, berry, farmhouse, handbag, spare wheel, spare (= *spare wheel*)

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**1 Introduce the topic** Books closed. Ask pupils if they can think of any English words that came from Arabic words. Tell them that today they will learn about some of the ways in which the English language creates new words.

**2 Read the text for gist A** Have pupils read the text. Have them underline any words they do not understand and deal with them at the end of the lesson if they still do not understand them. Emphasize that the first time they read the text, they only need to get a general idea of the main points.

PB29

WB4.7A

Nevertheless, they will need a fair amount of time to read.

**B** Have pupils order the main points in WB activity A. Elicit answers and find out whether everyone agrees or not. If not, have pupils read out the sections they think justify their answers.

**Answers:**

3

2

1

4

**3 Read for detail A** Pupils read the text more carefully and answer the questions in

PB29

WB4.7B

**B**

**Answers:**

Six languages: English, Latin, Greek, French, Eskimo, Arabic

Ten borrowed words: table, dinner, medicine, kayak, igloo, algebra, zero, sugar, cotton, coffee

Three prefixes: re-, un-, mis

Two suffixes: -able, -less

A noun which can be a verb: milk

An adjective which can be a verb: spare

A preposition which can be a verb: up



**4 Find prefixes  
and suffixes**  
WB4.7C

Pupils underline the prefixes and suffixes. Have them compare answers with a partner.

**Answers:**

reporter  
enjoyment  
impolite  
unusual  
retake  
unbelievable

**5 Find compounds**  
WB4.7D

**Answers:**

Armchair  
Housework

**6 Distinguish nouns  
and verbs**

Have pupils do activity E. Ask why they decided one way or another.

WB4.7E

**Answers:**

- a) verb
- b) noun
- c) noun
- d) verb
- e) verb
- f) noun

**7 Fill in the tables**

WB4.7F

Have pupils work either in pairs or small groups to fill in the tables. You may have to help quite a bit, because pupils may not be familiar with some of the words in the table or some of the words they are required to provide. If available, have them use dictionaries if necessary.

**Answers:**

Verb	Noun	Noun	Adjective
greet	greeting	electricity	electrical
move	movement	shade	shady
collect	collection	necessity	necessary
advertise	advertisemen	dirt	dirty
enjoy	enjoyment	care	careful
explain	explanation	success	successful
discover	discovery	darkness	dark
suggest	suggestion	length	long

**8 Have a discussion** See what pupils know about the roots of the Arabic language. Ask them how the language is changing nowadays and where new words used in Arabic come from.

## 4. 8 PB30 WB48

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**Learning objectives** Extract information from text.

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**Language focus** -

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**Vocabulary** experiment, pressure, carry out, prove, succeed, hypothesis, procedure level, data, jet (~ of water), in-between, conclusion, length, related to, confirm

---

**1 Introduce the topic** Ask pupils to talk about some of the experiments they have done in their science classes, What were the experiments for? Were they surprised by the results? What did the experiments prove?

**2 Read the text** **A** Read through the introduction and instructions with the pupils. PB30 Make sure they understand what information they are looking for.

**B** Give pupils a limited amount of time to scan the text for the information. Then have them close their books and see whether they can answer the two questions. If they cannot, have them open their books. Give them an even shorter time before asking them to close their books again and try to answer the questions. Continue until you have two correct answers.

**Answers:**

She wanted to prove that the deeper the water, the greater the pressure (her hypothesis).

Yes (the data therefore confirms the hypothesis).

**3 Write short answers** Have pupils work individually to write short answers to the PB30 questions in WB activity A. Have them check with their partners WB4.8A before confirming the answers yourself. Ask them to read out the relevant sections to support their answers.

**Answers:**

- 1 Water pressure.
- 2 The further you go down, the more your ears hurt.
- 3 The deeper the water, the greater the pressure.
- 4 Five.
- 5 To let the water out.
- 6 At the bottom of the bottle.
- 7 Yes.



#### 4 Read and fill in a table

WB4.8B

Have pupils read the text about Galileo carefully and then fill in the table. While they are doing this, draw the table on the board. Check answers by having pupils come to the board and fill in the table.

#### Answers:

Name: Galileo

Date: 1584

Title: An investigation into the speed of falling objects

Hypothesis: The heavier an object, the quicker it will fall.

Materials: Two metal balls, one heavier than the other.

Procedure: Drop the two balls at the same time from a high place.

Observe when each hits the ground.

Data: Both balls hit the ground at the same time.

Conclusion: The data disproves the hypothesis.

#### 5 Describe an experiment

If time permits, have pupils draw up a similar table describing an experiment that they have done at school, or about which they have heard.

# 4.9 WB49/50 CS16

**Learning objectives** Put information into tabular and diagrammatic form. Extract information from an extended listening passage.

**Language focus** -

**Vocabulary** -

**1 Review the previous lesson** Have pupils look back at their filled-in table about Galileo's experiment on WB48. Have them tell you about the experiment from their notes, without looking at the description above the table.  
WB4.8B

**2 Read and fill in a table** Have pupils read the information about the experiment in WB activity A carefully and then fill in the table. While they are doing this, draw the table on the board. Check answers by having pupils come to the board and fill in the table.  
WB4.9A

**Answers:**

Name: Aisha Yousif

Date: 13.12.1999

Title: An investigation into water displacement

Question: Why do metal ships float?

Research: When you get into the bath, the level of the water rises.

Hypothesis: Floating objects displace their own weight in water.

Materials: A large jug, a bowl, a small toy boat, a pair of scales, some stones.

Procedure: Put the toy boat in the jug

Data: When the stones were put in the boat, some water from the jug overflowed into the bowl.

Conclusion: The data confirms the hypothesis.

**3 Order the information** Have pupils work individually to put the procedure in WB activity B in the correct order. Then elicit answers by having pupils read out sentences one by one.  
WB4.9B

**Answers:**

2 Put the jug in the bowl.

3 Fill the jug with water right up to the top.

5 Fill the toy boat with stones.

1 Put the toy boat in the jug.

6 Take the jug out of the bowl.

7 Weigh the bowl with the water.

8 Empty the water out and weigh the bowl again.

4 Weigh the stones.

**4 Draw and label a diagram** Have pupils do activity C. While they are doing this, monitor their work. When they have finished, have one of the better pupils come to the front and draw the diagram on the board. Have other pupils suggest ways of improving the diagram or the labelling.  
WB4.9C



## 5 Complete the text

WB4.9D

Pupils fill in the spaces. In less able classes, you may want to write the missing words in random order on the board before they begin.

### Answers:

When the stones were put in the boat, some water from the jug overflowed into the bowl. The bowl weighed 50 grams with the water and 40 grams without, therefore the water weighed 10 grams. The stones also weighed 10 grams.

## 6 Extract information from an extended listening passage

WB4.9E

CS16

A Tell the pupils that they are going to listen to a long conversation between two young men about an experiment one of them carried out. They have to listen and tick the correct answers in the WB.

B Play the cassette once or twice, pausing occasionally to allow pupils to complete the exercise. Then play the cassette once more to allow them to confirm their answers. Finally check the answers yourself.

### Answers:

- 1 a)
- 2 c)
- 3 b)
- 4 b)
- 5 b)
- 6 a)
- 7 a)
- 8 c)

## 7 Discuss

Ask pupils whether they agree with Saleh that using paper was not a very good idea. Ask whether any other factors could have affected the experiment - wind resistance, for example: an orange is more wind-resistant than a screwed-up piece of paper.

## Cassette Section 16

Saleh: Hi, Ahmed. What have you been doing today? Anything interesting?

Ahmed: Well, yes. I have, actually.

Saleh: Really! Come on. Tell me about it.

Ahmed: Well, it's not that interesting. You remember that experiment by Galileo we had to read about in class?

Saleh: What ... the one about falling bodies?

Ahmed: That's it.

Saleh: Yes, I remember. What about it?

Ahmed: Well, I thought I'd try it for myself. See if it's really true or not.

Saleh: Of course it's true. Well, it must be. But how did you do it?

Ahmed: It was easy. I thought it would be dangerous with two metal balls, so I used an orange and a ball made of paper.

Saleh: That's no good, a paper ball's much lighter than an orange!

Ahmed: Yes, but that's what Galileo was trying to prove - the size and weight of an object doesn't matter. I mean he said they would fall at the same speed. So if Galileo is right, it shouldn't matter.

Saleh: Yes, I suppose you're right so where did you drop the orange and the paper ball from? I hope you didn't hit anyone!

Ahmed: I had to go up to the top of my house, up to the roof. It was the only place I could find that was high enough.

Saleh: But from up there you wouldn't be able to hear the paper hit the ground, so how could you be sure what was happening?

Ahmed: Yes, I know, I thought of that. I was going to get my brother to help, but in the end it was Safia who helped me.

Saleh: Your sister?

Ahmed: No, she's my cousin.

Saleh: Anyway, what did you get her to do?

Ahmed: I had her stand there, on the ground, of course ... and watch the balls fall.

Saleh: I hope she didn't stand too close to the orange. It must have made a mess when it hit the ground! Anyway, what happened? What did your cousin tell you?

Ahmed: Guess.

Saleh: I don't know. If Galileo is right, I suppose the orange and the paper ball should have hit the ground at the same time.

Ahmed: That's right. That's what happened.

Saleh: So it works? Galileo's experiment works?

Ahmed: Yes.

Saleh: But it is lucky that it wasn't windy.

Ahmed: Why?

Saleh: Well, if it had been windy, I suppose the wind would have blown the paper... because it's so light. I don't think paper was a good thing to use for such an experiment.

Ahmed: Maybe you're right, but you only find out things by trying, not by sitting and watching TV.



## 4.10 PB31 WB51/52

**Learning objectives** Language study.

**Language focus** have / get + infinitive; get to show change of states; use of two comparatives; parts of speech

**Vocabulary** guess, liquid, upwards, raise

**1 Review the Unit so far** Work through the page with the pupils, asking pupils to find examples of each point in the texts so far in this Unit.

PB31

**2 Do the WB exercises** Have pupils do the exercises individually first. Then have them compare their answers with those of a partner before confirming them yourself.  
WB4.10A-D

### Answers:

#### A

- 1 Have somebody help you with your homework.
- 2 Get the garage to fix your car.
- 3 Have your daughter do your shopping for you.
- 4 Get advice about your career.

#### B

- 1 The hungrier a fish gets, the easier it is to catch.
- 2 The cheaper food gets, the more you can buy.
- 3 The better you can read, the more you will enjoy reading.
- 4 The colder it gets, the warmer the clothes you'll need.

#### C

Pupils' own answers. Have several pupils read their sentences out.

#### D

- 1 a) verb, adjective  
b) conjunction, adverb  
c) adjective, adverb  
d) verb, adjective
- 2 Pupils' own answers. Elicit several examples of each.

**Learning objectives** Reading for detail. Putting data into flow chart form.

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**Language focus** -

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**Vocabulary** peas, frozen, processed, harvest, quality, soft/softer, fan, thoroughly, steam (n), cool (v), remove, re-pack, refrigerated, truck

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**1 Introduce the topic** Explain that in the following lesson pupils are going to write their own description of a process. In this lesson they are going to review some important points about putting information into flow charts. Read through the instructions at the top of the page.

**2 Read the text and do the activity** **A** Have pupils read the text. Have them underline any words they do not understand, but don't deal with them until the end of the lesson, by which time they may have understood them.

PB32

WB4.11A

**B** Pupils do activity A in the WB. Some of these will probably be the words that they have already underlined.

**Answers:**

- 1 buy
- 2 sent to
- 3 many
- 4 less and less
- 5 quickly
- 6 arrival at
- 7 boiling
- 8 salt water/brine

**3 Read again and answer questions** Have pupils read the text again more carefully and answer the questions.

PB32

WB4.11B

**Answers:**

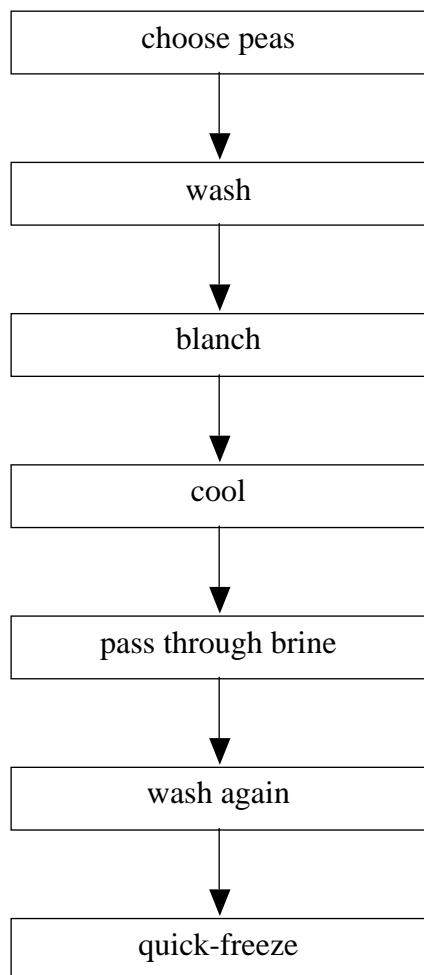
- 1 Two or three hours.
- 2 They get less and less fresh.
- 3 They are canned.
- 4 Fans.
- 5 Cold storage.
- 6 Refrigerated trucks.



**4 Fill in the flow chart** A Pupils use the information in the text to put the process into the right order in the WB. Have them try this individually first and then compare their flow charts with a partner. They should discuss any differences and look again at the text to decide which is correct.

**B** While they are doing this, draw the flow chart on the board. Elicit answers by having pupils come to the board and write in the stages of the process.

**Answers:**



## 4.12 WB53/54

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**Learning objectives** Write a description of a process.

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**Language focus** -

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**Vocabulary** -

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**1 Read a short text** Have pupils read the text in activity A. They should use this information and the flow chart of the process to match the words with their definitions.  
WB4.12A

**Answers:**

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

**2 Write the description** **A** Review the descriptions of processes throughout the Unit. Focus  
WB4.12B especially on process words and the verb tenses used - in particular the use of the Present passive described in 4.6.

**B** Have pupils write their own descriptions. Move around the class while they are doing this, providing help where needed.

**C** Have some pupils read out their descriptions to the class. Have other pupils comment on the descriptions and suggest improvements.



## Unit 5

## Summary

## Working~tout

Step/ Materials	Topic	Activities / Skills	Language focus
<b>1</b> PB33 WB55/56	<i>Word sets:</i> Picture illustrating meaning of words	Linking words and pictures. Sentence writing.	Various vocabulary
<b>2</b> PB34 WB56/57	<i>Possibilities:</i> Pictures of objects Second conditional question	Discussion of pictures. Discussion of possibilities.	Various vocabulary Second conditional <i>may, might, could</i> <i>can't, because</i>
<b>3</b> WB57/58 CS17	<i>Working it out:</i> Conversations in different places Monologue - description of ceremony	Listening for detail and inference.	
<b>4</b> PB35 WB59/60	<i>Puzzles:</i> Various riddles	Reading for detail.	
<b>5</b> PB36 WB60/61	Languagesummary	Language study. Sentence writing.	Modals (Present) Sense verbs + object + verb
<b>6</b> PB37 WB61~3	<i>Mary Celeste:</i> A mystery story	Reading for detail.	
<b>7</b> PB38 WB63/64	<i>What could have happened?: Four 'explanations'</i>	Read and understand explanations. Language study.	<i>could / might / must have + past participle</i>
<b>8</b> WB64/65 CS19	<i>Fosdyke:</i> A monologue	Listen for information.	
<b>9</b> PB39 WB65/66	Language summary Sentence writing	Language study.	Modals (Past)
<b>10</b> WB67/68	<i>An accident:</i> Picture and sentences to guide discussion	Work out causes and come to a conclusion.	
<b>11/12</b> PB40 WB68-70	<i>What could have happened?: Picture stories</i>	Picture composition. Writing end of story.	

# 5.1 PB33 WB55/56

**Learning objectives** Develop vocabulary and work out meaning from context.

**Language focus** -

**Vocabulary** word set, deck, cabin, aboard, fishing boat, tanker, net, sailor

- 1 Introduce the topic** PB33 Pupils read the information about word sets. Make sure they understand the concept before proceeding. Ask them for examples of other word sets, such as food, or musical instruments.
- 2 Match words and pictures** PB33 WB5.1A Explain that the words they are going to match in this activity all belong to the same word set. Have them look at the picture and decide what word set it is (the sea, boats). Have pupils do WB5.1A individually, then compare their answers with those of their partner. Use the next activity to help confirm the answers.
- Answers:**
- 1 horizon
  - 2 tanker
  - 3 fishing boat
  - 4 net
  - 5 deck
  - 6 telescope
  - 7 mast
  - 8 cabin
  - 9 climbing aboard
  - 10 pulling up the sail
  - 11 bow
  - 12 stern
  - 13 rowing
  - 14 oar
- 3 True or false?** PB33 WB5.1B Have pupils look at the sentences and decide whether they are true or false. Answers should be written in WB5.1B. This exercise will help them to confirm their answers to the previous activity. When you check the answers, have pupils point to the appropriate part of the picture on PB33.
- Answers:**
- A True
  - B True
  - C False
  - D False
  - E False
  - F False
  - G False
  - H True
  - I False



#### 4 Correct the sentences Pupils correct the six false sentences from WB5.1B.

PB33

**Answers:**

WB5.1C

- 1 The fishing boat has one mast.
- 2 There are some nets on the deck.
- 3 Some sailors are pulling up the sail.
- 4 The sailor with the telescope is standing in the bow of the boat.
- 5 Two sailors are climbing aboard the fishing boat.
- 6 Some people are rowing towards the fishing boat.

#### 5 Categorize lexis

WB5.1 D

**A** Make sure pupils understand the four sets, in particular Politics and Environment.

**B** Have pupils work in pairs to put the words into the four sets. While they are doing this, write the four sets on the board.

**C** Check the answers by having pupils come to the board and write the words in the correct sets. Make sure pupils understand all the words in the sets.

**D** Have pupils think of other words that could go in the sets.

**Answers:**

Cars

4-wheel-drive  
accelerator  
ignition key  
petrol  
steering-wheel

Politics

democracy  
monarchy  
parliament  
president  
republic

Flying

airport  
helicopter  
plane  
to land  
to take off

Environment

desertification  
erosion  
forestation  
hill  
plain

**Learning objectives** Discuss possibilities.

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**Language focus** Modal verbs

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**Vocabulary** possibility, I haven't a clue

---

**1 Introduce the topic** Before the class, put something into a bag. Show pupils the bag and ask them what the thing in it is. Have them guess what it might be. They can do this in Arabic. Do not tell them what is in the bag until the end of the lesson. Explain that in this lesson they are going to study how to discuss possibilities in English.

**2 Modal verbs** **PB34** **A** Have pupils look at the top two illustrations. Have individual pupils read out the speech bubbles. Write the modal verbs on the board: might be, may be, could be, must be. Explain that could, might and may are synonymous.

**B** Have pupils discuss in pairs or small groups what the objects in the photographs might be. Encourage them to use the modal verbs you have written on the board.

**C** Elicit ideas from the class and encourage other pupils to agree or disagree, using other modal verbs from the board.

**Answers:**

- 1 toothbrush
- 2 telephone
- 3 thermometer
- 4 light bulb
- 5 pair of glasses
- 6 bottle

**3 Discuss possibilities** **A** Draw attention to the expressions in the speech bubbles: *I've no idea / I haven't a clue / If ... would ...*

**B** Still in their pairs or groups, have pupils discuss the questions. Explain that the pictures are there to give them some ideas, but that they should try to come up with some ideas of their own.

**C** When they have finished, elicit ideas from the class and encourage a wider discussion.



#### **4 Do the WB exercises** WB5.2A'

Have pupils complete the WB exercises individually and then check their work with their partner.

##### **Answers:**

###### **A**

- 1 Object 1 must be a toothbrush. I'm absolutely sure.
- 2 Object 2 could be a shower. I'm not sure.
- 3 I thought Object 3 was a thermometer and I was right.
- 4 Object 4 must be a light bulb. It's obvious.
- 5 Object 5 might be a pair of glasses, but it is difficult to see.
- 6 Object 6 must be a bottle. Anyone can see that.

###### **B**

- 1 was, would die
- 2 stopped, would have
- 3 stopped, would make
- 4 was, would have

Pupils' own answers. Have pupils read out their sentences to the class.

#### **5 Play the game again**

Show pupils the bag again and have them guess what it might be, this time in English, using the modal verbs they have been studying. Show them the object finally.

## 5.3 WB57/58 CS17/CS18

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**Learning objectives** Listen for detail and inference.

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**Language focus** -

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**Vocabulary** -

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**1 Listen for inference** **A** Explain that you are going to play eight short conversations.

WB5.3A

CS17

Pupils have to listen and guess where the conversations are taking place.

**B** Play the cassette through once, pausing at the end of each conversation to allow pupils time to write their answers in WB5.3A. In lower-level classes, you may want to write the eight possible answers on the board in random order and ensure that pupils understand the possibilities first.

**C** Play the tape once more without pausing, to allow pupils a chance to check their answers.

**D** Have pupils discuss their answers in pairs before eliciting the answers. Ask for reasons.

**Answers:**

- 1 In a dentist's waiting room.
- 2 In a (school) laboratory.
- 3 In a prison.
- 4 on a bus.
- 5 At a pedestrian crossing.
- 6 In an airport.
- 7 At a market.
- 8 In a restaurant kitchen.

**2 Listen for detail**

WB5.3B

CS18

Tell pupils that this time they have to listen very carefully for details.

Have them read through the statements in WB5.3B before playing the cassette, so that they know what kinds of things they should be listening for. Then play the tape two or three times, giving pupils time to write their answers before repeating the cassette.

**Answers:**

- 1 False
- 2 True
- 3 True
- 4 False
- 5 True
- 6 True
- 7 False
- 8 False
- 9 False
- 10 True
- 11 False
- 12 False



**3 Correct the statements** Play the tape once more. Then have pupils correct the seven false statements in WB5.3B, writing their answers in WB5.3C.

**WB5.3C Answers:**

CS18

- 1 She became Queen on 6th February, 1952.
- 4 She rode through London in a gold coach.
- 7 Everybody except the Queen got wet. (Her coach had a roof.)
- 8 The speaker was not at the ceremony.
- 9 The speaker did not live in London.
- 11 There was a picture of the Queen on the present.
- 12 The speaker liked the fireworks best.

**4 Make inferences** Read the instruction for WB5.3D with the pupils and ensure that they

**WB5.3D** understand that the answers are not given directly - they have to

**CS18** make inferences from the information that is given. Have them answer the questions individually and then discuss their answers with their partner.

Elicit answers and ask for reasons.

**Answers:**

- 1 Sixteen months.
- 2 People cheering.
- 3 Some people had waited in the streets for days to get a good place to watch.
- 4 No. The weather was beautiful where she was.
- 5 In black and white. Nobody had a colour TV in 1953.
- 6 58.
- 7 A coronation.

### Cassette Section 17

**Presenter: One**

- Man 1: Ow! How much longer do I have to wait? My tooth's killing me!  
Man 2: Only a few more minutes, sir.

**Presenter: Two**

- Woman 1: Listen everybody! I want you to light your Bunsen burners and heat the liquid until it starts to boil.

**Presenter: Three**

- Man 1: How long are you in for?  
Man 2: Five years. And you?  
Man 1: Ten. (Pause) By the way - um - what did you do exactly?  
Man 2: Er I've forgotten.

**Presenter: Four**

- Man 1: Whose is this bag?  
Man 2: It's not mine.  
Man 1: Somebody must have left it behind. I'll give it to the driver when I get off.

**Presenter: Five**

- Woman 1: Noura, stop! Wait until the light is green before you cross.

**Presenter: Six**

Man: Excuse me. Which gate do I go to for New York?

Woman: Gate 5. But they're not boarding yet, sir. Wait until you hear an announcement.

**Presenter: Seven**

Man 1: (shouting) Grapes, figs, tomatoes - come and get 'em - cheapest in town.

Three kilos for the price of one. Special offer! Grapes, figs, tomatoes.

**Presenter: Eight**

Man 1: Two grilled fish and three grilled chicken! Where are they? Why aren't they ready?

Man 2: I'm doing them. I'm doing them. What's the panic?

Man 1: Five customers who've been waiting for 20 minutes. That's the panic. Come on!

**Cassette Section 18**

I'll never forget the 2nd of June, 1953. That was the day the crown of Great Britain and Northern Ireland was put on the head of the young Queen Elizabeth. She had become Queen on the 6th of February, 1952 when her father died, but this was the big day! This was the day that the Queen would get her crown.

Kings and queens and other important people came to London from all over the world to be at the ceremony. Afterwards, the Queen, wearing her crown, drove through London in a gold coach pulled by white horses. All the other important people drove in their own coaches. Hundreds of soldiers in different uniforms rode past wearing shining swords. And the crowds cheered and cheered. Some people had waited in the streets for days to get a good place to watch. And - I remember this well - it was raining in London and everybody got wet. Except the Queen. Her coach had a roof.

I watched the ceremony on television and then there was a party outside - for everybody! My family didn't live in London and in our town the weather was beautiful - we were lucky. People had put tables and chairs along the whole street and hung flags from every tree. We all sat down for a huge meal. It was wonderful. Every child, including me - I was only 11 then - was given a present. Either a cup or a box of sweets, both with a picture of the new Queen on them. I got a cup. In the evening there was music and singing and - best of all - fireworks! No, I'll never forget the 2nd of June, 1953.



## 5.4 PB35 WB59/60

**Learning objectives** Read for detail.

**Language focus** Modals

**Vocabulary** puzzle, sand, chat, voice, kick, waiting room

**1 Introtuce the topic** Have pupils read the title of the lesson: Puzzles and riddles. See if PB35 they understand the meaning. If necessary, translate. Then read through the introductory paragraph with the class.

**2 Work out the puzzles A** Have pupils read the puzzles in A and discuss WB5.4A with their PB35 partner. Remind pupils that could, might and may are synonymous.  
WB5.4AN

**B** Elicit ideas from the whole class and encourage a general discussion.

**C** Have pupils write their answers in WB5.4A.

**Answers:**

What is it?

- 1 It can't be an elephant but it could be a cigarette or a cup of coffee. It could also be (pupils' own answers).
- 2 It can't be a boat but it could be a bottle or a piece of wood. It could also be (pupils' own answers).

Where are they?

- 1 He can't be in a rowing boat, but he could be in a motor boat. He could also be on a (pupils' own answers).
- 2 He or she can't be in a shop, but they could be in a classroom or a meeting hall. They could also be in a (pupils' own answers).

**D** Have pupils read the puzzles in B and discuss WB5.4B with the~ partner. Emphasize that there is only one possible answer to each puzzle.

**E** Elicit ideas from the whole class and encourage a general discussion.

**F** Have pupils write their answers in WB5.4B.

**Answers:**

Who says the following in their jobs?

- 1 Number 1 *can't* be a doctor. He or she *must be a tourist guide.*
- 2 Number 2 *can't* be a policeman. He or she *must be a firefighter.*
- 3 Number 3 *can't* be a cook. He or she *must be a geography teacher.*
- 4 Number 4 *can't* be a nurse. He or she *must be a farmer.*
- 5 Number 5 *can't* be a zoo-keeper. He or she *must be an immigration officer.*

What objects might say something like this?

- 1 Number 1 must be a football.
- 2 Number 2 must be money.
- 3 Number 3 must be a calculator.
- 4 Number 4 must be a compass.
- 5 Number 5 must be a hang-glider.

**G** Follow the same procedure for the What do these people feel? Why? section, using WB5.4C to give pupils some ideas. Point out the use of the Present perfect modal.

**Possible answers:**

- 1 He is worried, anxious. His wife could be having a baby.
- 2 She is unhappy or shocked. She must have heard some bad news.  
Somebody close to her may have died.

**3 Vocabulary check** Have pupils do WB5.4D.

WB5.4D

**Answers:**

- 1 have a good look at
- 2 remain
- 3 kick
- 4 riddle
- 5 pace
- 6 chat



## 5. 5 PB36 WB60/61

**Learning objectives** Language study.

**Language focus** Modals

**Vocabulary** modal verb, allow, wish, instead of

**1 Review the Unit so far** Work through the page with the pupils, asking pupils to find examples of each point in the texts so far in this Unit.  
PB36

**2 Do the WB exercises** Have pupils do the activities individually first. Then have them WB5.5A/B compare their answers with those of a partner before confirming them yourself.

### Answers:

#### A

- 1 You must be Khaled's brother.
- 2 I could visit my friends more often.
- 3 I might / may / could be wrong.
- 4 It can't be so late.
- 5 I cannot see without glasses.
- 6 You must not speak in a public library.
- 7 Yesterday was Monday, so today must be Tuesday.
- 8 I wish I could fly like a bird.
- 9 It might / may / could rain tomorrow. I can't be sure.
- 10 You can't be Khaled's brother.

#### B

- 1 coming
- 2 rise
- 3 crash, explode
- 4 shake, collapse
- 5 dying, crying

## 5. 6 PB37 WB61-63

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**Learning objectives** Read for detail.

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**Language focus** Speculation

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**Vocabulary** mystery, order, mysterious, hang over, panic, sword, stained

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**1 Introduction to the topic**  
PB37

Pupils read the title. Present *mystery* and *mysterious*. Ask them to guess what *Mary Celeste* is the name of. Ask why they think sailors used to come back from long voyages with strange stories. Elicit or explain that when you are away from people for a long time and there are long periods of boredom with brief periods of danger, your imagination becomes more active.

**2 Read for gist**  
PB37

Tell the pupils to read quickly to find out if the story happened over a period of one or more days. Point out that they just need to read the beginning of each paragraph.

**3 Read for specific information**  
PB37  
WB5.6A

The pupils read the text again quickly and complete the True/False exercise in WB5.6A. Point out *herself* referring to a boat. Elicit *sewing machine*.

**Answers:**

- 1 True
- 2 False
- 3 False
- 4 True
- 5 False
- 6 True
- 7 True
- 8 False
- 9 False
- 10 False

**4 Read for detail**  
PB37  
WB5.6B

**A** The questions in this exercise are designed to help the pupils work out the meaning of some of the new words, understand details of the story and make inferences. Tell them to work on their own and then compare their answers with their partner.

**B** Class check. Where necessary, help the pupils to guess the new vocabulary by directing them to the contextual clues. For example: *telescope - put it to his eye*.

**Answers:**

- 1 There was a good wind and visibility was excellent.
- 2 He had to use a telescope to look at her.
- 3 As the wind turned, the ship turned.
- 4 He ordered him to put up signal flags.
- 5 He saw that there was nobody at the wheel of the ship.



- 6 Captain Morehouse and one sailor.
- 7 a) They found food in the pans in the kitchen and a half-eaten meal in the captain's cabin.  
b) That everyone had left the ship in a hurry.
- 8 a) Gold, jewellery and money.  
b) That the ship hadn't been attacked by pirates and that the crew hadn't mutinied.
- 9 a) They found a sword stained with what looked like blood.  
b) There were no signs of trouble.
- 10 Two pieces of wood had been cut out of the ship's rail.

**5 Vocabulary work** As there are 12 words to find, get the pupils started by doing the first two as a class. Tell them to complete the rest on their own.  
PB37

WB5.6C **Answers:**

- 1 voyage
- 2 mystery
- 3 visibility
- 4 apart
- 5 sighted
- 6 make out
- 7 deserted
- 8 his blood ran cold
- 9 panic
- 10 stained
- 11 mutinied
- 12 drifting

**6 Work out what happened** Tell the pupils to work in pairs and decide what they think happened. Point out that this is a true story and that the mystery has never been properly explained, so there are many possibilities.

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**Learning objectives** Read four explanations. Justify choice.

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**Language focus** Modals: *may / might / could have + past participle*

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**Vocabulary** monster, drag, drown, attack

---

**1 Revise the story** Get the pupils to retell the story of the Mary Celeste from memory.

**2 Read and choose an explanation** PB38

**A** Discuss the pictures on PB38. Use the discussion to present *monster* and *pirate* and revise any other key words.

**B** Tell the pupils to read the five explanations and choose the one they think is the most likely. They should think of at least one reason to justify their choice. Elicit suggestions from different pupils.

**C** Tell the pupils to re-read the explanations they rejected and think of at least one reason for disagreeing with each.

**D** Elicit suggestions and reasons for rejecting them as a class. Some reasons for rejecting suggestions are as follows:

- 1 The ship's rails would have been broken (not cut).
- 2 The ship would have been damaged.
- 3 The sails would have been torn.
- 4 There would have been signs of panic.
- 5 The gold would have been stolen.

**3 Suggestions and reasons - modal verbs**  
WB5.7A

**A** Ask the class: *What did Captain Morehouse think when he found the sword stained with blood?* Elicit and write on the board: *He thought the sailors must have mutinied.* Elicit possible explanations of *must have* from the class. Tell theru, that it shows the captain came to a conclusion about what happened. Explain that this is a different use of must and does not indicate obligation.

**B** Tell the class that the *Mary Celeste* remained a mystery because none of the explanations of what happened were fully accepted. Many suggestions were made, but most people rejected them.

**C** Look at the suggestions and reasons in WB5.7A. Check understanding of *must have* by eliciting the opposite *cannot / could not have*. Write on the board: *The sailors must have mutinied.* Elicit the two reasons why. Then write on the board: *The sailors could not have mutinied.* Elicit the three reasons why not.



**4 Discuss reasons** Have pupils read the facts and the prompts in WB5.7B. In pairs or small groups, have them discuss the explanations on PB38 using these.

PB38

WB5.7B

**5 Justifying reasoning** Tell the pupils to write four sentences explaining which explanation on PB38 they think is the most likely. While they are doing this, move around the class and provide help where necessary. When they have finished, have individual pupils read out their work.

WB5.7C

**6 Discuss theories** If time permits, have pairs or small groups come up with their own theories about what happened on the *Mary Celeste*.

# 5. 8 WB64/65 CS19

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**Learning objectives** Listen for gist and specific information.

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**Language focus** Modals: *may / might / could have + past participle*

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## Vocabulary

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**1 Revise the story** Elicit why the story of the *Mary Celeste* is a mystery - none of the explanations are very convincing. Elicit the five proposed explanations and why they are all unlikely to have happened.

**2 Listen for gist**   
CS19

**A** Explain to the class that there is another explanation given by a man called Fosdyke. Tell the pupils to listen to his explanation on the cassette and decide if they think that it is true.  
**B** Elicit what happened and ask which pupils think the story is true.

**3 Listen for specific information**   
WB5.8A  
CS19

**A** Tell the pupils to read through the sentences in WB5.8A and tick which ones they think are correct from memory. When they have finished, check that they understand all that they have read.

**B** Play CS19. The pupils listen and check their answers.

**Answers:**

- 1 He is speaking in the year 1912.
- 2 There were 12 people on the ship.
- 3 Most of the sailors were washing the deck.
- 4 The Captain had his breakfast after the sailors.
- 5 The Captain's wife was at the sewing machine.
- 6 The platform at the bow of the ship was for the Captain's daughter.
- 7 One of the sailors tried to swim around the ship.
- 8 Everybody climbed onto the platform to watch the sailor.
- 9 The man in the water screamed when sharks attacked and killed him.
- 10 Everybody fell into the sea when the platform broke.
- 11 The *Mary Celeste* sailed on with nobody aboard.
- 12 Nobody in England believed Fosdyke.

**4 Write questions**   
WB5.8B

**A** Go through the six questions in WB5.8B. Make sure pupils know who or what the pronouns refer to. For example, in answer 2: He - the captain; it - the platform. Point out that they will need to use them in their questions.



**B** Tell the pupils to write the six questions, then check with their partner.  
Elicit questions and answers in open pairs.

**Answers:**

- 1 How many passengers were there on the ship?
- 2 Where did the Captain build the platform?
- 3 What did the sailor say?
- 4 Did the Captain climb onto the platform?
- 5 How did the other people die?
- 6 How did you get to the small island?

## 5 Transfer

Ask the class to discuss the Fosdyke story in pairs and come to a conclusion about whether it is true or not. They should use the language presented on WB63. Elicit opinions and justifications as a class.

### Cassette Section 19

**Presenter:** Listen to the story of the *Mary Celeste* as told by a man called Fosdyke.

Fosdyke: My name is Fosdyke and I know the answer to one of the great mysteries of the sea. I am speaking to you from the year 1912. I am now an old man - I will soon be 70 years old - and very lucky to be alive.

You see, 40 years ago I was on the *Mary Celeste*, sailing from New York to Gibraltar. On the ship were the Captain, his wife and daughter, eight sailors and myself, the only passenger.

November 25th, 1872 began like any other day. The sailors got up, had their breakfast and tidied up their cabins and by 8.30 they were already washing the deck. One was steering the ship. The Captain was having his breakfast and his wife was at the sewing machine. I could hear her.

Their daughter - a little girl, not more than 9 years old, was lying on the platform at the bow of the ship. Let me explain.

The Captain had built a platform at the front of the boat for the young girl. She liked to lie on it and look at the sea. It was quite safe.

Or so we thought. And me? I was just standing on deck, enjoying the fresh air. Then - one of the sailors said - very loudly, I remember - that he could swim round the ship with all his clothes on. Everybody laughed.

It was impossible, they said. 'I'll show you,' said the sailor and jumped into the sea.

Everybody else on the ship, even the Captain and his wife and myself, climbed onto the platform so that we could see better. We were all cheering and shouting when suddenly the man in the water screamed. He had been attacked by sharks. Another sailor jumped in to help him but he was attacked too.

At that moment the platform broke and we were all thrown into the sea. Some of us were attacked by sharks as well and the others drowned. The *Mary Celeste* sailed on, empty. I was lucky. I held on to a piece of wood and some days later landed on a small island. When I got back to England and told my story of what had happened on the *Mary Celeste*, nobody believed me. Do you?

# 5.9 PB39 WB65/66

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**Learning objectives** Language practice.

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**Language focus** Modals: *may / might / could have + past participle; verb + object + infinitive with to; reflexive pronouns*

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**Vocabulary** past participle

**1 Review the Unit so far** Work through the page with the pupils, asking pupils to find examples of each point in the texts so far in this Unit.  
PB39

**2 Do the WB exercises** Have pupils do the exercises individually first. Then have them compare their answers with those of a partner before confirming them yourself.  
WB5.9A-C

**Answers:**

**A**

- 1 must have
- 2 might have
- 3 can't have
- 4 can't have
- 5 must have
- 6 might have

**B**

- 1 My mother asked me to help her with the washing up.
- 2 Our teacher wanted us to learn ten new words for a test.
- 3 Captain Morehouse ordered his crew to row faster.
- 4 I asked the waiter to bring me a glass of water.

Final three questions: pupils' own answers.

**C**

- 1 ourselves
- 2 yourselves
- 3 herself
- 4 myself
- 5 themselves
- 6 yourself



# 5. 1 0

WB67/68

**Learning objectives** Speculate about past events.

**Language focus** Modals: *may / might / could have + past participle; perhaps, maybe*

**Vocabulary** past participle

**1 Describe a picture** **A** Ask the pupils to think of how most car accidents happen. Elicit things like:

- driving too fast
- not watching other cars carefully

**B** Ask the pupils to look at WB67 and tell you what they can see. Revise and present key vocabulary. Elicit for example:

- A man is hanging from a tree.  
A car has driven onto the pavement.

**2 Work out what happened** **A** Tell the pupils to think of possible answers to the questions. Explain that the answers will help them understand what happened.

WB5.10B Elicit answers to the first two as a class. Prompt them to use the following language: *Maybe / Perhaps / I think the dog chased / ran after the cat*. Tell the pupils to answer the remaining questions in pairs and note down answers in their copybooks.

**B** Discuss the pupils' answers as a class.

**Possible answers:**

All answers should start with *Maybe, I think or Perhaps*.

- 1 ... the dog chased / ran after the cat.
- 2 ... the car swerved to avoid hitting the cat / dog / boy.
- 3 ... the car hit the ladder.
- 4 ... the car hit the ladder.
- 5 ... the boy fell off his bike because he swerved to avoid hitting the dog;
- 6 ... the boy dropped the bottle of milk when he fell off his bike.
- 7 ... the table fell off the car's roof rack.
- 8 ... the man dropped the saw when the car hit the ladder.

**3 Work out the order of events**  
WB5.10C

Working in pairs, tell the pupils to decide on the order of the events they have noted down in answer to the questions. When they agree on the order they should fill in any extra detail of what they think happened. Accept any logical order.

**Possible answer:**

- 1 The dog ran away from its owner (the lady at the gate) because it saw a cat.
- 2 The dog chased the cat and ran into the road in front of a boy on a bicycle.
- 3 The boy on the bicycle swerved to avoid hitting the dog in the road, skidded and fell off. He dropped a bottle of milk he had been carrying and it broke.

- 4 The cat was frightened and ran away from the dog in front of a car. The cat jumped up onto a wall.
- 5 The car swerved to avoid hitting the cat / dog / boy and hit a ladder by a tree. The man who was on the ladder cutting down some branches, dropped his saw and was left hanging on a branch.

**4 Describe what happened**  
WB5.10C

**A** Write the word *conclusion* on the board. Present the word and ask what conclusion the pupils have come to. Elicit versions from different pairs.

**B** Point out that it is not always easy to decide if such an accident was anybody's fault. Ask the pupils to think about what any of the people could have done to either prevent the accident or limit the damage.



# 5 -11 PB40 WB6-70

**Learning objectives** Picture composition.  
Writing the end of a story.

**Language focus** -

**Vocabulary** -

**1 Read the introduction** PB40  
Read through the instructions and the short introduction with the pupils. Then give pupils some time to look at the picture story.

**2 Correct the sentences** WB5.11A  
Do this activity orally as a class. Read out the sentences and have pupils correct them.

**Answers:**

- 1 One afternoon, Tim and Hamad were flying to Rig 10 when Tim saw something on the ground.
- 2 ‘Look! Over there!’ he shouted.
- 3 It was a red car with its doors open.
- 4 Hamad landed the helicopter near the car.
- 5 Tim walked over to the car, got in and turned the ignition key.
- 6 ‘They still had plenty of petrol,’ Tim said.
- 7 Hamad opened the boot and saw several bottles of water.
- 8 ‘No problem with water,’ he said.
- 9 Hamad pointed at two sets of footprints leading away from the car.
- 10 ‘The nearest road is 25 kilometres away,’ he said. ‘Come on.’
- 11 They climbed back into the helicopter and took off.
- 12 They followed the tracks for several kilometres until the tracks separated.

**3 Prepare to write** WB5.11B/C  
**A** Explain that in the next lesson pupils will write the end of this story. To do this, they need to plan their work. WB5.11B and C are designed to help them do this. Then have them work through the activities. While they are doing this, move around the class and offer help and ideas where necessary.

**B** At the end of the lesson, elicit some ideas from the class. Have pupils comment on whether they think the ideas are reasonable or not, giving justification for their opinions.

**Learning objectives** Writing the end of a story.

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**Language focus** -

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**Vocabulary** -

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**1 Read the instructions** Read through the instructions as a class. Make sure the pupils understand how this lesson relates to the previous lesson.  
WB5.12A-C

**2 Prepare to write** Have the pupils revise the first part of the story by re-telling it to their partner. Ask them to discuss the way in which each wishes their own story to conclude.  
PB40  
WB5.12A/B

**3 Write an ending** Have the pupils follow the process laid out in WB5.12C. If necessary, ask pupils to complete the final copy of their story as homework.  
WB5.12C



## Unit 6

## Summary

## Lookingback

Step/ Materials	Topic	Activities/Skills	Language focus
<b>1</b> PB41 WB71	<i>Emergencies in the news:</i> News reports Vocabulary building.	Reading for gist and detail.	Vocabulary connected with emergency services
<b>2</b> PB42 WB72/73 CS20	<i>A lucky escape:</i> An accident	Oral description of a scene. Techniques of narration.	Possibility and probability
<b>3</b> Pb43 WB73/74	<i>Accident at Jebel Kebir:</i> Part one of the story	Developing the techniques of skimming and scanning.	Past tenses and Present perfects
<b>4</b> PB44 WB74/75 CS21	<i>Saving Anwar:</i> Part two of the story	Listening for gist and detail.	Various vocabulary
<b>5</b> WB75	Events in a hospital Describing events.	Expanding notes. Sequence markers	Simple past
<b>6</b> PB45 WB75	<i>How a hospital works:</i> Processes	Writing a formal paragraph describing a process.	Simple present passive Sequence markers
<b>7</b> PB46 WB76	<i>Working in public service:</i> Job descriptions	Developing vocabulary, finding collocations.	Collocations
<b>8</b> PB47	<i>Huge changes in Libyan healthcare</i>	Skimming and scanning. <i>Discussion.</i>	Various vocabulary
<b>9</b> PB47 WB77/78	<i>Libyan healthcare</i>	Detailed reading comprehension. Writing a biographical paragraph.	Simple past and present Present perfect
<b>10</b> PB48 WB78 WB22	<i>Discovering Yemen:</i> Picture and descriptions	Written description of a scene. Listening for gist and detail.	Possibility and probability <i>will</i> for prediction
<b>11</b> PB49 WB78/79	<i>Tourism and the future</i>	Writing a continuation of a text.	Connectors Past, present and future tenses
<b>12</b> WB79/80	Autobiographical description	Writing a formal three-paragraph text.	Connectors All tenses

# 6.1

PB41

WB71

<b>Learning objectives</b>	Develop vocabulary. Collect a word field in a network.
<b>Language focus</b>	Revision and expansion of the word field emergency services
<b>Vocabulary</b>	burning, hit-and-run, horrific, highway patrol, husband mobile (= <i>mobile phone</i> )

**1 Introduce the topic** Remind pupils of the news articles they looked at in Unit 2. See if they remember the point made in that Unit that in newspaper headlines, many words are left out and the Simple present tense is often used.

**2 Read for gist**  
PB41 Have pupils read the headlines and the two newspaper articles on PB41 quickly and match two of the headlines to the stories. Tell them that they actually only need to read the first sentence of each article to get the answers.

**Answers:**

- 1st story: Hit-and-run driver injures student  
2nd story: Family saved from burning home

**3 Read for detail**  
PB41  
WB6. 1 A Have pupils read the two stories more carefully and complete WB6.1A  
Elicit answers. Ask pupils to read out the relevant sections of the reports.

**Answers:**

- 1 Yesterday.
- 2 Police and medical services, fire and medical services.
- 3 Alia Nawaz is an 18-year-old student and Mrs Khalifa Al-Yamani has two children.
- 4 Alia has a broken leg and a back injury, and Mrs Al-Yamani has burns on her arm.
- 5 Ali Aziz is a police officer and Mustapha is Mrs Al-Yamani's husband.

**4 Word networks**  
PB41  
WB6.1B

**A** Have pupils work individually to find words in the newspaper articles and put them in the network in WB6.1B.

**B** Have pupils work in pairs, first to compare the words they found in the articles and then to come up with as many other words as possible.

**C** While they are doing this, write the framework on the board. Check pupils' work by having individuals come to the board and write words in the network.



## 6.2

PB42 WB72/73 CS20

<b>Learning objectives</b>	Oral description of a scene. Oral surmise about events, past and future. Techniques of narration reviewed and applied.
<b>Language focus</b>	Description of a scene; expressing possibility and probability; language to interest and show interest in a story
<b>Vocabulary</b>	-

- 1 Review the previous lesson** Have pupils look back at the network they compiled in the previous lesson. Have them describe the events they read about in the two newspaper articles.

PB41

WB6.1B

- 2 Describe a picture** Have pupils work in pairs or small groups to describe the picture in as much detail as possible. Check their work by having each pupil in the class give you one sentence.

PB42

- 3 Discuss what happened** **A** Remind pupils of the work they have done on modal verbs: *could / must / may / might*.

PB42

- B** Ask which headline on PB41 fits the picture (Drivers injured in highway crash and fire).

- C** In pairs or small groups, have pupils discuss the questions.

- D** Elicit ideas from the class. Ask for justification for their ideas.

- 4 Read a conversation** Have pupils do WB6.2A. When they have finished, elicit answers, concentrating on having pupils say how they know their answer is correct.

PB42

WB6.2A

**Answer:**

The motorbike rider. We know, because he talks about the truck driver and the car driver.

- 5 Listen to the conversation** Make sure pupils understand what they have to do by reading the instructions for WB6.2B together. Then play the cassette and have pupils label the conversation.

WB6.2B

CS20

**Answers:**

- Showing interest
- Setting the scene
- Asking the speaker to continue
- Telling the story
- Asking a question
- Finishing the story

**6 Practise the conversation**

WB6.2C

CS20

Play the cassette again, asking the pupils to pay attention to the way in which the two people speak. Then have pupils practise the conversation in pairs.

**7 Extension**

WB6.2D

Read through the instructions for WB6.2D with the pupils. Then have them work in pairs to have conversations about a lucky escape they know of. Monitor them while they are doing this and have some of the better pairs perform their dialogues in front of the class to end the lesson. Encourage other pupils to ask questions and elicit further details about the stories.

**Cassette Section 20**

Reporter: Well, I've heard the other people's stories. Now I'd really like to hear your story.

Man: Well, I was coming to the end of the tunnel, into the sun. It was so bright.

Reporter: Go on.

Man: Well, then I saw the bend to the right; and the next thing, just on the bend, I saw rocks on the road - a rock fall. I had to move out fast into the middle of the road.

Reporter: Didn't you look in your mirror first?

Man: No, there was no time. And next I saw the truck, coming round the bend.

Reporter: And didn't you hear the car?

Man: Yes, just then. It was trying to get past me. But there was no room. I heard his brakes scream, just as I pulled to the right, off the road, just after the rocks.

Reporter: OK, so then

Man: Well, the rest happened in a second. The two of them hit each other, and the fire started. That's all. That's what happened.



## 6.3

PB43

WB73/74

**Learning objectives** Practise listening and scanning and develop vocabulary.

**Language focus** Past tenses and Present perfect

**Vocabulary** ground (n), shaking (adj), pick-up (= *open-back van*), keep (~ looking), groan, unconscious, pulse

**1 Make some guesses** Have pupils look at the picture on PB43 and imagine what might have happened. Encourage them to use could / might / may / must. Then have them describe what is happening now.

**2 Read the text**  
PB43  
Read the questions beneath the text with the pupils, so that they know what information they are looking for. Then give them a few minutes to read the text and answer the questions. Elicit answers and ask pupils to read out the parts of the text that gave them their answers.

**Answers:**

- 1 A large rock.
- 2 Hundreds of bee stings.

**3 Develop vocabulary** Have pupils complete WB6.3A individually and then compare answers with those of a partner. Then check the answers as a class.  
PB43  
WB6.3A

**Answers:**

- 1 shaking
- 2 unconscious
- 3 stung
- 4 wrist
- 5 pulse
- 6 groan
- 7 raced

**4 Check comprehension** To answer the questions in WB6.3B, the pupils will need to have really understood what they have read. Give them a few minutes to re-read the text. Then have them complete the exercise and discuss their answers with their partner.  
PB43  
WB6.3B

**Answers:**

- 1 Kassim thought this when they were checking the beehives.
- 2 Anwar thought this when he was stung by the bees.
- 3 Kassim thought this as he raced Anwar to the clinic.
- 4 Salwa Mafouz said this when she was saying goodbye to her last patient.
- 5 Fuad's mother said this as they were leaving the clinic.
- 6 Salwa thought this when the pick-up screamed to a stop outside the clinic.
- 7 Salwa thought this when she checked Anwar's pulse.

**5 Discuss the story** Later in this Unit, pupils will find out what happened to Anwar. Don't tell them the end of the story now. Instead, have pupils discuss how they think the story will end.

**Learning objectives** Listen for gist and detail.

**Language focus** Expressions to facilitate comprehension work

### Vocabulary

**1 Review the previous lesson** Books closed. Have pupils re-tell the story of Anwar from the previous lesson. Then tell them that in this lesson they are going to find out what happened.

**2 Listen for gist**  
PB44  
WB6.4A  
CS21

**A** Focus attention on the pictures on PB44. Give pupils some time to look at them and figure out what is happening in each one. Have them talk about each picture briefly.

**B** Play the cassette once or twice and have pupils put the pictures in the correct order. They should write their answers in WB6.4A. Check answers by having pupils tell you the story in order.

**Answers:**

- 1 D
- 2 B
- 3 F
- 4 A
- 5 H
- 6 C
- 7 E
- 8 G

**3 Listen for detail**  
WB6.4B  
CS21

Have pupils listen to the tape again. Tell them that this time they should concentrate on finding out who is who, and what each person does. Give them a moment to look at WB6.4B. Make sure they understand the jobs in the right-hand column.

**Answers:**

- Salwa Mafouz: nurse
- Alia Shakri: heart specialist and surgeon
- Amri Badri: doctor
- Hassan Mustapha: ambulance man

**4 Develop vocabulary**  
WB6.4C  
CS21

Play the tape once or twice more, and have pupils complete the expressions in WB6.4C. Have them check their answers with a partner before confirming them yourself.

**Answers:**

- 1 rush
- 2 examine
- 3 give
- 4 need
- 5 take
- 6 call
- 7 show 8 recover
- 9 operate
- 10 come



## 5 Pairwork

WB6.4D

Have pupils discuss WB activity D in pairs. Elicit answers from the class.

### Answers:

*Salwa Mafouz:* She gave Anwar first-aid and rushed him to the hospital.

*Amri Badri:* He examined Anwar and called an ambulance.

*Hassan Mustapha:* He rushed Anwar to Central Hospital in Sana'a, and he called ahead to warn the hospital.

*Alia Shakri:* She operated on Anwar urgently, and showed a visitor around the hospital.

*His parents:* They came to take Anwar home.

## Cassette Section 21

### Presenter: One.

Anwar: (groaning)

Nurse: Just lie there on the back seat, Anwar. I'm rushing you to hospital as fast as possible. We'll get there soon. Then you'll be all right. You'll see.

Anwar: (groaning)

### Presenter: Two.

Doctor: Put him down here, so I can examine him to see what's wrong.

Nurse: His heart was very weak and irregular before, Doctor Badri. And now he looks even worse.

Doctor: What treatment did you give him?

Nurse: I gave him first-aid for the bee stings.

Doctor: You did the right thing, bringing him here. He's very ill. He needs to see a heart specialist urgently. I think he needs a major operation.

### Presenter: Three.

Doctor: Hello? Is that the paramedic unit?

**Paramedic:** That's right. Hassan Mustapha speaking. How can I help?

Doctor: Listen, this is Dr Amri Badri. We've got a boy here who's very ill. I want you to take him to Central Hospital in Sana'a by ambulance. It's an emergency.

**Paramedic:** Right. We'll come for him immediately.

### Presenter: Four.

**Paramedic:** Hello, is that Central? I'm calling from an ambulance on the way to you from Hajjah. I'm calling ahead to warn you. We're bringing in a boy who's dangerously ill with a bad heart. He'll need urgent treatment by a heart specialist. About 45 minutes.

**Presenter:** **Five.**

Nurse 2: Quick, bring him straight through to Examination Room No. 5.

**Paramedic:** This way, Nurse?

Nurse 2: Right. And are you the boy's father?

Kassim: Yes, I am. Is Anwar going to be seen quickly?

Nurse 2: Yes, he's very lucky. Dr Alia Shakri is an excellent heart specialist and surgeon. Perhaps the best in the country. Come this way with us.

Kassim: Thank you.

**Presenter:** **Six.**

Surgeon: Right, there's no time to lose, so let's start. Nurse, scalpel, please.

**Presenter:** **Seven.**

Kassim: Anwar, Anwar. You'll be all right now, *Inshallah*. The doctor says you're going to recover well. Rest now, and soon you'll be better.

**Presenter:** **Eight.**

Visitor: It's really good of you to show me round the hospital, Dr Shakri.

Surgeon: You're very welcome.

Visitor: I must say you've got extremely good facilities here.

Surgeon: It's nice of you to say so. Ah, now, here's a recent success story ... *Khef halek, ya Anwar?*

Anwar: Taib, Doctor. *Shakran*.

Surgeon: He nearly died on his way here from the country, but we operated on him urgently and he lived. Since then, he's recovered from the operation very well in the last three weeks. And now he's ready to go home. look, there are his parents now. They've come to take him home.



# 6.5

PB44

WB75

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**Learning objectives** Expand notes to write a paragraph  
Describe a sequence of events in the past.

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**Language focus** Simple past, active and passive; sequence markers

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## Vocabulary

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**1 Review the previous two lessons** Books closed. Have pupils tell you the whole of Anwar's story.

**2 Put notes in order** Pupils can use PB44 to help them. They should put the notes in WB6.5A into order. Have them compare their answers with a partner.  
PB44  
WB6.5A

**Answers:**

- 4
- 6
- 3
- 1
- 5
- 7
- 2

**3 Expand the notes** Read through the instructions for WB6.5B with the class, making sure that they understand what they have to do. Then give them some time to write the sentences in their copybooks.  
WB6.5B

**Answers:**

Anwar was given first-aid at the village clinic by Nurse Salwa Mafouz.  
She rushed Anwar to the hospital at Hajjah in her car.  
A doctor examined him and decided he needed specialist treatment.  
Anwar was taken to Sana'a in an ambulance.  
A very good heart surgeon operated on Anwar and saved his life.  
Anwar recovered in hospital over the next three weeks.  
His parents came to take him home.

**4 Write the story** Have pupils add the time expressions to their story and then write the whole story as two paragraphs in their copybooks. Move around the class while they are doing this, helping where necessary. When they have finished, have some of the pupils read out their work to the class.  
WB6.5C

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**Learning objectives** Focus on key events to write a formal paragraph. Describe a process in the present.

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**Language focus** Simple present passive; sequence markers

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**Vocabulary** two-track, system, *fast-track*, patient (n), *priority*, *receptionist*, *register* (v), *slow track*, registration form, turn (n), examination room, unit (X-ray ~)

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**1 Introduce the topic** Use the illustration to introduce the lesson. Have pupils tell you what is happening in the picture: Dr Shakri is showing a British visitor around the hospital. Ask pupils what they think the visitor does (she is also a doctor). Then read the introduction with the pupils.

**2 Read the text and identify key information**

PB45

A Give pupils some time to read the text. Then have them discuss the question *Do you think the process is the same in a casualty unit at a big hospital in Yemen?*

B Have pupils re-read the underlined parts. Point out that, as the rubric says, these are important steps in the treatment process.

C Have pupils find and underline three more steps. Have them read out the parts they have underlined.

**Answers:**

Patients then usually have to wait again  
The doctors call patients into the examination rooms and examine them carefully.  
... they may send a patient for treatment by another unit.

**3 Write about a process**

PB45

WB6.6A

Make sure pupils understand the task in the WB. Then have them write a paragraph in their copybooks. Emphasize that they should use time expressions and that their writing should be in the Passive. Offer help where necessary while they are doing this. When they have finished, have some pupils read out their work to the class.



# 6.7

PB46 WB76

<b>Learning objectives</b>	Develop vocabulary. Collect collocations from short texts.
<b>Language focus</b>	Collocations in the word fields <i>public service</i> and <i>work</i>
<b>Vocabulary</b>	centre, even (- when), Moslem, deal with, minor, reduce, heart surgeon, paramedic, planning officer

- 1 Introduce the lesson** Read the introduction to the texts. Ask pupils what public service means. Ask for some examples.  
PB46

- 2 Read the texts** PB46
- A** Have pupils scan the texts and find out which of the three people they already know (Salwa Mafouz - the nurse at the clinic in 6.3). Warn the pupils not just to guess from the pictures. Have them identify which words gave them a clue as to what her job is (*health care, injuries, illnesses, hospital, health education, disease*).  
**B** Pupils read the texts more thoroughly and decide what jobs the other two people do. Have them underline any words or information that help them to decide.

**Answers:**

planning officer  
social worker

- C** Have pupils discuss in pairs or small groups what each of the people likes about his/her job. Elicit answers from the class.

**Answers:**

Planning officer: helping to make life better for everyone in the city  
Social worker: trying to help people with their problems  
District nurse: helping to reduce death and disease

- 3 Develop vocabulary** WB6.7A
- A** Pupils make collocations to form the names of public service jobs. Have them do this individually first and then compare their answers with a partner. Elicit answers and write them on the board.

**Answers:**

- 1 general practitioner
- 2 heart surgeon
- 3 immigration officer
- 4 planning officer
- 5 police officer
- 6 safety officer
- 7 social worker
- 8 sports teacher

**B** Have pupils do the same with WB6.7B. Answers:

- 1 business centre
- 2 car crash
- 3 casualty unit
- 4 city centre
- 5 emergency services
- 6 examination room
- 7 fire engine
- 8 health services
- 9 motorbike rider
- 10 newspaper stories
- 11 personal details
- 12 public services

**C** In WB6.7C, pupils match the definitions to phrases from activities WB6.7A and B.

**Answers:**

- 1 safety officer
- 2 personal details
- 3 examination room
- 4 sports teacher



## 6.8 PB47

**Learning objectives** Practise skimming and scanning.:  
Discuss the good and bad things about different jobs in public service.

**Language focus** Past tenses; type 2 conditional

**Vocabulary** seem, care (medical ~), facilities, qualify, society, anywhere, old days, moment (a great ~), malaria

**1 Introduce the topic** Have pupils look at the title of the page, the title of the magazine article PB47 and the introduction. Ask what they think the article will be about.

**2 Scan the text** Write the five dates on the board and tell pupils that they should PB47 scan the text to find out what happened to Dr Badawi in those years. Give pupils a few minutes to find the information. Then elicit answers. Have pupils read out the relevant sections of the text.

**Answers:**

- 1960 He decided to become a doctor.
- 1967 He qualified as a doctor (note that this information has to be inferred).
- 1969 He was training in Alexandria when he heard news of the new Republic.
- 1973 He was asked to run the new Trachoma Centre in Benghazi.
- 1987 He became Senior Surgeon at Tripoli Central Hospital (note that this information is in the introduction).

**3 Discuss jobs** Have pupils discuss the questions beneath the text in pairs or small PB47 groups. Elicit ideas from the class as a whole and encourage a wider discussion.

**4 Write an opinion** Have pupils write two paragraphs saying which jobs from PB46/47 they would/would not like to do, and why. Stress the need for detailed reasons.

# 6.9 PB47 WB77/78

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**Learning objectives** Do detailed reading comprehension and develop vocabulary.  
Extend work on collocations.  
Write a biographical paragraph using vocabulary from the Unit.

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**Language focus** Simple past and present and Present perfect

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**Vocabulary** -

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**1 Read for detail** Have pupils read the text on PB47 carefully and answer the questions in WB6.9A.

PB47  
WB6.9A

**Answers:**

- 1 Because with proper medical care, people like Sadiq and Fareeda wouldn't have died.
- 2 Because at that time, there were no training facilities for doctors in Libya.
- 3 Because news of the new Republic came.
- 4 Because Libya now has good health care, with trained staff in health centres and hospitals everywhere.
- 5 Because Sadiq is dead.

**2 Develop vocabulary** A Pupils match the phrases from the text with their meanings in WB6.9B.

PB47  
WB6.9B-D

**Answers:**

- 1 C
- 2 F
- 3 A
- 4 E
- 5 B
- 6 G
- 7 D

B Pupils find words in the text on PB47 to make more pairs of words in WB6.9C.

C Read through the instructions with the class and make sure they know exactly what they are supposed to do in WB6.9D. Then give them some time to write their paragraphs. When they have finished, have some of the pupils read out their work to the class.



# 6.10 PB48 WB78 CS22

<b>Learning objectives</b>	Written description of a scene. Written surmise about events, past, present and future. Listen for gist and detail.
<b>Language focus</b>	Description of a scene; expressing possibility and probability; will for prediction
<b>Vocabulary</b>	-

- 1 Talk about the picture** PB48
- A** Read through the introduction with the pupils. Then have them talk about the picture in pairs or small groups. Encourage them to include as much detail as possible. Monitor while they are doing this and make a note of any common mistakes, but don't interrupt to correct at this stage. Deal with mistakes when they have finished their discussion.
- B** Elicit the description from individual pupils.
- 2 Write a description** WB6.10A
- Have pupils write their descriptions in their copybooks. Provide help where necessary. Have some of the pupils read out their work to the class.
- 3 Listen for gist and to check work** PB48  
WB6.10B  
CS22
- A** Explain that you are going to play the first part of a conversation. The first time you play the tape, all the pupils have to do is to find the speakers in the picture on PB48.
- B** Play the tape. Ask which people are speaking. Ask for reasons as well.
- C** Play the tape again and have pupils check the second paragraph of their written work in the previous activity.

## Cassette Section 22

- Faysal: Well, Jim, we're getting up into the mountains now. What do you think?
- Jim: They're magnificent, Faysal. I must take some photos.
- Faysal: That's a fantastic camera.
- Jim: Well, it's part of my equipment for work. You see, I'm a journalist - a photo-journalist.
- Faysal: So you write an article and take photos to go with it.
- Jim: That's it. In fact, I'm doing a story about Yemen, and I'd like to ask you some questions when you have time.
- Faysal: Sure. Why not now? We've got a long trip.
- Jim: OK. Let me turn on my cassette recorder, OK? ... What's your full name, Faysal?
- Faysal: It's Faysal Hatem Al Qadhi.

Jim: Day 3. We're now on the road into the mountains north-west of Sana'a and I'm talking to Faysal Hatem Al Qadhi.

Faysal: But Jim, listen, why do you want to interview me? What's special about me?

Jim: I'm writing about the future of Yemen, and you're part of the future.

Faysal: You mean, because I've started a travel company?

Jim: Exactly. Tourism will be important in Yemen's future development. And you're part of the tourist industry.



# 6.11 PB49 WB78/79

**Learning objectives** Use answers to Listening in 6.10 and key sentences to write a three-paragraph continuation of a text.

**Language focus** Connectors; variety of tenses: past, present and future

**Vocabulary** face of the future, vehicle

**1 Scan the text and order the paragraphs**  
PB49 Have pupils scan the text and put the paragraph headings in WB6.11A in the correct order. Elicit answers and ask pupils to say why they think each heading goes with its respective paragraph.

**Answers:**

- 3
- 4
- 1
- 2

**2 Identify true statements**  
WB6.11B Have pupils work on their own to complete WB6.11B. Then have them compare their answers with those of a partner and try to figure out any differences. Elicit answers and have pupils read out the relevant part of the text.

**Answers:**

- 1 False
- 2 True
- 3 True
- 4 True
- 5 True
- 6 False
- 7 False

**3 Write the correct sentences**  
WB6.11C Pupils write the correct sentences for the false statements in the previous activity.

**Answers:**

- 1 The visitors drove north-west from the capital.
- 6 He thinks more tourism will be good for Yemen.
- 7 He is certain that the traditional way of life is strong and won't be destroyed by tourism.

**4 Develop vocabulary** Have pupils search for the antonyms and synonyms in the text.

PB49

WB6.11D

**Answers:**

antonyms

future

polite

better

traditional

synonyms

trip

found out

kind

prevent

## 6.1 2 WB79/80

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**Learning objectives** Write a question-guided text (three paragraphs) about oneself, semi-parallel to the text written in 6.11.

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**Language focus** Connectors; variety of tenses: past, present and future

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**Vocabulary** -

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**1 Introduce the topic** Tell pupils that they are going to write a text about themselves during this lesson. Remind them of the biographical texts that they have been looking at during this Unit so far.

**2 Answer questions, make notes and write a text** Have pupils use the questions in WB6.12A to write notes about themselves. Then have them work through the activities to construct a three-paragraph description of themselves and their plans for the future.  
WB6. 12A

**3 Read the texts** Have pupils read out their work to the class. Encourage other pupils to ask questions. Have them discuss whether they agree with the speakers or not.



# Arts Reader

===== 150 CEC 6 Ym =====

<http://e-learning-moe.edu.ye>

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## Readers: General Procedure

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Most of the exercises in the Readers have a similar format. Unless otherwise stated they can be taught using the general procedure outlined below.

**1 Discuss the topic** Introduce the topic and find out what the pupils already know about the subject. Elicit known vocabulary and present key vocabulary that arises during the introductory stage.

**2 Dictate vocabulary** Dictate a list of active new vocabulary. The pupils should underline words in the Word list at the back of their Workbooks. Elicit any words the pupils know already, but do not spend time on presentation; the pupils work out the meaning in Stage 4. Encourage the pupils to make their own dictionary by copying the words with their meanings into their copybooks at home.

**3 Preliminary reading** This stage is to give the pupils an introduction to the text before they begin the detailed reading in Stage 5. This will usually involve reading the text for gist, but sometimes the text will require other techniques to be used.

**4 Work out meaning** Write the new words on the board in the order they appear in the text (as in the summary at the top of each Reader). The pupils then find the words and work out the meaning from context. They should use their dictionaries for any words they cannot deduce. They will probably find this activity more rewarding if they work in pairs. Check understanding of the new words as a class. Clarify the meaning of any other unfamiliar words.

**5 Read and do exercises** The pupils read silently and complete these exercises on their own. How to deal with the preparation and feedback is left to the individual teacher to decide.

**6 Follow up** At the end of each topic, carry out an appropriate ‘rounding off’ activity. Some suggestions are given in the individual Reader procedures. Other suggestions are:

- Use the answers to the Workbook activities to write a summary of the information they have learned.
- Do a parallel writing activity. This may be set up as a class project.

**Homework** Write some of the new words on the board for the pupils to write in their copybooks. Tell the pupils to re-read the text at home and check that they understand their meanings. They should look up any word they cannot remember or guess the meaning of.



# Arts Reader

Arts 1 A difficult choice? PB51 WB81/82

**Vocabulary** (twin, kidney, donor, a long time, shocked, athletic, lively, good fun, thin, transplant, do the job, normally risk(n), operation (medical ~), deeply, body, remove, scar, centimetres, nevertheless, close to somebody, hold back, worth the pain,

**Note:** All vocabulary in the Reader texts is non-testable.

**1 Topic introduction** Books closed. Write the title of the lesson on the board: A difficult choice? Ask pupils to guess what they think the lesson may be about. Give them the hint that it is related to medicine. It is unlikely they will guess correctly. Explain that the lesson is about a choice that somebody had to make about whether or not to donate one of her organs.

**2 Vocabulary dictation** Follow the standard procedure.

**3 Read for gist** Write the following questions on the board:

PB51

1 Who is sick now?

2 Who was sick before?

3 How did Olivia help?

Then have pupils read the introduction to the text quickly and answer the questions. Set a time limit of, say, one minute.

**Answer key**

1 One of the taxi-driver's 11-year-old twin daughters.

2 Olivia's brother.

3 She donated one of her kidneys.

**4 Read and do exercises**

PB51

**Answer key**

WBArts 1A-D

**A**

1 True

2 True

3 False (only one was)

4 False

5 False

**B**

7 Olivia advised the taxi-driver to give his daughter a kidney.

3 Olivia decided to help Michael.

5 Olivia had the operation.

1 Michael got a kidney infection.

2 Olivia met Michael after a long time.

4 The doctor explained the risks of the operation.

6 The operation was successful.

**C**

- 1 athletic
- 2 transplant
- 3 risk
- 4 scar
- 5 nevertheless
- 6 hold back

**D**

- 1 ‘You have a kidney infection that could kill you.’
- 2 ‘You have two choices.’
- 3 ‘You can wait for somebody with healthy kidneys to die.’
- 4 ‘Your second choice is to spend the rest of your life connected to a machine ...’
- 5 ‘... that will do the job of your kidneys for you.’
- 6 ‘The operation will be more serious for you than for your brother.’
- 7 ‘I will have to cut deeply into your body.’ ‘The scar will be 30 centimetres long.’
- 9 ‘You will be in hospital for a week to ten days ...’
- 10 ‘... and then you will have to rest for three to four weeks.’

**6 Discuss the question** Have pupils discuss the question beneath the text in pairs or small groups for a few minutes. Elicit opinions and encourage a wider discussion.  
PB51

**7 Talk with a partner** Finish the lesson by having pupils tell a partner about a difficult choice that they have had to make in their life. Have pupils repeat some of the more interesting stories to the class.  
WBArts 1E

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**Arts 2 Proverbs and idioms PB52 WB82/83**

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**Vocabulary** loaf, look down your nose, widely used, progress, moral lesson, poison, serve, master, good turn, deserve, opposing, anyone else, cook (*n*), pay through the nose, pay through the nose, poke your nose into something, see beyond the end of your nose

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**1 Topic introduction and read for gist** Use WB Arts 2A to introduce this lesson. Have pupils read straight through PB52 and then write whether the statements are true or false. Stress that they should not stop to puzzle out words that they do not know. When you check the answers, ask pupils to read out the relevant sections of the text to justify their answers.  
PB52  
WBArts 2A

**Answer key**

- 1 False.
- 2 True.
- 3 False.
- 4 True.
- 5 False.
- 6 False.



## 2 Vocabulary dictation

Follow the standard procedure.

## 3 Read and do PB

### exercises

PB52

WBArts 2B

As instructed in WB Arts 2B, pupils read the text again and do the exercises on PB52. The answers should generate some interesting discussion. Put pupils into pairs to compare their answers. Then have them discuss the questions at the bottom of each box. Elicit ideas and encourage pupils to try to explain in English what the Arabic proverbs and idioms mean.

### Answer key

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

## 4 Do the WB exercises

WBArts 2C-E

### Answer key

#### C

- 1 Half a loaf is better than no bread at all.
- 2 One man's meat is another man's poison.
- 3 Actions speak louder than words.
- 4 No man can serve two masters.
- 5 One good turn deserves another.
- 6 Many hands make light work.
- 7 Too many cooks spoil the broth.

#### D

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

#### E

- 1 I paid through the nose for this.
- 2 He looks down his nose at her.
- 3 She is always poking her nose into my life.
- 4 He can lead people by the nose.
- 5 They can't see beyond the ends of their noses.

<b>Vocabulary</b>	episode, present (= <i>gift</i> ), glance, town planning, slow down, streams of rain, run down, drag, silver, reception desk, fair (~ hair), Don't mention it, dining room, Shepherd's pie, mashed potatoes, beef, student, by the way, unpack, feel at home, stroll, pavement, coal, agricultural, market town, industrial, water-powered assignment, questionnaire, final offer, good condition
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<b>1 Topic introduction</b>	PBs closed. Explain that the Arts Reader contains three episodes of a story called <i>Telford Hall</i> . In this lesson, they will be reading the first. Have pupils look at the list of words and phrases in WBArts 3A and discuss with a partner what they think the story will be about. Do not confirm any ideas at the moment.
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**2 Vocabulary dictation** Follow the standard procedure.

<b>3 Read for specific information</b>	Have pupils look at the list of places and people they have to find. Then have them read through the story. Emphasize that they should not get stuck on irrelevant parts. Rather, they should focus only on the parts that contain the information they need.
PB53 WBArts 3B	

**Answer key**

- 1 Norton College
- 2 Norton
- 3 Telford Hall
- 4 123
- 5 Mrs Dale
- 6 Derek Barker, Bob Wilson
- 7 Mill Street, Silk Street, Canal Street

<b>4 Make inferences from the text</b>	Have pupils read the text more carefully and complete the sentences in WBArts 3C. Tell them that some of the answers are not given explicitly in the text and that they will have to make some inferences.
PB53 WBArts 3C	

**Answer key**

- 1 ... that's how long the college course is.
- 2 ... she has silver hair.
- 3 ... dinner time was in five minutes.
- 4 ... they were new and the town was interesting.
- 5 ... he had flown all the way to England and found Telford Hall, as well as meeting several people.
- 6 ... they were studying together.
- 7 ... new coal-powered factories opened in the town
- 8 ... he had to get out into the country.



**5 Identify feelings** Pupils will probably have to read the story again to complete WBArts 3D, this time focusing on how they think Ahmed felt.  
PB53  
WBArts 3D

- Answer key**
- 1 when he bought the taxi
  - 2 when he saw the grey sky and streams of rain
  - 3 when Derek helped him with his cases
  - 4 when he first arrived at Norton College
  - 5 when he thought back over his first day
  - 6 when he realized he would have to buy a car

**6 Discuss the PB questions** Have pupils consider the two discussion questions at the end of the story, either in pairs or as a class, depending on the available time.  
PB53

**7 Discuss the WB questions** Now that pupils have talked about life in England, have them work in pairs to discuss the questions in WBArts 3E. At the end of the class, elicit opinions and encourage a wider discussion.  
WBArts 3E

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## Arts 4 A famous play by Shakespeare PB54 WB85-87

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**Vocabulary** plot, character, tragedy, comedy, murder, revenge, ghost, poison, by accident, manage to, knock from (his hand), stab, In the meantime

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**1 Topic introduction** Books closed. Ask pupils what they know about William Shakespeare.

**2 Vocabulary dictation** Follow the standard procedure.

**3 Read to identify the characters** Have pupils read through the text and make a note of all the names first time through. Then have them read it again and complete WBArts 4a.  
PB54  
WBArts 4A

- Answer key**
- 1 Gertrude is Hamlet's mother.
  - 2 Claudius is Hamlet's uncle.
  - 3 Ophelia is Polonius's daughter.
  - 4 Laertes is Polonius's son.
  - 5 The ghost is that of the old king.

**4 Vocabulary development** Pupils search the text to find words that match the definitions.

**Answer key**

- 1 murder
- 2 revenge
- 3 drowns
- 4 blames
- 5 exhibition
- 6 manages
- 7 exchanges
- 8 stabs

**5 Understanding  
the plot**  
PB54  
WBArts 4C-E

**1** Pupils will need a fairly good understanding of the text to figure out WBArts 4C. Have them work either individually or in pairs to complete the exercise. Then elicit answers and ask pupils to read out the relevant passages from the text to justify their answers.

**Answer key**

- 1 Claudius.
- 2 Hamlet.
- 3 Hamlet.
- 4 She kills herself (with the poisoned drink Claudius has prepared).
- 5 Hamlet.
- 6 Laertes.

**2** Have pupils match the beginnings and endings of sentences in WBArts 4D and complete the sentences in WBArts 4E. After each activity, see whether the pupils can re-tell the story in their own words.

**Answer key**

**D**

- 1 j
- 2 b
- 3 g
- 4 d
- 5 e
- 6 h
- 7 a
- 8 f
- 9 i
- 10 c

**E**

- 1 nobody can get hurt.
- 2 puts poison on the point.
- 3 Laertes fails.
- 4 Hamlet is surprised.
- 5 exchange swords.
- 6 falls dying.
- 7 Gertrude takes some of Hamlet's drink and dies.
- 8 Hamlet everything.
- 9 kills Claudius.
- 10 dies from the poisoned sword.

**6 Discuss the  
PB question**  
PB54

Point out that the question in the PB is one which people have been discussing ever since Shakespeare wrote the play. Then find out what they think.

**7 Discuss the  
WB question**  
WBArts 4F

Have pairs talk about the questions in the WB. Elicit answers and encourage other pupils to ask questions about plays pupils may have seen.



<b>Vocabulary</b>	pass (time passing), realize'by himself / wonder, ceiling, knock ( <i>n</i> ), on the phone, surrounding (~ countryside), Moslem, fast, dawn, dusk, duty, tonight, a couple of, around (sit ~), brass, piled high, sweet ( <i>adj</i> ), pastry, honey, recipe, celebrate, actual, Youth Hostel, brick, perform, souvenir, teapot
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**1 Topic introduction** PBs closed. Ask pupils to recall what the first episode of the Telford Hall story was about.

**2 Vocabulary dictation** Follow the standard procedure.

**3 Guess the content of the story** Have pupils look at the list of words and phrases in WBArts 5A and discuss with a partner what they think the story will be about. Do not confirm any ideas at the moment.  
WBArts 5A

## 4 Read and do

### exercises

PB55/56

WBArts 5B-F

### Answer key

#### B

- 7 Ahmed invited Bob to spend *Eid* with him.
- 6 Ahmed invited Mick, Jerry and Derek to spend Eid with him.
- 9 Ahmed made a space in his room for everybody to sit down.
- 4 Ahmed met Bob's brother and his wife.
- 8 Ahmed phoned his family to wish them a good *Eid*.
- 3 Ahmed went to Liverpool with Bob.
- 10 Bob spent *Eid* with Ahmed.
- 5 Ahmed wrote to his brother.
- 1 Bob invited Ahmed to his parents' house.
- 2 The college closed for Christmas.

#### C

- 1 Because it is the birthplace of William Shakespeare.
- 2 April 23rd, 1564.
- 3 Because the town is on the banks of the River Avon.
- 4 You can see the house where Shakespeare was born, go rowing on the River Avon and watch a play at the Royal Shakespeare Theatre. You can buy many Shakespeare souvenirs.

#### E

- 1 Because the days get shorter at this time.
- 2 Because Ahmed realizes that soon he will be by himself for three weeks.
- 3 Because he has invited them for *Eid al-Fitr*.
- 4 Because all the cooking equipment in the kitchen was from Shakespeare's period.
- 5 Because it is a huge brick building.
- 6 Because Ahmed bought him a joke mirror.

**F**

- 1 Home.
- 2 Hearing the children call Bob ‘uncle’.
- 3 *Eid al-Fitr*.
- 4 The furniture.
- 5 Recipes and spices.
- 6 Some cassettes from home.
- 7 Dishes of sweet pastry.
- 8 The Youth Hostel.
- 9 Rowing on the River Avon.
- 10 A book of photographs of the town, some copies of Shakespeare’s plays and a special mirror.

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## Arts 6 Critics and criticism PB57 WB89/90

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**Vocabulary**

critic, criticism, arts, compact disc, influence, criticize, judgement, sculpture, decide, reviews, comment, poetry, express (v), technique, concentrate, acting, importance, immediate, draw, attention to, make up one’s mind, critical

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**1 Topic introduction** Books closed. Write the title of the lesson on the board. See whether any of the pupils know the words. If so, have them try to explain them.

**2 Vocabulary dictation** Follow the standard procedure.

**3 Work through  
the exercises**

PB57

WBArts 6A-C

WBArts 6A, B and C each relate to one of the three paragraphs of the text. Have pupils work through the three paragraphs, completing the WB activities after each. When they have finished, have them compare answers with a partner before checking the answers yourself.

**Answer key**

**A**

- 1 False
- 2 False
- 3 False
- 4 False

**B**

[Poetry criticism is about] looking at the language the poet uses; saying how well the language expresses what the poet wants to say.  
[Art criticism is about] describing the colours and shapes in the work; the artist’s technique; the artist’s life.  
[Film criticism is about] how interesting the story of the film is; how it was filmed; the acting.



## C

- 1 They can have an immediate effect on the success of a film.
- 2 Critics can draw the attention of the public to new works.
- 3 They can help us understand the arts better.

**4 Check comprehension** Have pupils do WBArts 6D. Tell them that the tenses of the verbs may have to be changed to fit the sentences. Check answers by having pupils read out the sentences.  
PB57  
WBArts 6V

### Answer key

- 1 recommends
- 2 poem, expresses
- 3 draws, understand
- 4 tastes
- 5 technique

**5 Vocabulary development**  
PB57

Look with the class at the other uses of the four words in the PB (*critic*, *criticism*, *criticize* and *critical*). See if pupils can come up with other sentences similar to the examples in the PB.

**6 Discuss the questions** Have pupils discuss the questions in pairs or small groups. Elicit opinions from the class and encourage a wider discussion.  
PB57

**7 Write a review**  
WBArts 6E

Set this for homework if there is not enough time in the class. If there is time, have pupils read out their work. Have other pupils comment on the review, especially if they have read the same book or seen the same film.

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## Arts 7

Telford Hall Episode 3 PB58/59 WB90-92

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**Vocabulary**

hold (~ an exam), pour into (~ a room), name card, come out (exam results ~), roast meat, disturb, sand, dunes, delicious, perfectly, Many hands make light work, call in (= visit), fall asleep, disappear, Thank you for having me, one of the family, kindness, hospitality

---

**1 Topic introduction** PBs closed. Ask pupils to recall what the first and second episodes of the *Telford Hall* story were about.

**2 Vocabulary dictation** Follow the standard procedure.

**3 Guess the content of the story**  
WBArts 7A

PBs dosed. Have pupils guess the answers to the questions. Make sure they realize that there is no way they can be expected to know the answers - they are simply guesses.

**4 Read the story and answer the questions** PBS8/59  
WBArts 7B/C

**A** Have pupils read the story. It is a very long piece of text, so encourage them to read for the general ideas, not to try to understand every single word.

**B** Have pupils check their answers to WBArts 7A and make adjustments where necessary.

**Answer key**

- 1 It was sunny.
- 2 One week.
- 3 He went to stay with Bob's family.
- 4 He got an A.
- 5 He went to London and flew home.

**C** Pupils answer the questions in WBArts 7C.

**Answer key**

- 1 A lecturer Ahmed had never seen.
- 2 Bob's father.
- 3 Everybody.
- 4 Bob's sister and her family.
- 5 Bob and Ahmed.

**5 Vocabulary development**  
PB58  
WBArts 7D

Have pupils read the relevant sections of the text more carefully and decide what the words in WBArts 7D refer to.

**Answer key**

- 1 the weather
- 2 when the examination results came out
- 3 Bob's parents
- 4 high sand dunes
- 5 the lunch
- 6 Bob's sister and her family
- 7 Ahmed's thinking about the day he spent at Bob's house

**6 Read for detail**  
PB59  
WBArts 7E

Have pupils read PB59 carefully and find the answers to WBArts 7E. When you elicit answers, ask pupils to read out the relevant parts of the text to justify their answers.

**Answer key**

- 1 Because he thought his and Ahmed's names were not on the list.
- 2 Because he was looking in the wrong place.
- 3 Because Bob was going to take care of Ahmed's taxi while he was away.
- 4 To say goodbye.
- 5 Because the next term would start.
- 6 Because he had never been to England before.

**7 Discuss the questions in the PB** PB59

Have pupils talk about the questions at the end of Telford Hall Episode 3.



## 8 Explain proverbs WBArts 7F

Remind pupils of the proverbs they looked at in Arts 2. Then have them explain what the proverb ‘Many hands make light work’ means. Use the context of the *Telford Hall* story to help. Have pupils work, either individually or in pairs, to try to translate three Arabic proverbs into English. Elicit translations from the class, and have the other pupils guess what the Arabic originals are.

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## Arts 8 Calligraphy PB60 WB92/93

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<b>Vocabulary</b>	calligraphy, fine (adj), far East, pointed, Western, Islamic, culture, calligrapher, tool, connection, scholar, equal,equal, rdligious; decoration, follower, Islam, concentrate, expression, God, angular, carving; rounded, twisted
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**1 Topic introduction** Use the first paragraph of the text as the introduction to this lesson.  
PB60 Read through with the pupils and make sure they understand what they are going to be reading about.

**2 Vocabulary dictation** Follow the standard procedure.

### 3 Skim the text

PB60  
WBArts 8A

Pupils skim the text to come up with suitable headings for each paragraph. They should write these headings in WBArts 8A. Have them do this individually first, and then discuss their ideas with a partner to see which they think are better.

#### Possible answer key

- Para 1 Introduction
- Para 2 Chinese calligraphy
- Para 3 Western calligraphy
- Para 4 Islamic calligraphy
- Para 5 The spread of calligraphy
- Para 6 Modern calligraphy

### 4 Words in context

PB60  
WBArts 8B

Pupils decide the best meaning for the words by looking at the context in which they appear in the text. When you have checked the answers, see if pupils can come up with sentences using the words (a) in the same way they are used in the article; and (b) in the alternative way given in the WB.

#### Answer key

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

**5 Giving reasons**

PB60

WBArts 8C

There are six true statements in WBArts 8C. Have pupils write how they know they are true in their copybooks. If necessary, do the first one with the whole class. Check answers by having pupils read out their work. Encourage other pupils to either agree or disagree.

**Answer key**

- 1 The article mentions brushes, pens and different materials.
- 2 The article says there was a strong connection between painting and calligraphy because they used similar methods and materials.
- 3 The article says that from the 5th century they have been treated as equals.
- 4 The article says the Kufic style had almost disappeared by the time the Nashki style appeared in the 10th century.
- 5 The article describes these as new forms of calligraphy.
- 6 The article says a number of young artists today are interested in traditional calligraphy.

**6 Vocabulary development**

PB60

WBArts 8D

Have pupils look through the text and find adjectives to complete the table in WBArts 8D.

**Answer key**

Greek  
Roman  
Islamic  
Lebanese  
Western  
angular  
pointed  
religious  
traditional  
flowing

**7 Discuss the questions**

Have pupils discuss the questions in the PB and WB in pairs or small groups.

PB60

WBArts 8E

Elicit opinions from the class. Ask if any pupils are good at calligraphy. If so, have some of them come to the board and demonstrate.

Arts 9 A poem PB61 WB93/94 CS23

**Vocabulary**

leisure, care, stare, beneath, bough, squirrel, broad daylight, glance, dance, enrich, poor

**1 Topic introduction**

PB61

Books closed. Explain that in this lesson pupils are going to read and listen to a poem and talk about its meaning. Write the title - Leisure - on the board, and have pupils tell you what it means.

**2 Vocabulary dictation**

Follow the standard procedure.

**3 Read the poem and discuss**

PB61

WBArts 9A

**A** Have pupils read the poem silently first. Then have individual pupils read out one verse each.

**B** In pairs, have pupils discuss the questions in WB activity A. Elicit ideas and encourage any discussion that arises. Point out the vocabulary list beneath the poem.

**Answer key**

- 1 Because they have no ‘work’.
- 2 So that they have a supply of food for the winter.
- 3 Because of the reflection of sunlight on the surface of the water.
- 4 A personification of the concept of beauty. (An idea seen in human form.)
- 5 Beauty.

**C** Have the pairs look at the summaries in WBArts 9B and talk about which one best sums up the meaning of the poem.

**Answer key**

- 1

**4 Listen to the poem**

PB61

WBArts 9C

CS23

Play the poem once straight through. Then play it again. Have the

class read it with the speaker on the tape. Ask the question in the PB:  
Does listening help you to understand the poem?

**5 Discuss the question**

PB61

WBArts 9D

Ask pupils the question in the PB: Do you agree with the poet’s view?

(The same question appears in the WB.) Discuss the question with the class, and then have them write a sentence in their copybooks giving their opinion.

**6 Write some poetry**

PB61

Have pupils try to add a stanza to the poem. They should write a stanza that will fit before the final stanza. This is fairly difficult, and you may need to be ready to offer suggestions. For example, suggest they think about the senses: in the poem the sense of sight is described. See if they can come up with something about one of the other senses: hearing, touch, smell or taste. Have pupils read out their stanzas to the class.

**Cassette Section 23 is the text of the poem on PB61.**

**Vocabulary**

happening, Bermuda Triangle, Bermuda, Puerto Rico, Florida, navy, leader, off course, silence, disappearance, Tutankhamun, Pharaoh, ~ body, treasure, robber, break in, archaeologist, coffin translate, disturb, curse,, coal, heap, slag heap

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**1 Topic introduction** Books closed. Write the title of the lesson on the board and ask what PB62 it means. Elicit the synonym *mysteries*. See if they remember a mystery they read about earlier in the book: *the Mary Celeste*. Have them tell you what they remember about that mystery. Then tell the class that in this lesson they are going to read about three more mysteries.

**2 Vocabulary dictation** Follow the standard procedure.

**3 Read for names and places**

Pupils quickly look through the texts and Qnd the information to complete WBArts 10A.

PB62

WBArts 10A

**Answer key**

- 1 USA, Puerto Rico, Egypt, Wales
- 2 Fort Lauderdale, Luxor, London, Aberfan
- 3 Tutankhamun, Carnarvon, Eryl Jones
- 4 December 5th, 1945; 1923; 1972

**4 Read and do the exercises**

Pupils read the texts and do the relevant exercises in the WB.

**Answer key**

**B**

- 1 An area of the Atlantic Ocean between Bermuda and Puerto Rico.
- 2 Because many planes and ships have disappeared there.
- 3 The loss of five US Navy planes.
- 4 On December 5th, 1945.
- 5 Because the plane sent to look for the five missing planes never returned.
- 6 Over 150 ships and planes and more than 1,000 people have been lost.

**C**

Pupils' own answers.

**D**

- 1 3,500 years ago.
- 2 10 years old.
- 3 1923.
- 4 Two months later.
- 5 12.
- 6 1972.
- 7 1976.

**E**

Have pupils ask each other the questions by just looking at the answers.

**F**

- 1 slag
- 2 heap
- 3 primary
- 4 slid

**G**

Have a pupil draw his / her diagram on the board. Have other pupils say whether they think it is correct or not, and why.

**5 Discuss the questions** Have pupils work in pairs or small groups to come up with answers

PB62 to the two discussion questions. Elicit ideas and encourage a wider discussion. Also encourage the use of the modal verbs they have learnt: *may / might / could / must*.

# Science Reader

===== 167 CEC 6 Ym =====

<http://e-learning-moe.edu.ye>



## Readers: General Procedure

Most of the exercises in the Readers have a similar format. Unless otherwise stated they can be taught using the general procedure outlined below.

**1 Discuss the topic** Introduce the topic and find out what the pupils already know about the subject. Elicit known vocabulary and present key vocabulary that arises during the introductory stage.

**2 Dictate vocabulary** Dictate a list of active new vocabulary. The pupils should underline words in the Word list at the back of their Workbooks. Elicit any words the pupils know already, but do not spend time on presentation; the pupils work out the meaning in Stage 4. Encourage the pupils to make their own dictionary by copying the words with their meanings into their copybooks at home.

**3 Preliminary reading** This stage is to give the pupils an introduction to the text before they begin the detailed reading in Stage 5. This will usually involve reading the text for gist, but sometimes the text will require other techniques to be used.

**4 Work out meaning** Write the new words on the board in the order they appear in the text (as in the summary at the top of each Reader). The pupils then find the words and work out the meaning from context. They should use their dictionaries for any words they cannot deduce. They will probably find this activity more rewarding if they work in pairs. Check understanding of the new words as a class. Clarify the meaning of any other unfamiliar words.

### 5 Read and do exercises

The pupils read silently and complete these exercises on their own. How to deal with the preparation and feedback is left to the individual teacher to decide.

### 6 Follow up

At the end of each topic, carry out an appropriate ‘rounding off’ activity. Some suggestions are given in the individual Reader procedures. Other suggestions are:

- Use the answers to the Workbook activities to write a summary of the information they have learned.
- Do a parallel writing activity. This may be set up as a class project.

### Homework

Write some of the new words on the board for the pupils to write in their copybooks. Tell the pupils to re-read the text at home and check that they understand their meanings. They should look up any word they cannot remember or guess the meaning of.

# Science Reader

Science 1      Acids and alkalis    PB65    WB96/97

<b>Vocabulary</b>	alkali, sharp (- taste), sour, Latin, corrode, base (as in chemistry), react with, salts, dissolve, ash, neutralize, detect, measure, acidity alkalinity litmus,,dye, solution (liquid), alkaline,pH, scale, strength, concentratio hydrogen, ions, everyday (~ life), acid, release, engine, react, building material,pollute, wasp, sting, baking powder, bicarbonate of soda, lime, calcium hydroxide, chemical formula, citric acid, battery (car ~), sulphuric acid, vinegar, acetic acid
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**Note:** All vocabulary in the Reader texts is non-testable.

**1 Topic introduction** Use WB Science 1A as an introduction to this lesson. Put the pupils into pairs and have them discuss the meanings of the words. Have them underline the ones they don't know and keep an eye open for them as they read the texts.

**2 Vocabulary dictation** Follow the standard procedure.

**3 Read the texts and do the exercises** Have pupils work through the texts and the relevant WB exercises.

**Answer key**

**B**

- 1 Acids taste sharp or sour.
- 2 Acids corrode metals and rocks.
- 3 Acid + base = salts.
- 4 Alkalies are bases that dissolve in water.
- 5 Alkali means 'the ashes of a plant'.
- 6 Acids neutralize alkalies.
- 7 Alkalies neutralize acids.

**C**

- 1 False.
- 2 True.
- 3 True.
- 4 False.
- 5 True.
- 6 True.
- 7 False.

**D**

Have pupils come to the board to draw their diagrams. Have other pupils comment on whether they think they are correct or not.

**E**

Common acids citric acid sulphuric acid acetic acid  
Common alkalies bicarbonate of soda calcium hydroxide

**F**

- 1 lemon or orange juice, or vinegar
- 2 baking powder

**4 Discuss the question** Have pupils work in pairs or small groups to think of as many acids and alkalies as they can. Write the words *acids* and *alkalis* on the board. Have pupils come to the board and write their ideas under the correct headings.



## Science 2 States of matter PB66 WB97/98

### Vocabulary

state (= *condition*), matter, solid, liquid, fixed, easily, container, smell (v), leak (n), kinetic theory, state (say), particle, motion, theory, property, pack together, hardly, apart, space, substance, cycle, vapour, melt, evaporate

### 1 Topic introduction

PB66

WBScience 2A

Use WB Science 2A as an introduction to this lesson. Put the pupils several into pairs and have them discuss the meanings of the words. In cases, they should know more than one meaning. Tell them to look out for the words as they read the text and then try to work out the meanings of each of them in context.

### 2 Vocabulary dictation

Follow the standard procedure.

### 3 Read the texts and do the exercises

Have pupils work through the texts and the relevant WB exercises.

**Answer key**

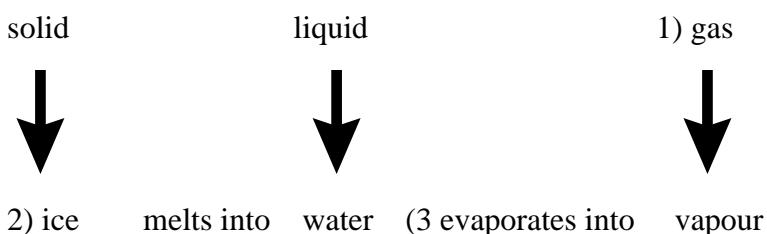
#### B

- 1 Because the shape of a solid is fixed.
- 2 Because liquids have no fixed shape.
- 3 Because gas spreads very quickly.

#### C

- 1 gas
- 2 solid
- 3 liquid
- 4 solid
- 5 gas

#### D



#### E

- 1 The particles in the food move more slowly and get closer together.
- 2 The particles in the ice cube move more quickly, and eventually the ice melts.
- 3 The particles in the water move faster and faster and eventually become a gas - steam.
- 4 The particles in the gas move faster and faster and travel further apart, freely filling any space they are in.

### 4 Discuss the questions

Have pupils work in pairs to think of various substances, decide what state of matter they are in, and whether they can be found in any different states of matter. Have the pairs give their ideas to the class, and encourage other pupils to comment.

**Vocabulary**

light (~ beam), physicist, behave, act like, observe, vacuum, outer space, recently, quantum theory, combination, reflection, emit, reflect, scatter, angle of incidence, angle of reflection, refraction, stand back, split, transparent, medium, effect, lens, shaped, refract, convex, edge, concave, source, focus, converge, diverge, prism

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**1 Topic introduction** Books closed. Write the word *Light* on the board. See whether pupils can come up with a definition. Do not confirm answers at this stage

**2 Vocabulary dictation** Follow the standard procedure.

**3 Vocabulary**

PB67  
WBScience 3A

Have pupils work in pairs to say what the usual meanings of the words in WBScience 3A are. Then tell pupils to look out for the words as they read the texts and note how they are used in context.

**4 Read the texts and do the exercises** Have pupils work through the texts and the relevant WB exercises.

PB67  
WBScience 3B-E

**Answer key****B**

3

2

1

**C**

- 1 True.
- 2 True.
- 3 False.
- 4 True.
- 5 True.

**D**

- 1 To confirm the answer to question 1, have pupils come to the board and draw the experiment.
- 2 A convex lens would be most useful for reading glasses, because it makes objects larger.

**E**

- 1 The glass of a mirror acts as a very smooth surface and so reflects maximum light.
- 2 The bowl of a spoon is concave; the back of a spoon is convex.
- 3 Raindrops serve as a convex lens.

**5 Discuss the questions** Have pupils discuss the questions in pairs or small groups. Elicit ideas from the class and encourage any discussion that arises.

PB67

**Answer key**

The sun.

When the sun shines through it, creating a rainbow.

When we want to make things look bigger or smaller



<b>Vocabulary</b>	vibrate, loud, squeeze, range from, pitch, frequency, hertz (Hz), represent by, graph, intensity, vary, direct beam (:of light), invisible, flaw, bat, dolphin, underwater, volume, loudness, decibel
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**1 Topic introduction** Books closed. Write the word *Sound* on the board. As in the previous lesson, see whether pupils can come up with a definition. Do not confirm answers at this stage.

**2 Vocabulary dictation** Follow the standard procedure.

**3 Pre-reading discussion**  
WBScience 4A Have pupils discuss the questions in WBScience 4A in pairs. Elicit ideas from the class and have other pupils comment on the ideas, but again, do not confirm any answers at the moment.

**4 Read the texts and do the exercises** Have pupils work through the texts and the relevant WB exercises.  
**Answer key**

PB68  
WBScience 4B-E

- B**
- 1 The effect of something vibrating (moving molecules).
  - 2 As waves.
  - 3 No.
  - 4 In frequency.
  - 5 In hertz or decibels.
  - 6 Sound with frequencies higher than those that can be heard by humans.

**C**

Item	unit of measurement	Abbreviation	examples
frequency	Hertz	Hz	human range: 20 Hz to 20 kHz bat and dolphin range: up to 120 kHz
volume	decibels	dB	talking: 50 to 70 dB jet plane: 110 to 140 dB

**D**

- 1 Sound waves cannot travel through a vacuum.
- 2 Vibration is the source of sound.
- 3 Molecules squeezing together allows sound waves to move through the air.
- 4 Different frequencies create different pitch.

**E**

- 1 Ultrasonic sound can be used to find invisible flaws in solid metals.
- 2 Because loud sounds can cause pain and lead to deafness.
- 3 With ultrasonic sound.

**5 Discuss the questions** Have pupils discuss the questions in pairs or small groups. Elicit ideas afterwards and encourage a wider discussion.  
PB68

**Answer key**

Ultrasonic sound is used in medicine to produce non-intrusive scans of the inside of the human body, in particular the womb and brain.

<b>Vocabulary</b>	debt, predecessor, shoulder, giant, system, educate, medical, contribution, knowledge, lungs, geographer, astronomer, negative, decimal, algebra, program, software, variation, pharmacist, chemist, molecular chemistry, scale, capable, gram, anti-rust coating, fluorescent ink, logic, philosophy, medicine, healing, standard, influence, vision, prove, image, occur, brain, research, recognize, realize
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**1 Topic introduction** Books closed. Write the title of the lesson on the board. Ask pupils to name as many Arab scientists as they can, briefly mentioning what each of them is famous for.

**2 Vocabulary dictation** Follow the standard procedure.

**3 Pre-reading discussion** Have pupils read the introduction on PB69 and discuss the questions in WBScience 5A in pairs. Elicit ideas from the class.

- PB69  
WBScience 5A
- 1 Scientists who worked before Newton.
  - 2 He used their work and their ideas to produce further work.
  - 3 He developed their ideas further.

**4 Read the texts and do the exercises** Have pupils work through the texts and the relevant WB exercises.

**Answer key**

**B**

- PB69  
WBScience 5B/C
- Ibn Al-Naees; 607 ?; Medicine; Blood circulation system, how the lungs work  
Al-Khawarizmi; ? 850; Mathematics; Zero, negative numbers, decimal system, algebra  
Jabir Ibn Hayyan; 721, 776; Chemistry; Founder of molecular chemistry, scale, anti-rust coatings, fluorescent ink  
Ibn Sinna; 980 ?; Medicine; *Book of Healing, Canon of Medicine*  
Ibn Al-Haytham; ? 1039; Physics; How vision works

**C**

- mathematics, mathematician  
geography, geographer  
astronomy, astronomer  
chemistry, chemist  
science, scientist  
philosophy, philosopher  
medicine, physician



**5 Have a class quiz** PB69  
WBSci~ nce 5D Have small groups of pupils put together some quiz questions about the scientists in the texts. When they are ready, have them close their books and have each group ask one question. Anyone in another group can put up a hand and try to answer the question. Then move to the next group, who must ask a different question.

**6 Discuss the questions** PB69 Have pupils discuss the questions beneath the text, either in pairs or small groups. Elicit ideas and encourage a wider discussion.

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Science 6      Vaccinations    PB70      WB102/103

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**Vocabulary** vaccination, smallpox, typhoid, cholera, unsuccessfully, treat, patient, struggle, breakthrough, unexpected, experiment, suffer (~ a disease), vaccine, against, immunize, similar, attempt, control, immunization, significant, development, spread, germ, immunity, rabid, commonplace, AIDS, feared, dollar, research, case (~ of a disease), diagnose, infect' transmission, rapid, drug, aspect, provide, long-term, equivalent

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**1 Topic introduction** Books closed. Write the title of the lesson on the board. Ask pupils what vaccinations are and why people are given them. See if they know the names of any common vaccinations.

**2 Vocabulary dictation** Follow the standard procedure.

**3 Read the texts and do the exercises** Have pupils work through the texts and the relevant WB exercises.

PB70

WBScience 6A-D

**Answer key**

**A**

- Introduction b
- Box 1 (left) a
- Box 1 (right) b
- Box 2 a

**B**

- 7 AIDS was diagnosed in humans.
- 2 Jenner noticed that people working with cows did not suffer from smallpox.
- 3 Jenner successfully vaccinated a patient.
- 6 AIDS developed from the blood of Central African monkeys.
- 9 Modern drugs help to control AIDS.
- 4 Pasteur showed that diseases were spread by germs.
- 8 AIDS spread around the world.
- 5 Pasteur successfully treated a boy who had been bitten by a rabid dog.
- 1 Thousands of people died every year from smallpox.

**C**

- 1 Scientists find the causes of diseases; doctors treat them.
- 2 Diseases are treated before they can be cured.
- 3 Cowpox was a disease only found in cattle; smallpox infected humans.
- 4 Diseases are the end result of infection by germs.
- 5 Infection is a condition; transmission is the method by which one becomes infected.
- 6 Vaccines are very weak forms of diseases given to prevent infection by the same diseases.
- 7 Doctors first diagnose an illness and then treat it.
- 8 A breakthrough is a sudden discovery; a development is the end result of a gradual process.

**D**

<b>Noun 1</b>	<b>Noun 2</b>	<b>Verb</b>
immunization	immunity	immunize
vaccination	vaccine	vaccinate
experiment		experiment
development		develop
transmission		transmit
treatment		treat
diagnosis		diagnose
infection		infect

**4 Discuss the question** Have pupils discuss the question in pairs or small groups.  
PB70  
Then have the whole class discuss the issue.

**Science 7**      Experimental procedures      PB71      WB103-105

**Vocabulary** experimental, stage (= *step*), record (= *write down*), write up, report (*n*), solution, monitor (*v*), progress, guideline, base (*v*), step-by-step, observation, numerical, analyse, evidence, error

**1 Topic introduction** Books closed. Write the title of the lesson on the board. Ask pupils how they go about conducting experiments in their science lessons - what kind of steps they follow.

**2 Vocabulary dictation** Follow the standard procedure.

**3 Read the introduction** Read through the introduction as a class, making sure that everybody understands the basic points. Then have pupils complete WBScience 7A. Check the answers before continuing.

**Answer key**

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



**4 Read the texts and do the exercises** Have pupils work through the texts and the relevant WB exercises.  
**Answer key**  
**PB71**

WBScience 7B/C

**B** Accept all sensible answers, and encourage explanation of each criticism. Ask pupils to say in what ways each written stage is not detailed enough or why it is incorrectly deduced.

**C** Pupils' own answers. Have pupils explain their experiments to the class. Have other pupils comment on whether they think the proposed experiment is a good one or not, giving their reasons.

**5 Discuss the questions** Have pupils discuss the questions in pairs or small groups and then present their ideas to the class for further discussion.  
**PB71**

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Science 8 Internal combustion engine PB72 WB105-107

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**Vocabulary** internal, combustion, ignition, circuit, sequence, piston, stroke, spark plug, explode, starter motor, suck in, inlet, carburettor, compress, spark, ignite, force down, burnt, induction, compression, exhaust

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**1 Topic introduction** Books closed. Write the title of the lesson on the board. Ask pupils what an internal combustion engine is and where they would find one in everyday life.

**2 Vocabulary dictation** Follow the standard procedure.

**3 Read the introduction** Have pupils discuss the questions in pairs or small groups.  
**PB72**

**4 Read the texts and do the exercises** Have pupils work through the texts and the relevant WB exercises.  
**A**

- PB72  
WBScience 8A-C
- 1 Twice.
  - 2 Induction, compression, ignition, exhaust.
  - 3 Ignition, since it's the stroke that provides the power to drive the engine.
  - 4 a the spark plug.  
b the open inlet valve.
  - 5 a the exhaust valve.  
b From the piston, to the crankshaft, finally to the wheels.
  - 6 The petrol and air move in through the open inlet valve to fill the vacuum. (The exhaust valve is dosed.)
  - 7 At this stage the inlet valve is closed; the only way out is the exhaust valve.

**B**

- 1 d You turn the key in the ignition.
- 2 b The engine starts.
- 3 a The electrical circuit is switched on.
- 4 c Petrol and air are sucked in.
- 5 f The burnt mixture is pushed out.
- 6 e The air and petrol mixture is compressed.
- 7 g The inlet/exhaust valve opens.

**C**

ignition, ignite  
mixture, mix  
compression, compress  
explosion, explode

**5 Describe the four-stroke cycle**  
PB72  
WBScience 8D

Have pupils work in pairs to describe the four-stroke cycle to each other, using the diagrams on PB72. They should not look at the text while they are doing this. Monitor while they are doing this and have some of the better pupils give their descriptions to the class.

**6 Discuss the question**  
PB72

Have pupils discuss the question in pairs or small groups and then present their opinions to the class for further discussion.

## Science 9 The Moon PB73 WB107/108

**Vocabulary** radius, orbit (v), original, position, direction, in relation to, phase, rotate, spin, axis, fraction, sunlit, hemisphere, Gibbous, Full Moon, New Moon, eclipse, daylight, cast (~ a shadow), shadow, solar eclipse, relatively, total eclipse, in line with, partial eclipse, hidden, visible, lunar eclipse**1 Topic introduction** PBs closed. Use WBScience 9A as the introduction to this lesson.  
WBScience 9A Have pupils do the quiz individually.**2 Vocabulary dictation** Follow the standard procedure.**3 Read the text**  
PB73  
WBScience 9B

Have pupils skim the text and check their answers to WBScience 9A.

**Answer key**

- 1 1,738 km.
- 2 Accept any answer that discusses this distance in relation to the distance of the Sun from the Earth: no exact figure is given.
- 3 More than 696,000 km.
- 4 Accept any answer that discusses this distance in relation to the distance of the Moon from the Earth: no exact figure is given.
- 5 Just over 29 days.
- 6 One of the phases of the Moon.
- 7 The Earth moves between the Sun and the Moon.
- 8 The Moon moves in between the Earth and the Sun.



**4 Read the texts and do the exercises**  
PB73  
WBScience 9C-E

Have pupils work through the texts and the relevant WB exercises.

**Answer key**

**C**

- 1 How can we see the Moon?
- 2 Why can we see greater or lesser parts of the Moon as it travels around the Earth?
- 3 Why can we only ever see half of the Moon?
- 4 Why do solar eclipses occur?
- 5 Why do lunar eclipses occur?

**D**

- 1 lunar
- 2 solar
- 3 visible
- 4 original
- 5 partial
- 6 total
- 7 hidden

**E**

- 1 space - the area where the planets and stars are
- 2 solar- to do with the Sun
- 3 axis - an imaginary line around which a body moves
- 4 orbit - the path of a planet or Moon
- 5 rotate - spin
- 6 spin - rotate
- 7 satellite - a body that moves in a fixed orbit around another
- 8 lunar - to do with the Moon
- 9 eclipse - in shadow/ hidden
- 10 phase - of the Moon

**6 Discuss the question** Have pupils discuss the question in pairs or small groups and then present their ideas to the class for further discussion.  
PB73

## Science 10 Radioactivity PB74 WB109/110

### Vocabulary

Ukraine, Eastern Europe, nuclear, power, station, radioactive, radiation, nucleus, ray, uranium, give out, photographic plate, cancer, bacteria, generate, nuclear fission, Uranium-235, atom, split, chain reaction, release, advantage

**1 Topic introduction** PBs closed. Use WBScience 10A as the introduction to this lesson.  
WBScience 10A

**2 Vocabulary dictation** Follow the standard procedure.

### 3 Read the text

PB74

WBScience 10B

Have pupils skim the text and check their answers to WBScience 10A.

#### Answer key

- 1 The changes that take place in the nucleus, or centre, of certain materials.
- 2 Cancer and death.
- 3 Dating of dead plant and animal matter, preserving food, X-rays.

### 4 Read the texts and do the exercises

PB74

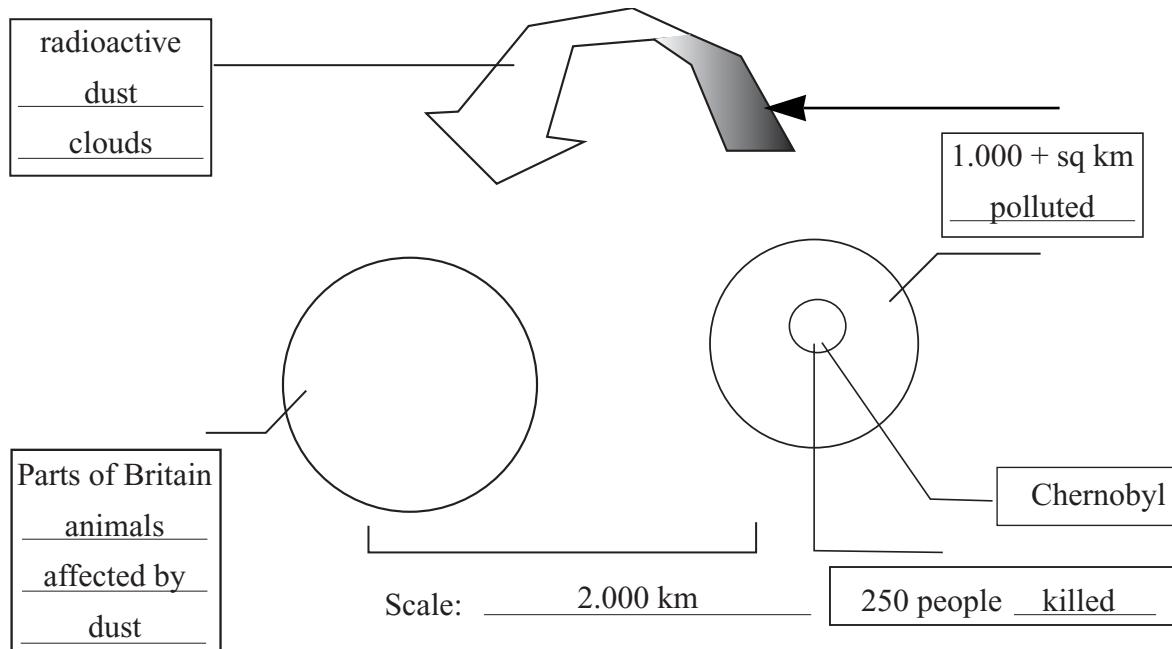
WBScience 10C/D

Have pupils work through the texts and the relevant WB exercises.

#### Answer key

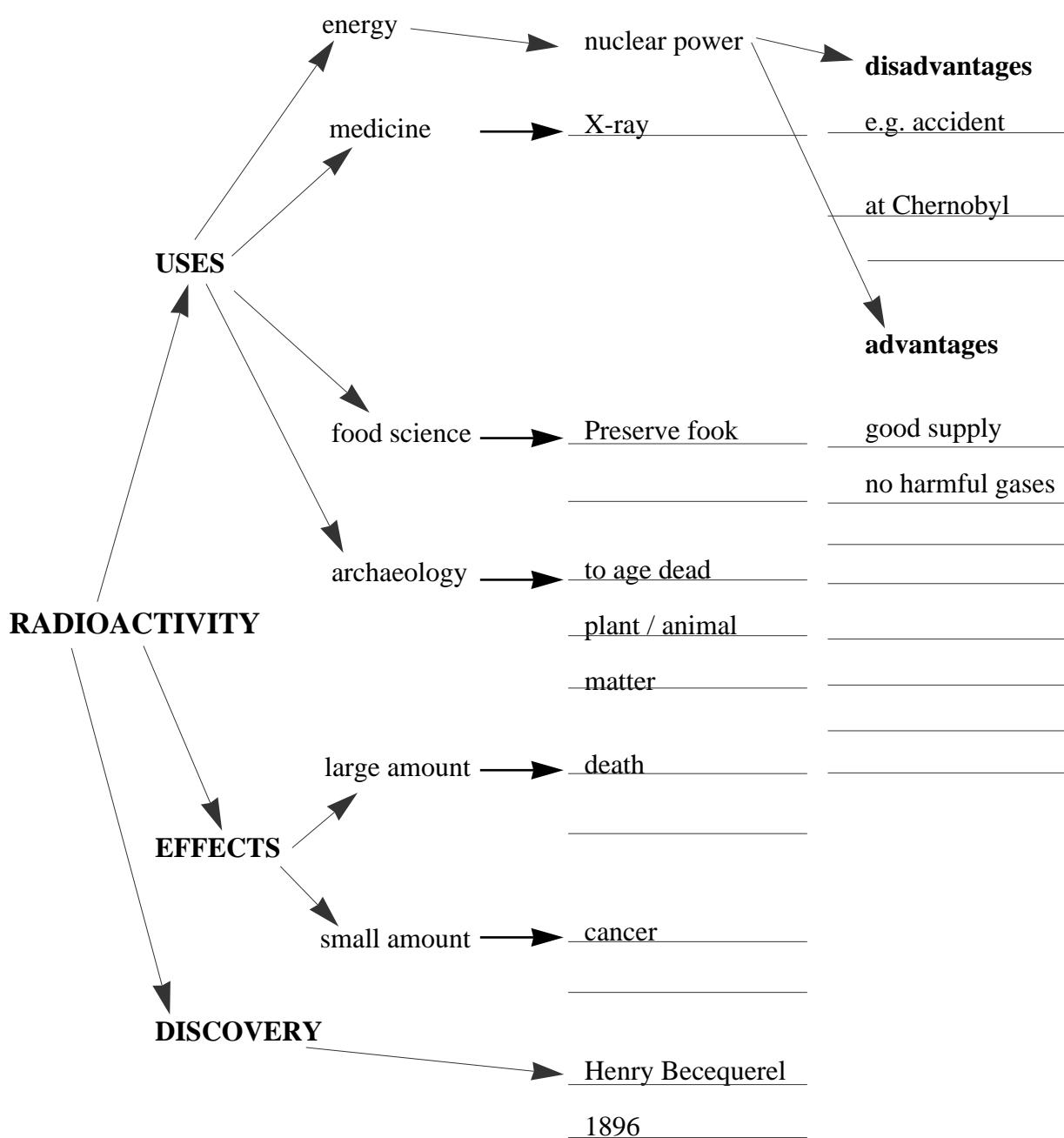
C

wind \_\_\_\_\_ direction \_\_\_\_\_





D



**5 Discuss the question** Have pupils discuss the question in pairs or small groups and then present their opinions to the class for further discussion.  
PB74

## Word List Level 6

*adj* = adjective

*adv* = adverb

*n* = noun

*v* = verb

### A

a couple of  
a long time  
ability  
able  
aboard  
acetic acid  
acid rain  
acidity  
act like  
acting  
activity  
actual  
actually  
adjective  
advantage  
adverb  
against  
agricultural  
AIDS  
algebra  
alkali  
alkaline  
alkalinity  
all kinds of  
allow  
analyse  
angle of incidence  
angle of reflection  
angular  
anti-rust coating  
anyone else  
anywhere  
apart  
applicant  
apply for  
archaeologist  
army  
around (sit ~)  
artefact  
arts  
as a result  
ash  
aspect  
assignment  
astronomer  
at the moment

### athletic

atom  
attack  
attempt  
awake  
awful  
axis  
  
**B**  
back (*n*)  
bacteria  
badly-built  
baking powder  
bankmanager  
base (as in chemistry)  
base (*v*)  
bat  
battery (car ~)  
beak  
bed (river~)  
beef  
behave  
beneath  
Bermuda  
Bermuda Triangle  
berry  
bicarbonate of soda  
body  
bookseller  
borrow  
bough  
boxer  
brain  
brass  
break in  
breakthrough  
brick  
bridge  
brilliant  
broad daylight  
building material  
burning  
burnt  
business  
by accident  
by himself  
by the way

### C

cabin  
calcium hydroxide  
call in (= visit)  
calligrapher  
calligraphy  
Calm down!  
cancer  
capable  
carburettor  
care  
care (medical ~)  
carry out (= do)  
carving  
case (of a disease)  
cast (~ a shadow)  
castle  
CD  
ceiling  
celebrate  
centimetres  
centre (health ~)  
chain reaction  
champion  
character  
chat  
cheap  
chemical formula  
chemist  
cholera  
chopped  
circuit  
citric acid  
claw  
climate  
close to somebody  
close/closer  
cloud  
club  
coal  
coast  
coat (of an animal)  
coffin  
college  
combination  
combine  
combustion



Comealong	decimal	epidemic
come out (exam results ~)	deck	episode
comedy	decoration	equal
comma	deeply	equivalent
comment	delicious	error
commonplace	deserve	essential
communication skills	detect	evaporate
compact disc	development	even (~ when)
compress	diagnose	everyday (~ life)
compression	dining room	evidence
computer literacy	direct speech	examination room
computer literate	direction	excellent
computer programmer	disappear	exhaust
concave	disappearance	expect
concentrate	disaster	experience
concentration	dissolve	experiment
conclusion	disturb	experimental
confidence	diverge	explode
confirm	divided	express (v)
connection	do the job	expression
conscientious	dollar	extract
container	dolphin	eye-witness
contrast (n)	Don't mention it	
contribution	donor	
control (v)	drag	F
converge	draw attention to	face of the future
convex	dreamer	facilities
cook (n)	dried	fair (~ hair)
cool (v)	drive (n)	fall asleep
corrode	driving licence	famine
countryside	drought	fan
coverings	drown	fantastic
critic	drug	Far East
critical	during	farmhouse
criticism	dusk	farmland
criticize	dust	fast
crowd	duties	fast-track
crush	duty	feared
crushed	dye	feel at home
culture		female
curry		fig
curse		fill in (~ a form)
curved		film director
cycle	E	final examination
	easily	final offer
<b>D</b>	Eastern Europe	fine (adj)
dance	eclipse	firefighter
data	edge	fishingboat
dawn	educate	fixed
daylight	effect	flaw
deal with	efficient	Florida
debt	emit	fluorescent ink
decibel	emphasize	foal
decide	employer	focus
	end (v)	focus
	engine	
	, enrich	

fog	harvest	instead of
follower	healing	intense
forcedown	heap ( <i>n</i> )	intensity
form ( <i>n</i> )	heart surgeon	internal
forming	heat wave	interview
fraction	hemisphere	invisible
frequency	hertz ( <i>Hz</i> )	ions
friendliness	hidden	Islam
frozen .	highlands	Islarnic
Full Moon	highway patrol	
fur	hit-and-run	
further	hobby	<b>J</b>
farther (~ two minutes)	hold (~ an exam)	jet (~ of water)
furthermore	hold back	judgement
future	homeless	Just a minute
<b>G</b>	honey	
generally	hopeless	<b>K</b>
generate	horizon	keep (~ looking)
geographer	horrific	kick
germ	hospitality	kidney
get on with	humid	kindness
ghost	hundreds of thousands	kinetic theory
giant	hunger	knock ( <i>n</i> )
Gibbous	hurricane	knock from (his hand
ginger	husband	knowledge
give out (= <i>emit</i> )	hydrogen	
glance	hypothesis	<b>L</b>
God		landslide
good condition	<b>I</b>	last (~ saw her)
good fun	I haven't a clue	Latin
good turn	I've no idea	layer
gram	ice-cream	leader
grape	icy	leak ( <i>n</i> )
graph	idea	leave out
grate ( <i>v</i> )	ignite	leisure
grateful	ignition	length
graze	image	lens
grill ( <i>v</i> )	immediate	level
grind	immunity	life
groan	immunization	light (~ beam)
ground ( <i>adj</i> )	immunize	lime
ground ( <i>n</i> )	importance	liquid
group	in addition	litmus
group (drama ~)	in line with	lively
guess	in living memory	loaf
guideline	in relation to	logic
	in the meantime	long-term
<b>H</b>	in-between	look down your nose
half-eaten	induction	look forward to
handbag	industrial	lorry
hangover	infect	loudness
happening	infinitive	lunareclipse
hardly	influence	lungs
	, inlet	

**M**

make out (= *see*)  
makeup one's mind  
malar~a  
male  
manage to  
mango  
Many hands make light work  
mare  
market town  
marry  
mashed potatoes  
master  
materials  
mathematician  
matter  
mean~ng  
measure  
medical  
medical supplies  
medicine  
med~um  
meeting  
melt  
mind (*n*)  
Ministry of Education  
Ministry of the Environment  
minor  
m~racle  
miss (= form of address)  
miss out (= miss an opportunity)  
mist  
misty  
mobile (= mobile phone)  
modalverb  
moderate  
molecular chemistry  
moment (a great ~)  
monitor (*v*)  
monster  
moral lesson  
Moslem  
motion  
murder  
mysterious  
mystery

**N**

name card  
narrow/narrower  
navy  
negative  
net

neutralize  
nevertheless  
New Moon  
newly  
newsflash  
noisily  
normally  
North Pole  
Northern  
not really  
noun  
nuclear  
nuclear fission  
nucleus  
numerical

**O**

observation  
observe  
occur  
off course  
officer  
old days  
on the phone  
one of the family  
operation (medical ~)  
opposing  
orbit (*v*)  
order  
organize  
original  
oud  
outer space  
over (= fir~ished)

**P**

pack together  
palm tree  
panic  
papaya  
paramedic  
partial eclipse  
particle  
pass  
pass (time passing)  
Passive  
Past continuous  
past participle  
Pastsimple  
pastry  
patience  
patient  
patient (*n*)  
pavement

pay through the nose

peaches  
peak  
pear  
peas  
peel  
peeled  
perfectly  
perform  
perhaps  
pH scale  
Pharaoh  
pharmacist  
phase  
philosophy  
photographic plate

phrase  
physicist  
pick-up (= open-back van, piled high)  
piston  
pitch  
planning officer  
play (~ music)  
plot  
plough (7l, V)  
poetry  
pointed  
poison  
poke your nose into something  
politeness  
pollute  
poor  
position  
positive  
possibility  
post (= job)  
pour into (~ a room)  
power station  
powerful  
predecessor  
preposition  
present (= gift)

Present perfect  
Present perfect continuous  
Present perfect simple  
pressure  
priority  
prism  
probably  
procedure  
processed  
program

progress	repeat (v)	silence
property	report (n)	silently
prove	reported speech	silver
provide	represent by	similar
Puerto Rico	research	simmer
pulse	revenge	simplified
put on (clothes)	reviews	sir
puzzle	rich (~ milk)	skin
	risk (n)	slag heap
<b>Q</b>	roast meat	slight
qualifications	robber	Slow down
qualified	rocky	slow-track
quality	rotate	smallpox
quantum theory	round	smell (v)
questionnaire	rounded	society
	run (~ a business)	soft/softer
	run down	software
		solar eclipse
<b>R</b>		solid
rabid		solution
radiation		solution (= 'iq~tid')
radioactive		song
radius		sorghum
rainfall		sour
rainy		source
raise		souvenir
range from		space
rapid		spaceship
ray		spare (= spare wheel)
re-pack		spare wheel
react with		spark
realize		sparkplug
recently		spend (~ a holiday)
reception desk		spice
receptionist		spin
recipe		split
recklessly		spokesman
recognize		sport
record (= write down)		spread
recover (= get better)		square-looking
reduce		squeeze
reference book		squirrel
reflect		stab
reflection		stage (= step)
refract		stained
refraction		stand back
refrigerated		standard
register (v)		stare
registration form		start operation (= start working)
regularly		starter motor
related to		starve
relative		state (= condition)
relatively		significant state (= say)
release		
religious		
remove		



steam ( <i>n</i> )	transmission .	vision
steep/steeper	transparent	voice
step-by-step	transplant	volcanic eruption
sting	treasure	volcano
streams of rain	treat	volume
strength	triangular	
stroke	trip	
stroll	tropical	
structure (= grammar point)	truck	
struggle	turn ( <i>n</i> )	
student	turn into	
style	turn off (= leave a road)	
subject	Tutankhamun	
substance	TV station	
subtropical	twin	
succeed	twisted	
successful	two-track	
suck in	typhoid	
suffer (~ a disease)	typical	
sulphuric acid		
sunlit -		
surrounding (~ countryside)		
survivor	<b>U</b>	
sweet ( <i>adj</i> )	Ukraine	
sword	unconscious	
system	underlined	
	underwater	
<b>T</b>	unexpected	
tags	unit (X-ray ~)	
take turns	unlike	
tanker	unpack	
teapot	unsuccessfully	
tear off	unwell	
technique	upset	
telescope	upwards	
tense (of a verb)	uranium	
Thank you for having me	Uranium-235	
theatre	used to	
theory		
There's no point	<b>V</b>	
therefore	vacancy	
thin	vaccination	
thoroughly	vaccine	
title	vacuum	
tomb	valley	
tonight	vapour	
tool	variation	
total eclipse	variety	
tourist guide	vary	
town planning	vegetation	
trade	vehicle	
tragedy	verb	
training	vibrate	
translate	victim	
	vinegar	
	visible	

## Glossary of key words used in the Teaching Procedures

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**Check understanding** This is to find out what the pupils know at a particular point in the lesson.

For example:

- after the presentation of new language.
- after introducing a task.
- at the end of the lesson.

Checking understanding should not be seen as testing the pupils, as this can be discouraging during the teaching process. It is just a way of finding out how much the pupils have understood and what needs further clarification.

**Demonstrate**

Demonstration is mainly used in connection with the introduction of Workbook activities. It involves *showing* the pupils what to do. This can be done using a similar activity or using some of the material from the book.

Two important points to remember are:

- Workbook material should not be wasted by using more than a small part in a demonstration.
- If the activity involves writing, the pupils should not write during the demonstration.

**Discuss**

This indicates that the pupils should be asked for their own ideas about such things as the topic of the lesson, pictures in the pupils' material or even aspects of the language. It is a useful opportunity to present new vocabulary in a context familiar to the pupils. If they are not capable of a 'real' exchange of ideas, prompt the pupils, for example, by asking questions. In a 'discussion', the pupils can respond with one-word answers or short phrases. Sometimes it is appropriate for the discussion to take place in Arabic. However the discussion is carried out, the pupils should be encouraged to say what *they* think.

**Elicit**

This involves getting information from *the pupils*. There are many reasons why the teacher might want to do this, for example:

- to check understanding.
- to get information about a picture.
- to get the pupils reading phrases and sentences aloud.
- to find out what they think/know.

Eliciting from the pupils helps make sure they are following and keeps them involved in the lesson. It is always done orally; the pupils speak in response to a question or other prompt from the teacher.

**Explain**

This is a point in the lesson when the teacher is required to clarify what to do or give precise information on aspects of the language. It is important that any explanation is clear, simple and short. For example, it is enough to say 'A verb is a doing word' as long as the pupils are then asked to give some examples. Misunderstandings can then be followed by another short explanation. English should generally be used for explanations, but there are times when Arabic is more appropriate, for example with grammar explanations or during the introduction of cultural background information.



## Introduce

This is often used when talking about Workbook activities. It is also used in relation to the topic, language point, or reading / listening texts. One reason for introducing aspects of the lesson is to raise interest among the pupils in what they are about to do, and thus help motivation. When introducing a Workbook activity it also helps give the pupils an idea of the purpose behind the activity; this will help the pupils do it with understanding rather than in a mechanical way. It is important to involve the pupils during the introduction stage using discussion, eliciting and reminding as well as some explanation.

## Present

This is carried out with new vocabulary or a new language point and involves making the meaning clear for the class. Ideas are sometimes given in the teaching procedures; at other times it is up to the teacher to think of the most suitable presentation. Arabic translation would not normally be used to present the meaning, but Arabic can sometimes be elicited from the pupils to check understanding.

## Prompt

This involves giving the pupils some help in the form of words, pictures, gesture, etc., in order to get them speaking - or sometimes writing. It involves guiding the pupils to find answers for themselves using whatever knowledge they have. By encouraging involvement from the pupils, learning becomes memorable as well as interesting. The use of prompts contributes to the smooth running of the lesson.

## Remind

This is carried out when the pupils need to make use of something they have done before. It might be a familiar topic where a picture would be enough to remind them. It could also be a familiar rule, such as punctuation, which pupils tend to forget; reminding in this case could be just highlighting the full stop and capital letter in a sentence on the board. On the other hand it might be something the pupils have only done once before, such as a particular Workbook activity. Here they could be reminded by being shown what they had done with reference to the previous activity in the book. Reminding should always be a quick process. Of course, if the pupils can't remember, it might be necessary to introduce the activity again, present the language a second time or further discuss the topic.

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