



State of Palestine  
Ministry of Education

**NEW**  
EDITION

# English for Palestine

TEACHER'S BOOK **10**

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# Introduction

## COURSE COMPONENTS

**English for Palestine Grade 10** consists of the following components:

- 2 Pupil's Books (10A and 10B), each containing both language presentation and practice material
- 1 Teacher's Book
- 4 Audio CDs

### Objectives

The objectives of Grade 10 are:

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

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

### The Pupil's Book

There are two Pupil's Books for Grade 10, covering 12 units in the course of a year. Pupil's Book 10A contains Units 1–6; once the class has completed this, it moves on to Pupil's Book 10B, which contains Units 7–12.

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

Each unit is based on a theme, allowing the new language to be taught in context, e.g. free-time activities, accidents and emergencies, the weather, famous people, Palestine, etc. The themes have been taken from the Palestine curriculum to meet the needs and interests of children of this age.

The four skills of reading, writing, speaking and listening are integrated throughout the course, but there is an emphasis on a particular skills area in each period.

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

The Grade 10 Pupil's Book also uses a graded reader, *Around the World in Eighty Days*, by Jules Verne. There is one episode of this classic story in each unit, and there are notes in the Teacher's Book for using each episode over two lessons, Period 11 and Period 12. In this way, the graded reader helps the

pupils to deal with extended reading over longer periods, as well as providing a lively and enjoyable English resource.

There are tests at the end of Pupil's Book 10A and Pupil's Book 10B. These tests have sections for Vocabulary, Language (grammar), for each of the four skills, and for the graded reader. There are also two tests, for 10A and 10B, in the Teacher's Book. They follow exactly the same format as the tests in the Pupil's Books. Together, these tests will help to identify language items or skills that are still causing difficulties, so that the teacher can help the pupils with problem areas before the formal exams.

### The format of the units

#### Period 1

This is an attractive two-page spread with a relatively large number of pictures. These help to make the meaning of the vocabulary and grammar clear.

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

The pupils then read and listen to a passage. There is less emphasis on a continuing story in these passages than in previous levels, but there are some recurring characters: The Maqdisi family and magazine journalist Jenan Rashidi in Palestine, and Dr Scott and his daughter Jenny from England. Often, however, the episode focuses on a theme of interest and relevance to the pupils, without the use of these recurring characters.

The passage always includes all the words in the new vocabulary set, as well as examples of the first new grammar of the unit.

#### Period 2

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

Then they read the story episode again, this time for reading comprehension. They answer a set of questions, then in pairs they discuss an issue related to the content of the story.

#### Period 3

This period introduces the first grammar point. In most units, this is grammar that has already been seen which lays the foundation for new, related grammar points. In other units, these are contrasted with other grammar. For example, the pupils contrast the meanings of a range of modals (*should, must, have to, could*, etc.) and they focus on the numerous ways of using adjectives and adverbs.

In all cases, the pupils read example sentences that highlight the grammar point. Then they look at the structure and meaning of the grammar point.

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

#### **Period 4**

This is a second two-page spread in the unit. As with period 1, it uses pictures to help make the meaning of the vocabulary and grammar clear.

This period starts with the second new set of vocabulary. After this, the main part of the period focuses on developing reading skills. The pupils read a passage containing the new vocabulary, then they do a variety of reading skills work such as making notes, pronoun reference, information transfer and others.

This reading passage also contains examples of the second grammar point, which the pupils will see in detail in Period 6.

#### **Period 5**

This period continues the focus on reading skills. First the pupils practise the new vocabulary with a variety of gap-fill type activities. Then they read the text from the previous period again and do further skills work. The class ends with a discussion in pairs; the topic is based on the passage in Period 4.

#### **Period 6**

This period focuses on vocabulary building. The pupils do a series of word-building and grouping activities, such as word networks, using suffixes, prefixes and other word patterns, using word categories, opposites, etc.

The period includes practice activities using the words that the pupils have been working with.

#### **Period 7**

This period introduces the second grammar point of the unit. As in Period 3, this may be new grammar or an extension of previously-seen grammar. It is introduced in the same way, through example sentences and a discovery grammar approach.

The discovery grammar section leads on to a variety of writing and speaking activities which practise the second grammar point.

#### **Period 8**

This period focuses on consolidating and practising the first and second grammar points. The pupils do a variety of practice activities, including gap-fills, writing sentences from cues, personalization and speaking activities in pairs.

#### **Period 9**

This period usually focuses on developing listening skills, such as following instructions, listening for specific information and taking notes. There is also an activity which concentrates on pronunciation, intonation and stress.

The listening activity usually leads on to the pupils reading a dialogue aloud, in pairs or in groups, or developing other speaking activities such as role plays.

#### **Period 10**

In this period, the pupils are guided through a sequence of activities leading to the Unit task. This involves work with the grammar and vocabulary from the unit, and it requires the pupils to use personalization and/or imagination with the language.

The Unit task is usually a writing activity, but in some units it is a speaking activity.

#### **Period 11**

In this period the pupils read an episode of the graded reader. The pupils are guided through a sequence of skills activities involving scanning and intensive reading. The lesson ends with a session of reading aloud as a whole class activity, and then in pairs.

#### **Period 12**

This is the second period that uses the episode of the graded reader.

First, the pupils do a series of reading comprehension activities. The lesson ends with a dialogue derived from a situation in the episode they have been reading, using the characters from the episode. In each unit there is an example dialogue in the Teacher's Book, or the teacher can help the pupils to write the dialogue themselves.

#### **The Teacher's Book**

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

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

#### **The Audio CDs**

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

## METHODOLOGY

*English for Palestine Grade 10* takes a step-by-step approach.

### 1 Classroom language

As the pupils' understanding of English increases, the level of your classroom language can go up too. Remember that pupils can understand higher level English than they can produce. They can acquire many useful expressions through listening to their teachers.

However, always bear in mind that the emphasis in the class must be on the pupils producing the language, not on the pupils listening to the teacher speak English. Be aware of how much TTT (teacher talking time) there is in your class, and always try to increase the amount of pupil production.

### 2 Pair and group work

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

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

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

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

### 3 Teaching new language

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

- use pictures, drawings or photographs;
- use the object itself;
- use a gesture;

- use the context to explain the meaning of the word;
- use translation into the learner's first language.

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

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

### 4 Grammar in Level 10: the Discovery Technique

Grammar plays a key role in the process of learning a language. In each of the units in Level 10, Period 3 and Period 7 present and practise new grammar points, or extend previously-seen grammar points.

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

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

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

### 5 Vocabulary

Throughout the course the pupils are encouraged to expand their vocabulary. In each regular unit, Period 1 and Period 4 contain new sets of vocabulary. In addition, Period 6 contains a variety of vocabulary building activities. The vocabulary of each unit is practised in written activities throughout the unit. The new vocabulary is also used in the reading skills passages, and pupils should be encouraged to use it in their speaking activities.

Wherever possible, when the pupils ask what a word in a passage means, they should be encouraged to try to work out the meaning from the context. This helps them to develop the essential skill of guessing meaning, as well as encouraging the pupils to become independent learners, and to rely less on the teacher.

## CLASSROOM MANAGEMENT

### 1 The importance of pace

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

Ideally, each activity should be done at a pace that makes it interesting and keeps the pupils 'on their toes', but which gives time to understand, ask questions, and practise the language.

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

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

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

### 2 Openers

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

Here are some suggestions of suitable openers:

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

### 3 Independent learners

In Level 10 pupils are expected to take an increasingly active role in their own learning. The pupils' notebooks are a key part of this. Ideally, they should have sections for

vocabulary, grammar and expressions. In these sections they should record new language items as they occur in the class. Encourage the pupils to:

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

The teacher should also encourage the pupils to use the wordlists and the grammar reference at the end of the Pupil's Book.

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

## SELF-MONITORING

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

### A Preparation checklist

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

### B Self-evaluation

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

English for Palestine Grade 10 Language overview

Pupil's Book A

Unit and contexts	Language	page
<p><b>1 Making contact</b></p> <ul style="list-style-type: none"> <li>– talking about plans and schedules</li> <li>– narrating events</li> <li>– noting details on the telephone</li> <li>– writing an email</li> </ul>	<p><b>Vocabulary:</b> <i>apartment, attach, cancel, definite, depart, district, junior, PS (postscript), research, reply, settle in, show (someone) round, take (someone) out / in contact, in the lead</i></p> <p><i>appointment, canteen, condition, director, Dr (doctor), experiment, feed, field, interview, office, predict, region, warehouse / farmland, product, succeed, success, weigh</i></p> <p><b>Structure:</b> present tenses for future meanings; future meanings of <i>going to</i> and <i>will</i></p> <p><b>Pronunciation:</b> stress in sentences</p> <p><b>Writing:</b> write a paragraph</p>	<p><b>4</b></p>
<p><b>2 From here to there</b></p> <ul style="list-style-type: none"> <li>– talking about journeys</li> <li>– narrating a story</li> <li>– creating a puzzle</li> </ul>	<p><b>Vocabulary:</b> <i>about to, at last, clue, get to, or, prize, riddle, scout, set off, so far, track, treasure hunt</i></p> <p><i>exact, exactly, GPS (Global Positioning System), kph (kilometres per hour), life raft, measure, orbit, point, position, row, satnav (satellite navigation system), storm, wave / nearly, satellite phone</i></p> <p><b>Structure:</b> present perfect and present perfect continuous; past simple or present perfect</p> <p><b>Pronunciation:</b> stress for emphasis and contrast</p> <p><b>Writing:</b> sequence markers and text cohesion</p>	<p><b>18</b></p>
<p><b>3 Free-time activities</b></p> <ul style="list-style-type: none"> <li>– talking about interests</li> <li>– expressing possibility, ability, necessity; suggesting, requesting, offering</li> <li>– describing daily life</li> </ul>	<p><b>Vocabulary:</b> <i>against, arrange, at least, exam, forest, island, leisure (time), might, pretty, quad bike, rugby, senior, view / cross, arrangement, energetic, interest, photography, practice</i></p> <p><i>afford, business, castle, decorate, frame, (for) free, (on my / his / her / their / our) own, recycle, similar, supply, think of, turn into / accept, colourful, missing</i></p> <p><b>Structure:</b> modal verbs for present and future, including <i>shall</i>; modal verbs in the past, including substitute <i>was able to</i></p> <p><b>Pronunciation:</b> intonation with or questions</p> <p><b>Writing:</b> short forms; possessive forms; write a paragraph about oneself</p>	<p><b>32</b></p>



Unit and contexts	Language	page
<p><b>4 Emergency!</b></p> <ul style="list-style-type: none"> <li>– describing work routines</li> <li>– asking about past events</li> <li>– narrating a story</li> </ul>	<p><b>Vocabulary:</b> <i>cost, deal with, emergency, exhausted, faulty, fire engine, fire station, flame, flexible, paramedic, partner, service, smoke / firefighter, protection</i></p> <p><i>alive, ambulance, cheer, desperate, desperately, examine, floor, ladder, lean, ledge, nowhere, rush, shoot out /</i></p> <p><i>smash, explosion, on fire, unhurt, lower, thanks to</i></p> <p><b>Structure:</b> uses of adjectives; uses of adverbs</p> <p><b>Pronunciation:</b> <i>p</i> and <i>b</i></p> <p><b>Writing:</b> assemble information into a narrative using <i>when</i> clauses</p>	46
<p><b>5 Dangerous weather</b></p> <ul style="list-style-type: none"> <li>– describing weather conditions</li> <li>– forecasting the weather</li> </ul>	<p><b>Vocabulary:</b> <i>as, avalanche, control, hill, melt, mm (millimetres), mudslide, spread, steep, temperature, tornado, violent / ice, rainfall, usual, wildfire</i></p> <p><i>accurate, accurately, approach, breathe, combine, escape, force, heat, hit, moreover, poor, proper, properly, result, storm surge /</i></p> <p><i>destruction, destructive, helpless, helplessly</i></p> <p><b>Structure:</b> comparison of adjectives and adverbs; <i>(not) as ... as; too ...; (not) ... enough; so + adjective + that</i> and <i>such + noun + that</i></p> <p><b>Pronunciation:</b> weak stress in sentences</p> <p><b>Writing:</b> describe the climate, adding information from a map</p>	60
<p><b>6 Working for a better world</b></p> <ul style="list-style-type: none"> <li>– telling a life story</li> <li>– greeting an old friend</li> </ul>	<p><b>Vocabulary:</b> <i>abroad, dream, give up, graduate, laboratory, law, radiation, treat, university, war / X-ray, discovery</i></p> <p><i>along with, (house) arrest, cultivate, delighted, editor, except for, exile, orchard, (travel) permit, publish, refugee, steal, tragic, tragically /</i></p> <p><i>cultural, go into exile, poetry, reading, settlement, write down</i></p> <p><b>Structure:</b> past simple and past continuous with <i>when, while</i>; past simple and past perfect with <i>after, before, by the time</i></p> <p><b>Pronunciation:</b> past tense endings</p> <p><b>Writing:</b> proper nouns, paragraph formation</p>	74

Unit and contexts	Language	page
<p><b>7 Palestine: Holy Land to the world</b></p> <ul style="list-style-type: none"> <li>– narrating past events</li> <li>– requesting and giving directions</li> <li>– planning a visit and writing a letter to explain the plan</li> </ul>	<p><b>Vocabulary:</b> <i>AD (Anno Domini), archaeological, ascend, BC (Before Christ), Christianity, destination, dome, golden, Heaven, inscription, Judaism, monotheistic, pilgrim, resort / architectural, importance, introduction, remains, wonder afterwards, alter, capture, defend, effect, let, magnificent, original, prevent, tight, vehicle, wealth / rebuild, largely, surprising</i></p> <p><b>Structure:</b> transitive and intransitive verbs; present and past simple passive; passive with or without <i>by</i> + agent; present and past perfect passive</p> <p><b>Pronunciation:</b> intonation in requests</p> <p><b>Writing:</b> parts of a personal letter</p>	<p><b>4</b></p>
<p><b>8 Good news from the doctors</b></p> <ul style="list-style-type: none"> <li>– reporting what others say and said</li> <li>– summarizing changes in modern medicine</li> <li>– giving and writing down phone messages</li> </ul>	<p><b>Vocabulary:</b> <i>anxious(ly), diary, event, fill, hole, put off, rapid(ly), reason, recover, relieved, shocked, suffer / deeply, operate, worrying basic, bend, bionic, brain, care, college, connect, high-tech, point out, ramp, wheelchair, whereas / development, discovery, invention</i></p> <p><b>Structure:</b> reported statements and requests; reported <i>Yes/No</i> and <i>Wh</i> questions; reported statements with tense changes</p> <p><b>Pronunciation:</b> word stress</p> <p><b>Writing:</b> reporting verbs</p>	<p><b>18</b></p>
<p><b>9 Which way at 16?</b></p> <ul style="list-style-type: none"> <li>– expressing what might have happened differently</li> <li>– describing alternative courses of action now</li> <li>– completing a personal statement</li> </ul>	<p><b>Vocabulary:</b> <i>academic, apply, career, carpenter, determined, literary, practical, qualification, stream, such as, technical, vocational, whatever / ability, competitive, organization, organize, scientific, specialize (in) beyond, education, exist, general(ly) (speaking), generation, goods, limited, manager, opportunity, responsible(ly), stressful / decision, possibility, programmer, technician</i></p> <p><b>Structure:</b> Type 0, Type 1 and Type 2 conditionals; Type 3 conditionals</p> <p><b>Pronunciation:</b> the sounds of <i>o</i></p> <p><b>Writing:</b> two-word nouns</p>	<p><b>32</b></p>

Unit and contexts	Language	page
<p><b>10 Healthy eating – healthy body</b></p> <ul style="list-style-type: none"> <li>– talking about healthier life choices</li> <li>– expressing preferences</li> <li>– introducing a Palestinian dish to a visitor</li> </ul>	<p><b>Vocabulary:</b> <i>balanced diet, calorie, contain, fuel, likely, make up for, nutrient, on the other hand, overweight, pie, portion, teenager (teen) / daily, surprising(ly) &amp; (and), average, bean, bone, calcium, carbohydrate, consist of, fibre, pasta, pineapple, protein, spinach, vitamin, yogurt / base, filling, gram, strength, strengthen, topping</i></p> <p><b>Structure:</b> countable and uncountable nouns in indefinite, definite and generic forms; purpose with (<i>in order / so as</i>) <i>to, so that</i></p> <p><b>Pronunciation:</b> strong and weak sounds together</p> <p><b>Writing:</b> create topic sentences and assemble related information into four paragraphs</p>	46
<p><b>11 Strange events</b></p> <ul style="list-style-type: none"> <li>– describing possible actions in imaginary situations</li> <li>– noting and checking details on the phone</li> </ul>	<p><b>Vocabulary:</b> <i>among, appear, by far, describe, edge, fake, frightening, hump, increase, monster, mysterious, object, still, Loch Ness, the Loch Ness Monster / depth, film, fisherman, warn carry out, echo, fan, gather, genuine, meanwhile, record, shark, steady/ ily, surface, thorough(ly) / creature, mystery, underwater</i></p> <p><b>Structure:</b> defining relative clauses, used with subject and object relative pronouns; non-defining relative clauses</p> <p><b>Pronunciation:</b> intonation in requests and questions</p> <p><b>Writing:</b> abbreviations, notes and expanding notes</p>	60
<p><b>12 Talking about tomorrow's world</b></p> <ul style="list-style-type: none"> <li>– predicting the future</li> <li>– stating plans, making reports about the future</li> <li>– presenting an important problem</li> </ul>	<p><b>Vocabulary:</b> <i>actual(ly), all over, avoid, cruel, fail, improve, oppress, particular(ly), starve, survive, true / disastrous, decrease, force, peaceful(ly), prevention achieve, atmosphere, available, coal, despite, form, fossil fuel, gas, manage, pressure, resource / effective, growth, pollute, use</i></p> <p><b>Structure:</b> passive with mixed tenses; future passive with <i>will</i> and <i>going to</i>; passive with modal verbs</p> <p><b>Pronunciation:</b> the sounds of <i>a</i></p> <p><b>Writing:</b> parts of a formal letter</p>	74

# Making contact

**Aims:** to be able to use the present simple and the present continuous with future meanings; to be able to use *going to* and *will* with future meanings

**Key language:** *apartment, attach, cancel, definite, depart, district, junior, PS (postscript), research (n), reply, settle in, show (someone) round, take (someone) out / in contact, in the lead*

*appointment, canteen, condition, director, Dr (doctor), experiment (v), feed, field, interview (v), office, predict, region, warehouse / farmland, product, succeed, success, weigh*

**Language structures:** present simple and present continuous for future meanings; the future with *going to* and *will*

**Materials:** Pupil's Book, CD

## Period 1

### Introduction 5 mins

- 1 Point to the texts on pages 4 and 5. Elicit from the pupils that these are emails.
- 2 Help the pupils connect the emails to the title of the unit (email is a way of making and staying in contact).
- 3 Ask pupils about modern ways of making contact with people (telephones, mobiles, text messages, emails, Skype, WhatsApp, etc.).
- 4 Ask pupils to tell the class which of these they use / have used.

### ACTIVITY 1 Listen and repeat. 5 mins

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

### Word formation

- 4 Read the two sets of words *contact* and *in contact, lead* and *in the lead*.
- 5 Show the pupils how we add *in* to make useful phrases.

### CD 1 Audio 1

*apartment attach cancel definite depart district junior PS (postscript) research reply settle in show someone round take someone out / contact in contact lead in the lead*

### ACTIVITY 2 Look at pictures c and d on the next page.

#### Do the tasks. 5 mins

- 1 Point to picture c. Ask *What is happening?* Help the pupils to express their answers. (For example, *It's a football match. The boy is about to kick the ball. Perhaps he's going to score a goal.*)
- 2 Repeat with picture d. Help the pupils to express their answers. (For example, *It's probably a race. The boat in the front is winning. There's a girl in the boat.*)
- 3 Ask *Who wrote the emails?* (*Jenny Scott and Basim Maqdisi*) Help the pupils to work out which picture is of Jenny (d) and which picture is of Basim (c).
- 4 Explain that Jenny lives in England and Basim lives in Palestine. In this period, the pupils will find out what Jenny's connection with Palestine is.
- 5 Point out the use of the 24-hour clock in Jenny's final email. Make sure the pupils understand
  - how this way of telling the time relates to the everyday way
  - that we often use the 24-hour clock to talk about flight departures and arrivals.

### ACTIVITY 3 Listen and answer the questions. 10 mins

- 1 Explain to the pupils that they are going to listen to the emails.
- 2 Read the questions to the pupils. Play recording 2. The pupils listen.
- 3 Play recording again. The pupils answer the questions.
- 4 Play recording again. The pupils check their answers.

### CD 1 Audio 2

1 *Jenny: Hello Basim,  
You don't know me, but my dad gave me your email address. You see, he's in contact with your father because he's joining your dad's farm research project next month. I'm writing now as I'd love to get to know you and also learn about Palestine. Then I hope to visit in the winter holidays. (They start on 23rd December and finish on 9th January.) Please write back!  
Best wishes,  
Jenny Scott  
PS I'm attaching a photo of a boat race I was in.*

- 2 *Basim: Hi Jenny,  
Thanks for your surprise email. Dad says he's really looking forward to working with your dad.  
And thanks for the picture of that boat race. Are you the one in the lead? I'm attaching a picture, too. Our local junior team are playing Nablus and I'm the one with the ball. We won 3-1!  
Best wishes,  
Basim Maqdisi*
- 3 *Jenny: Hi Basim,  
Thanks for replying. I like the dramatic picture! My brother is football crazy, too. He's next to me in the picture that I'm attaching.  
About my first picture: yes, that's me nearest the camera. We're on a school trip in the Lake District. We go up there from Manchester every year.  
Dad is leaving very soon. But when? He had a date, but it was cancelled. Have you got any news?  
Jenny*
- 4 *Basim: Dear Jenny,  
No, but it's soon. There's a special apartment for him near our house in Jericho. We'll help him settle in – take him out and show him round.  
It's late. Must stop.  
Bye for now,  
Basim*
- 5 *Jenny: Dear Basim,  
Now it's definite. Dad's flying next Saturday – 1st October. His flight departs at 08:30 our time and arrives at 15:15 Palestine local time. We're going to miss him a lot, but he promises he'll call every day. I'm pleased he's going to live near you. I'm sure that'll make life easier.  
Best,  
Jenny*

**Answers:** 1 *He's going to Palestine. He's going to work on a farm research project.* 2 *She wants to get to know Basim and she wants to visit Palestine.*

#### ACTIVITY 4 Read the emails and do the tasks. 10 mins

- 1 Choose pupils to read a section each of the emails.
- 2 The pupils match the pictures to the emails. Check the answers orally.
- 3 Ask the pupils to identify which words helped them to match the pictures to the emails.

**Answers:** a 5 (*flying next Saturday*), b 3 (*brother, next to me*), c 2 (*junior team, playing, ball, won, 3-1*), d 1 (*boat race*), e 4 (*take him out, show him round*)

#### ACTIVITY 5 Work in pairs. Read out the emails. 5 mins

- 1 In pairs, the pupils take turns to read an email each.
- 2 Choose one pair of pupils to read the complete sequence to the class.

### Period 2

#### ACTIVITY 1 Replace with new words from period 1.

##### Make any changes needed. 7 mins

- 1 Read number 1 to the pupils. Ask *What word means the same as certain? (definite)*
- 2 The pupils complete the rest of the activity with the new words from period 1.

**Answers:** 1 *definite* 2 *departs* 3 *district* 4 *cancelled*  
5 *in the lead* 6 *junior*

#### ACTIVITY 2 Add other new words from period 1.

##### Make any changes needed. 10 mins

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

**Answers:** 1 *attach, research* 2 *replying, PS* 3 *show them round, take them out* 4 *settling in, apartment, in contact*

#### Now work in pairs. Check your work and then practise.

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

#### ACTIVITY 3 Read again and make notes. 10 mins

- 1 The pupils read the emails again individually.
- 2 Help the pupils to make notes about Jenny's winter holiday dates.
- 3 The pupils complete the rest of the notes.

**Answers:** 1 *23rd December–9th January* 2 *sailing and football*  
3 *help him to settle in, take him out, show him round*  
4 *flying Saturday 1st October, departs 8:30, arrives Palestine 15:15 local time*

#### ACTIVITY 4 Now answer the questions. 5 mins

- 1 Read the questions to the pupils. Help the pupils to express their answers.

**Answers:** 1 *Her father gave her Basim's email address.*  
2 *The date for Palestine was cancelled.* 3 *They don't know when Jenny's father is going to Palestine.* 4 *They're going to miss him.*

**ACTIVITY 5 Work in pairs. Think and discuss. 8 mins**

- 1 Read the example conversation to the pupils. Then have the conversation with a pupil. Ask the pupil other questions, such as *Why would you like / hate it? What country would you like to work in? Why would you like to go there? Would you find it easy to make friends?* etc.
- 2 The pupils discuss working in another country in pairs.

**Period 3****ACTIVITY 1 Read the examples. 10 mins**

- 1 Read the example sentences to the pupils.
- 2 Ask pupils to work out what the different tenses are on the right and left.
- 3 The pupils read the sentences again and work out if they are talking about present or future events. Ask pupils for the reason for their answers and what words or phrases in the sentences helped them.

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

- 4 Read number 1 to the pupils. Elicit the answer (*b – but they are talking about the future*).
- 5 Repeat with the other sentences. Make sure the pupils understand that these sentences show different ways of talking about future arrangements.

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

**ACTIVITY 2 Explain Jenny's plans. Use the present continuous for plans. 15 mins**

- 1 Read the first line of Jenny's diary to the pupils. Then read the example sentence *She's going sailing with ...*
- 2 Help the pupils to make other sentences about her plans, using the present continuous. (*Next Monday, she's preparing for her IT Test on Tuesday* etc.)

**Example answers:** *She's doing volleyball training after school on Tuesday. She's returning her library books and getting some more on Wednesday. She's going shopping for Jack's birthday present on Thursday. She's helping her mum get ready for Jack's birthday party on Friday.*

**Now explain your plans for this weekend. Give the day and time of day.**

- 3 Help the pupils to make sentences about their own plans for the weekend, for example, *I'm having lunch at my aunt's house on Saturday afternoon.*

**ACTIVITY 3 Explain Captain Omar's schedule. Use the present simple for future schedules. 15 mins**

- 1 Read the first item in the schedule and the example sentence. Help the pupils to make a sentence about the second item (*At 11:15 he reaches Istanbul*). Remind the pupils that the 24-hour clock is commonly used to talk about flight schedules.
- 2 The pupils make other sentences about his schedule.

**Example answers:** *At 15:15, he leaves Istanbul. At 17:00, he arrives in Arafat International. He takes off from Arafat International at 07:50 on Monday. At 10:05, he lands in Tripoli. At 16:55, he departs from Tripoli. At 19:05, he returns to Arafat International.*

**Now name two TV programmes that you want to watch this week. Give the times that they are scheduled to start and finish. Use the 24-hour clock.**

- 3 Say examples of what you want to watch to the pupils, for example, *The news starts at 21:00 hours and finishes at 21:30 hours.*
- 4 Help the pupils make sentences about programmes they want to watch, using the present continuous.

**Period 4****ACTIVITY 1 Listen and repeat. 7 mins** 

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

**Word formation**

- 4 Read the sets of words; help the pupils to work out which are adjectives, nouns and verbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

**CD 1 Audio 3**

*appointment canteen condition director Dr (doctor)  
experiment feed field interview office predict  
region warehouse/  
farm+land farmland produce  
product successful succeed success weight weigh*

**ACTIVITY 2 Look at the picture in the passage and do the tasks. 5 mins**

- 1 Show the picture and read the tasks to the pupils.



2 Help the pupils to do the tasks.

**Answers:** 1 A woman is talking to a man in the entrance of a large organization. 2 The man may be Dr Maqdisi and the woman may be Jenan Rashidi. 3 Jenan is probably going to interview him about his work.

### ACTIVITY 3 Read and do the tasks. 5 mins

- 1 Read the tasks to the pupils.
- 2 The pupils read the text individually and do the tasks.
- 3 Discuss with the pupils the differences between what they predicted and what the texts are actually about.
- 4 Check the other answers orally.

**Answers:** 1 see above 2 a It develops new crops for harder conditions. b It asks if they are succeeding.

### ACTIVITY 4 Read and answer the questions. 10 mins

- 1 Read the questions to the pupils.
- 2 The pupils read the text individually again and answer the questions.
- 3 Check the answers orally.

**Answers:** 1 Because Dr Maqdisi starts to show her around immediately. 2 It's going up very fast. 3 The farmland is getting dryer. 4 It has to develop new crops that will produce more in harder conditions. 5 She can eat some of the new crops at lunch.

### ACTIVITY 5 Read again and complete Jenan Rashidi's notes. 13 mins

- 1 Show the pupils the notes. The pupils look in the text for the missing information.
- 2 The pupils complete the notes.
- 3 Check the answers orally.

**Answers:** 1 Place: Jericho Farm Research Centre / Near: Jericho / Appointment with: Dr Adnan Maqdisi / Job: Director / Places visited 1 the laboratory 2 the fields 3 the canteen; Crops grown: Fruit: bananas, figs, lemons, oranges; Vegetables: onions, tomatoes, beans, carrots / The exact research aim: Developing new crops to produce more in harder conditions.

### Now work in pairs. Ask and answer questions about your notes.

- 4 Read the example questions. Help a pupil to answer them.
- 5 Ask other questions, such as *What fruit / vegetables do they grow at the Research Centre? What are they trying to do there? Where does Dr Maqdisi take Jenan?* etc.
- 6 In pairs, the pupils ask and answer questions.
- 7 Choose a pair of pupils to demonstrate their questions and answers to the class.

## Period 5

### ACTIVITY 1 Replace with new words from period 4. Make any changes needed. 7 mins

- 1 Read number 1 to the pupils. Ask *What word means the same as 'large dining room'? (canteen)*
- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 canteen 2 feed 3 region 4 conditions  
5 experimenting 6 predicts 7 office

### ACTIVITY 2 Add other new words from period 4. Make any changes needed. 8 mins

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

**Answers:** 1 director, Doctor or Dr 2 products, warehouses  
3 farmland, fields 4 succeeded, success, weigh  
5 appointment, interviewing

### Now work in pairs. Check your work and then practise.

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

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

- 1 The pupils read the text again, individually.

### Say what the underlined phrases refer to.

- 2 Read number 1 to the pupils and ask *What does 'all this' refer to?* Help the pupils to work out the answer (*trying to develop new crops*).
- 3 The pupils work out what the other underlined words refer to.

**Answers:** 1 *trying to develop new crops* 2 *the new crops*

### Now say what the underlined expressions mean.

- 4 Read number 1 to the pupils and ask *What does 'the world went mad' mean?* Help the pupils to say what it means (*people started behaving in a dangerous way*).
- 5 The pupils work out what the other underlined expression means.

**Answers:** 1 *people started behaving in a dangerous way*  
2 *people who all need food*

**ACTIVITY 4 Look at the chart in the passage and do the tasks. 10 mins**

- 1 Show the chart to the pupils.
- 2 Read each of the tasks. Help the pupils to do the tasks.

**Answers:** 1 The chart shows how the population of the world has increased up to now and how it will increase in the future.

2 1800 – just under 1 billion, 1850 – just under 1.5 billion, 1900 – 1.5 billion, 1950 – 2.5 billion, 2000 – just over six billion

3 7.5 billion – about 2018, 8 billion – about 2022, 8.5 billion – about 2032, 9 billion – about 2042

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

- 1 Read the questions to the pupils. Help them to express their ideas and opinions.
- 2 In pairs, all the pupils discuss the future and how the world will change.
- 3 Choose pairs of pupils to tell the class what they discussed.

**Period 6****ACTIVITY 1 Match the phrasal verbs to the definitions.**

5 mins

- 1 Read the phrasal verbs in the box to the pupils.
- 2 Help the pupils match one of them to the first definition (*put away*).
- 3 The pupils match the rest of the phrasal verbs.
- 4 Check the answers orally.

**Answers:** with *put*: *put away, put down, put on, put up*;  
with *take*: *take off, take out, take over*

**ACTIVITY 2 Complete the conversation. Choose from the phrasal verbs in activity 1. 15 mins**

- 1 Read number 1 to the pupils. Ask *What's the missing phrasal verb? (take over)*
- 2 The pupils complete the conversation with phrasal verbs.
- 3 Check the answers orally.

**Answers:** 1 *take over* 2 *take them out* 3 *put on*  
4 *put them down* 5 *put them away* 6 *put up* 7 *take off*

**Now work in pairs. Practise the conversation.**

- 4 In pairs, the pupils practise the conversation.
- 5 Choose a pair of pupils to say the conversation to the class.

**ACTIVITY 3 Complete the table with these words. 5 mins**

- 1 Point to the first word (*feed*) and ask *Verb or noun? (verb)*.
- 2 The pupils write all the words in the correct categories.

- 3 Check the answers orally.

**Answers:** Verb: *feed, produce, succeed, weigh* Noun: *food, product, success, weight*

**ACTIVITY 4 Use pairs of words from the table to complete the following. Make any changes needed. 15 mins**

- 1 Read number 1 to the pupils. Ask *What are the missing words? (weigh, weight)*
- 2 The pupils complete the conversation with pairs of words from activity 3.

**Answers:** 1 *weigh, weight* 2 *food, feed* 3 *produce, products*  
4 *success, succeeded*

**Now work in pairs. Check your work and then practise.**

- 3 The pupils check their answers with each other.
- 4 In pairs, the pupils practise the conversations.
- 5 Choose a pair of pupils to say a conversation to the class.

**Period 7****ACTIVITY 1 Read the examples. 10 mins**

- 1 Read the example sentences to the pupils.
- 2 Ask students questions to elicit which tenses are used in the examples. For example, ask students if the sentences are talking about the past or the future (future). Then ask them which form of the verb shows them this. If students know the answer quickly, ask them to try and explain how they know what tense it is.

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

- 3 Read number 1 to the pupils. Elicit the answer (*c – both will and going to*).
- 4 Repeat with the other sentences. Make sure the pupils understand that these sentences show different ways of talking about the future.

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

**ACTIVITY 2 Complete Jenny's diary at summer camp. Use going to. 5 mins**

- 1 Read the first sentence to the pupils. Help them to complete it with the *going to* form of the verb (*climb*).
- 2 The pupils complete the diary entry.

**Answers:** 1 *are going to climb* 2 *is going to lead* 3 *am not going to say* 4 *isn't going to go* 5 *are going to spend*



### ACTIVITY 3 It is 8:30 am. Complete what Jenny feels is going to happen. 10 mins

- 1 Read the first sentence to the pupils. Help them to complete it with the *going to* form of the verb (*is going to rain*).
- 2 The pupils complete the other sentences.

**Answers:** 1 *is going to rain* 2 *are going to feel* 3 *are going to be*

### Now say what you feel is going to happen in your favourite TV programmes.

- 3 Read the example sentence. Help a pupil to complete it with suitable names.
- 4 Repeat with other pupils; help them to make other sentences about their favourite programmes, using *going to*.

### ACTIVITY 4 It is 8:30 pm. Complete the conversation in the mountains. Use *will*. 15 mins

- 1 Read what Rob says to the pupils. Help them to complete the second sentence with the *will* form of the verb (*collapse*).
- 2 The pupils complete the other sentences.
- 3 If there is time, the pupils can practise the dialogue in pairs.

**Answers:** 1 *will collapse* 2 *will begin* 3 *will carry* 4 *will help*  
5 *will start* 6 *will call* 7 *won't work* 8 *will get*

### Now say what you predict will happen at home later today.

- 4 Read the example sentence to the pupils.
- 5 Help other pupils to make sentences with *will*. The pupils should change the information so that it is true about them and their families.

## Period 8

### ACTIVITY 1 Complete the email. Use these verbs. Choose the present simple or continuous. 10 mins

- 1 Read the first two sentences of the email to the pupils. Ask *What's the missing verb? (am taking)*
- 2 The pupils complete the rest of the email.
- 3 Choose pupils to read out the complete email.

**Answers:** 1 *am taking* 2 *leaves* 3 *arrives* 4 *am meeting*  
5 *am not doing* 6 *takes off*

### ACTIVITY 2 Explain Mollie's plans. Choose the present simple or continuous. 10 mins

- 1 Read the notes of Mollie's plans to the pupils.
- 2 Read the example sentences.

- 3 Help the pupils talk about her plans like this: *I'm returning from Sfax to Tunis by bus on Friday 14th May.*
- 4 Choose pupils to say her plans to the group.

**Answers:** *I'm staying at the Atas Hotel. I'm going shopping early at the souk on Saturday 15th May. I'm travelling to the airport about 11:00. I'm catching flight BR258 to London. It leaves at 12:45 and arrives at 04:30. I'm taking the train home from London. It departs at 06:20 and reaches Manchester at 10:05. I'm taking a taxi home.*

### ACTIVITY 3 Complete the conversation. Use the verbs in brackets. Choose *going to* or *will* future forms. 10 mins

- 1 Read the first sentence of the conversation. Ask *What's the missing verb? (What are you going to do ...?)*
- 2 The pupils complete the conversation.
- 3 Choose a pair of pupils to read the complete conversation to the class.

**Answers:** 1 *are you going to do* 2 *'m going to see* 3 *will enjoy*  
4 *will be* 5 *will take* 6 *'m going to go* 7 *will stop* 8 *won't be*  
9 *will be* 10 *is going to be*

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

- 1 Read the example questions to the pupils.
- 2 Ask the questions to individual pupils. Add other questions such as *Do you like ...? Do you do that every Saturday? Are you looking forward to ...ing?* etc.
- 3 The pupils discuss their plans in pairs.
- 4 Choose a pair of pupils to demonstrate their questions and answers to the class.

## Period 9

### ACTIVITY 1 Listen to part 1 and answer the questions.

10 mins 

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

### CD 1 Audio 4

#### Part 1

Jenny: Hello. 7-2-9-0-6-double-8.

Dad: Jenny? It's Dad here.

Jenny: Oh, hello, Dad. Are you still at the airport?

Dad: Yes, I am, and I'm so pleased you're at home. You see, there's a problem, and I need your help.

Jenny: What's wrong?

Dad: The flight is cancelled. Engine trouble, they say.

Jenny: That's terrible! What does that mean?

- Dad:** Two things. First, I have to change my flight. And secondly, I'm going to arrive four hours late because of that.
- Jenny:** Oh, no!
- Dad:** I've tried to call Dr Adnan, but there was no answer.
- Jenny:** How can I help? What do you want me to do?
- Dad:** I'd like you to contact the Maqdisi family and tell them. Could you possibly do that for me, please?
- Jenny:** Yes, of course, Dad. I'll email Basim about it.

**Answers:** 1 They are Jenny and her father. Jenny is at home, her father is at the airport. 2 Her father's flight has been cancelled. 3 He's going to go on a different, later flight. 4 He wants her to phone the Maqdisi family and tell them.

### ACTIVITY 2 Listen to part 2 and complete the notes.

10 mins 

- 1 Show the notes to the pupils.
- 2 Play recording 5. The pupils listen.
- 3 Play recording again. The pupils complete the notes.
- 4 Check the answers orally.

#### CD 1 Audio 5

##### Part 2

- Jenny:** Poor you! That's really bad. So just let me get a pen and some paper, and I'll take the details. ... What's the new flight number?
- Dad:** Right. Well, it isn't British Airways now. It's Al-Falastinah, the Palestinian airline. And the new flight number is PF253.
- Jenny:** Sorry. Could you say that again, please?
- Dad:** It's PF253.
- Jenny:** Right. And what time does it leave?
- Dad:** It departs at fourteen fifty-five.
- Jenny:** Right, I've got that. Fourteen fifty-five this afternoon. And what time does it arrive?
- Dad:** It gets into Arafat International at twenty-one forty-five tonight.
- Jenny:** Not till twenty-one forty-five? That's quite late.
- Dad:** Yes, it means I won't reach Jericho until tomorrow.
- Jenny:** I'll email Basim right now.
- Dad:** Thanks, Jenny. Sorry to give you all this trouble.
- Jenny:** Don't worry. It's no problem.
- Dad:** Well, I must go. Bye.
- Jenny:** Goodbye, Dad, and good luck! ]

**Answers:** 1 PF253 2 14:55 3 21:45

### ACTIVITY 3 Listen to part 2 again. Tick (✓) the expressions that you hear. 5 mins

- 1 Read the alternatives to the pupils.

- 2 Play recording 5. The pupils listen.
- 3 Play recording again. The pupils tick the expressions they hear.
- 4 Check the answers orally.

**Answers:** 1 B 2 B 3 A 4 A

### ACTIVITY 4 Practise your pronunciation: stress in sentences. 10 mins

- 1 Read each sentence twice, putting the stress on different words. Make sure the pupils can hear the difference.
- 2 Play recording 6. The pupils underline the words that are stressed.
- 3 Play recording again. The pupils check their answers.
- 4 Check the answers orally.
- 5 Play the sentences again. The pupils repeat the sentences chorally and individually.

#### CD 1 Audio 6

- 1 Oh, **no**!
- 2 That's **terrible**!
- 3 How can I **help**?
- 4 What does that **mean**?
- 5 What do you want me to **do**?
- 6 I'd like you to **contact** the Maqdisi family and **tell** them.

**Answers:** see Audio for answers

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

- 1 Read the conversation to the pupils. Help them choose words to stress.
- 2 In pairs, the pupils read the conversation.
- 3 As they read, circulate round the class and help them to use appropriate stress.
- 4 Choose pairs of pupils to act out the conversation in front of the class.

## Period 10

### Optional Dictation 7 mins

- 1 Explain to the pupils that they should write the two short paragraphs they hear.
- 2 Play recording 7. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

**CD 1 Audio 7****Dictation**

- 1 Now it's definite. Dad's flying next Saturday – 1st October. His flight departs at 08:30 our time and arrives at 15:15 Palestine local time.
- 2 Today, I have an appointment with Dr Adnan Maqdisi, Director of the Jericho Farm Research Centre. I'm going to interview him about their work.

**Answers:** see the Audio

**ACTIVITY 1 Write an email. 18 mins**

- 1 Tell the pupils to look at their notes from activity 2 in the previous period again.
- 2 The pupils copy the first paragraph of the email in their notebooks and complete it.
- 3 Check the answers orally.

**Answers:** phone call, Dad, problem, Palestine, cancelled, later flight.

- 4 The pupils read the sentences of the second paragraph and number them in the correct order.
- 5 Check the answers orally.

**Answers:** 3, 2, 1

- 6 The pupils copy the paragraph and complete it.
- 7 Check the answers orally.

**Answers:** PF253, 14:45, 21:45, Jericho, tomorrow

- 8 Read instruction number 3 to the pupils. Ask them to suggest what to say, for example, *Could you tell your father about the changes of plans?* / *Best wishes.*
- 9 The pupils complete the email.

**ACTIVITY 2 Work in pairs. Explain a change in travel plans.**

**15 mins**

- 1 Read the Unit task card to the pupils. Explain that they are going to be visitors phoning friends about their change of flight.
- 2 In pairs, the pupils choose an airport information board each.
- 3 One pupil takes the role of friend, the other takes the role of visitor.
- 4 Show the pupils the conversation framework. Choose a pupil and practise the conversation. Help the pupil to make appropriate answers.
- 5 In pairs, the pupils take turns to be visitor and friend. They have telephone conversations with each other, explaining the problem and the new plans.
- 6 While they are talking, circulate round the class and help the pupils to express their ideas.

- 7 Choose a pair of pupils to act out the telephone conversation in front of the class.

**Period 11****Reading episode 1: Introduction 5 mins**

- 1 Read the title of the story to the pupils. Ask them if they have heard of this story.
- 2 If any pupils are familiar with the story, help them to talk about it.
- 3 Alternatively, show the picture to the pupils and elicit ideas about the story. Ask questions such as *Is it happening now? When is it happening? What are these people going to do?* etc.

**Reading episode 1: Scanning 5 mins**

- 1 Say *I'm going to ask some questions. Find the answers as quickly as you can.*
- 2 Ask the first question: *What year is it in the story? (1872)*
- 3 Repeat with these other questions:  
*Find the names of the two main characters. (Phileas Fogg and Jean Passepartout)*  
*Find two amounts of money. (£55,000; £20,000)*  
*Look at the schedule. Where is the first place they are going to? (Suez)*

**Reading episode 1: Intensive reading 20 mins**

- 1 The pupils read the episode silently. Do not allow them to ask questions.
- 2 While they are reading, write the words and phrases from *Reader glossary* on page 96 on the board.
- 3 When they have finished, point to each of the words and phrases on the board. Help them to guess the meaning.
- 4 After going through all the words, allow the pupils to check the definitions on page 96.
- 5 Allow other questions about the text: set a limit to the number of questions you will allow – five is a reasonable number.
- 6 Choose pupils to tell the main points of the story to the class.

**ACTIVITY 1 Reading aloud 10 mins**

- 1 Read paragraph 1 and paragraph 2 to the pupils.
- 2 The pupils read the two paragraphs chorally. Guide them to reading together, at the same speed.
- 3 Choose pupils to read a paragraph each, individually.
- 4 In pairs, the pupils read the two paragraphs to each other.

## Period 12

### ACTIVITY 1 Read and answer the questions. 5 mins

- 1 The pupils read the episode silently.
- 2 Choose pupils to read the questions and other pupils to answer them.

**Answers:** 1 Jean Passepartout visited him. 2 He went to the Reform Club. 3 They went to the station and got a train to France.

### ACTIVITY 2 Make notes about Fogg and Passepartout. 7 mins

- 1 The pupils copy the table in their books.
- 2 The pupils find the information they need in the story and add it to the table.
- 3 Call pupils to the front to complete the table on the board.

**Answers:** Fogg: Phileas / British / about forty / tall, good-looking  
Passepartout: Jean / French / thirty / strong

The pupils do activities 3, 4 and 5 individually. Check the answers orally.

### ACTIVITY 3 Note Passepartout's earlier jobs in France. 1 min

**Answers:** 1 circus acrobat 2 firefighter

### ACTIVITY 4 Note Fogg's normal morning activities. 1 min

**Answers:** 8:00 he gets up, 8:25 he has breakfast, 9:35 he washes, 11:30 he walks to the Reform Club

### ACTIVITY 5 Note Fogg's normal activities at the Club. 1 min

**Answers:** 1 He reads the newspapers. 2 He plays cards.

### ACTIVITY 6 Note Fogg's plans for the journey. 8 mins

- 1 The pupils copy the notes in their books.
- 2 The pupils find the information they need in the story and add it to the notes.
- 3 Call pupils to the front to complete the notes on the board.

**Answers:** Leave at: 8:45 pm on: Wednesday 2nd October  
Return by: 8:45 pm on: Saturday 21st December  
Number of days away: 80 Money for the journey: £20,000  
Different types of transport: 1 ships 2 railways

### ACTIVITY 7 Work in pairs. Think and discuss. 5 mins

- 1 Read through the questions with the pupils, then put them in pairs to discuss their answers.
- 2 Ask some pairs to share their discussions with the rest of the class.

**Example answers:** a Fogg was interviewing a new servant.  
b Fogg agreed with his friends that he would travel round the world in 80 days. c Fogg and Passepartout set off for Paris.

### A dialogue based on the story. 12 mins

- 1 If you want the pupils to produce the dialogue, read lines 7–9 to them. Explain that they are going to write the complete conversation at Passepartout's interview. Elicit ideas from the pupils and write their suggested dialogue on the board.
- 2 Alternatively, write this ready-made dialogue on the board: Whichever dialogue you choose, follow these steps:

Phileas Fogg	I understand that your name is Passepartout. Where are you from?
Passepartout	Yes, I'm Jean Passepartout, I'm from France, and I've had several jobs.
Phileas Fogg	What jobs have you had?
Passepartout	I used to be a circus acrobat.
Phileas Fogg	That's an unusual job. Did you like it?
Passepartout	Yes, I did, but then the circus closed. I became a firefighter.
Phileas Fogg	That's a dangerous job.
Passepartout	It is. Now I want a quieter life in England.
Phileas Fogg	That's good. My life is very quiet.

Whichever dialogue you choose, follow these steps:

- 3 Practise the dialogue with a pupil. Help the pupil use appropriate intonation.
- 4 In pairs, all the pupils practise the dialogue.
- 5 Call a pair of pupils up to the front to act out the dialogue to the class.

# From here to there

**Aims:** to be able to use the present perfect and the present perfect continuous for events leading up to the present or continuing in the present; to understand the difference in the use of the past simple and the past continuous

**Key language:** *about to, at last, clue, get to, or, prize, riddle, scout, set off, so far, track, treasure hunt*

*exact, exactly, GPS (Global Positioning System), kph (kilometres per hour), life raft, measure, orbit, point, position, row, satnav (satellite navigation system), storm, wave / nearly, satellite phone*

**Language structures:** past simple, past continuous, present perfect and present perfect continuous

**Materials:** Pupil's Book, CD

## Period 1

### Introduction 5 mins

- 1 Show the pictures to the pupils. Explain that the girls in the first two pictures are Jenny and her friend Samar, and in the other picture they can see Jenny's brother Jack and his friend Rami.
- 2 Talk with the pupils about the children. Ask them questions such as *Do you know about the scouts? What do they do? Are you a scout? Are any of your friends scouts?* etc. Help the pupils with the vocabulary they need to express their ideas.
- 3 Also ask questions about what the children are doing. Help the pupils to express ideas such as *They are in a race. / They are looking for a prize.* etc.

### ACTIVITY 1 Listen and repeat. 5 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 8. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

#### CD 1 Audio 8

*about to at last clue get to or prize riddle  
scout set off so far track treasure hunt*

### ACTIVITY 2 Look at the picture below. Do the tasks. 5 mins

- 1 Show the picture to the pupils. Read the first task and help the pupils identify Jenny.

- 2 Read the second task. Help the pupils to express their ideas (for example, *The two girls are running. Perhaps they're in a race. They're wearing scouts uniform.*).

### ACTIVITY 3 Listen and answer the questions. 10 mins

- 1 Explain to the pupils that they are going to listen to the two girls.
- 2 Read the questions to the pupils. Play recording 9. The pupils listen.
- 3 Play recording again. The pupils answer the questions.
- 4 Play recording again. The pupils check their answers.

#### CD 1 Audio 9

**Narrator:** *Jenny, her brother Jack, and their friends Samar and Rami are all scouts. Today, they are doing a treasure hunt. It's a race to find clues, work out their meanings – and get to the treasure first. The girls have just set off and the boys are about to start. This is the first clue.  
Climb the hill through  
the woods until you see  
your second clue –  
it's on the final tree.*

*Ten minutes later, they are in the woods.*

**Jenny:** *Heh! We've been running and running for ages, but we haven't found another clue so far. Perhaps we're going the wrong way!*

**Samar:** *No, we're coming out of the woods at last – here's the final tree.*

**Jenny:** *And our next clue! ... It's a riddle! What does it mean?*

*My first is in look, but not in book.*

*My second is in sang, but not in sing.*

*My third is in make, but not in made.*

*My last is in bed, but not in bad.*

**Samar:** *Aha! The first letter is in look, but not in book, so that's l. And next is a.*

**Jenny:** *Yes, so the third is k and the final letter is e ... lake.*

**Samar:** *And there's a sign along this track to the left: To the lake.*

**Jenny:** *Let's go!*

**Narrator:** *Thirty minutes later, they find their final instructions.*

*Now turn east and don't turn west.*

*One more minute, you'll be there.*

*Behind a wall, look everywhere.*

*Find the prize and be the best!*

**Narrator:** *Now they really run. They want that prize!*



*But something is wrong.*

**Jenny:** *We've been running for a minute, but we still haven't seen that wall. This time, I think we have been going the wrong way.*

**Samar:** *You're right. Look, the sun is on our left. That means we're going west, not east!*

**Jenny:** *Oh, no! Quick – or the boys will win!*

**Answers:** 1 *They're doing a treasure hunt and they want to win.*  
2 *They realize that they've been running west, not east.*

#### ACTIVITY 4 Read and do the tasks. 10 mins

- 1 The pupils read the text silently.
- 2 Help the pupils to answer the questions.

**Answers:** 1 *They've been running for a minute.* 2 *They're running the wrong way.* 3 *The prize is a box of chocolates. The girls are imagining that the boys have won the prize.*

#### ACTIVITY 5 Work in pairs. Read out the story and the clues starting on page 18. 5 mins

- 1 In pairs, the pupils take turns to read parts of the text.
- 2 Choose one pair of pupils to read the complete text to the class.

### Period 2

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

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

**Answers:** 1 *riddles* 2 *get to, about to* 3 *so far, or, at last*

#### Now work in pairs. Check your work and then practise.

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

#### ACTIVITY 2 Read and complete the summary. Add new words from period 1. 8 mins

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

**Answers:** 1 *scouts* 2 *treasure hunt* 3 *prize* 4 *set off*  
5 *track* 6 *clue*

#### ACTIVITY 3 Read again and answer the questions. 10 mins

- 1 The pupils read the text again individually.
- 2 Read the questions to the pupils.
- 3 Help the pupils to express their answers.

**Answers:** 1 *They are in the woods.* 2 *She thinks they're going the wrong way.* 3 *They have to go to the lake.* 4 *After they've been running for a minute.* 5 *She's worried that the boys will win.* 6 *Two more minutes.*

#### ACTIVITY 4 Work in pairs. Finish the story. 7 mins

- 1 Point to the pictures of the two possible endings. Ask *What is the difference between the two endings?*
- 2 Help the pupils to express their ideas.
- 3 In pairs, the pupils choose one of the endings.
- 4 Read the first part of the ending to the pupils. In pairs, the pupils write the ending of the story.
- 5 Choose pupils to read out their ending to the class.

#### ACTIVITY 5 Work in pairs. Think and discuss. 7 mins

- 1 Read the example questions to the pupils.
- 2 Ask the questions to individual pupils. Add other questions such as *Is there a scout group in this town? Do you know anyone in a scout group? What sort of activities do scout groups do? etc.*
- 3 The pupils discuss scout groups in pairs.
- 4 Choose a pair of pupils to demonstrate their questions and answers to the class.

### Period 3

#### ACTIVITY 1 Read the examples. 15 mins

- 1 Read the example sentences to the pupils.

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

- 2 Read number 1 to the pupils. Elicit the answer (*a – present perfect*).
- 3 Repeat with the other sentences. Make sure the pupils understand that these sentences show different ways of talking about events that started in the past and are still continuing or are having an effect now.

**Answers:** 1 *a* 2 *a* 3 *a* 4 *b* 5 *b* 6 *b*

### ACTIVITY 2 Rearrange the words to make positive and negative statements in the present perfect. 12 mins

- 1 Show the first picture to the pupils. Help the pupils to finish the sentence about it.
- 2 The pupils make the rest of the sentences about the other pictures.

**Answers:** 1 *The girls have already set off, but the boys haven't started so far.* 2 *The girls have passed the sign but they haven't reached the lake yet.* 3 *They have seen the final clue but they have just turned west instead of east.*

### Now talk about things that you have done and not done so far today.

- 3 Help the pupils to make sentences about themselves, for example, *I've worked hard today. I've written a lot. I haven't made any mistakes yet.*

### ACTIVITY 3 Work in pairs. Ask and answer questions in the present perfect continuous. Use *since* or *for*. 13 mins

- 1 Read the information about Lana to the pupils.
- 2 Read the example dialogue to the pupils. Choose a pair of pupils and help them to ask and answer questions about Lana.
- 3 In pairs, all the pupils ask and answer questions about Lana.

**Answers:** 1 *How long has Lana been playing the piano? She's been doing that for a year.* 2 *How long has Lana been writing? She's been writing since the age of four.* 3 *How long has Lana been reading? She's been reading for the last three years.* 4 *How long has Lana been running and jumping? She's been doing that since the age of 15 months.* 5 *How long has Lana been talking? She's been doing that since she was a year old.* 6 *How long has Lana been walking? She's been walking since the age of nine months.*

### Now say how long you have been doing various things. Use these ideas.

- 4 Help the pupils to make sentences about themselves using the ideas given.

## Period 4

### ACTIVITY 1 Listen and repeat. 10 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 10. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

### Word formation

- 4 Read the sets of words; help the pupils to work out which are adjectives, nouns and adverbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

#### CD 1 Audio 10

exact exactly GPS (Global Positioning System)  
kph (kilometres per hour) life raft measure orbit  
point position row satnav (satellite navigation system)  
storm wave/  
near nearly satellite + phone satellite phone

### ACTIVITY 2 Look at the pictures in the passage and do the tasks. 5 mins

- 1 Read the tasks to the pupils.
- 2 Help the pupils to do the tasks.

**Answers:** 1 *A picture of four men rowing a boat; a picture of satellites above the Earth in contact with an electronic device on the Earth; a map showing distances from Cairo, Damascus, and Aqaba.* 2 *It's probably about a group of men in a boat who needed to know exactly where they were.*

### ACTIVITY 3 Read and do the tasks. 5 mins

- 1 Read the tasks to the pupils.
- 2 The pupils read the text individually and do the tasks.
- 3 Check the answers orally.

**Answers:** 1 *They were trying to row across the Atlantic from Canada to Britain.* 2 *It can tell people exactly where they are.* 3 *In car satnavs.*

### ACTIVITY 4 Read and answer the questions. 10 mins

- 1 Read the questions to the pupils.
- 2 The pupils read the text individually again and answer the questions.
- 3 Check the answers orally.

**Answers:** 1 *It was probably taken in Canada, before they started rowing towards Britain.* 2 *There was a terrible storm; the boat was destroyed by a huge wave.* 3 *They had a small life raft, they had a satellite phone and they had a GPS. They climbed in the raft, they used the GPS to find their position and they used the phone to call for help.* 4 *Because with only one or two, it can't work out exactly where you are.* 5 *It can show their position on a map.* 6 *It can answer when and where they started, how far they have travelled, how long they have been travelling for and how fast they are going.* 7 *Because it's not so expensive, it saves time and it saves lives.*

**ACTIVITY 5 Read again and complete the notes. 10 mins**

- 1 The pupils go through the text individually again, looking for the missing information.
- 2 The pupils complete the notes.
- 3 Check the answers orally.

**Answers:** Aim: Row across the Atlantic from Canada to Britain; How long at sea: 40 days; Distance travelled: 3,000 kilometres; How far from land: 450 kilometres; Time of the wave: 2:30 am; Time ship arrived: 6:30 am; Time spent in raft: 4 hours; Orbit at a speed of 19,300 kph; GPS equipment 'sees' three or more satellites; Measures their distance; Works out its exact position.

**Now work in pairs. Ask and answer questions about your notes.**

- 4 Read and complete the example questions. Help a pupil to answer them.
- 5 Ask other questions, such as *How long were they at sea? How far did they travel? How far were they from land at the end?* etc.
- 6 In pairs, the pupils ask and answer questions.
- 7 Choose a pair of pupils to demonstrate their questions and answers to the class.

**Period 5****ACTIVITY 1 Replace with new words from period 4. Make any changes needed. 5 mins**

- 1 Read number 1 to the pupils. Ask *What word means the same as 'global positioning system'? (GPS)*
- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 GPS 2 life raft 3 orbits 4 satnav 5 points

**ACTIVITY 2 Add other new words from period 4. Make any changes needed. 5 mins**

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

**Answers:** 1 storm, kph 2 exact, measure 3 waves, row 4 satellite phone, position, nearly

**Now work in pairs. Check your work and then practise.**

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

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

- 1 The pupils read the text again, individually.

**Say what the underlined phrases refer to.**

- 2 Read number 1 to the pupils and ask *What does 'the side' refer to?* Help the pupils to work out the answer (*the side of the boat*).
- 3 The pupils work out what the other underlined phrase refers to.

**Answers:** 1 the side of the boat 2 three or more satellites

**Say what the underlined words and phrases mean.**

- 4 Read number 1 to the pupils and ask *What does 'see' mean?* Help the pupils to say what it means (*be in contact with*).
- 5 The pupils work out what the other underlined phrase means.

**Answers:** 1 be in contact with 2 in the best form

**ACTIVITY 4 Work in groups. Think and discuss. 10 mins**

- 1 Explain the situation to the pupils. Read the list of objects to the pupils.
- 2 Ask questions about the objects in the box, such as *What can we use a camera for? Do we want to take a small cooker? What would be the problem with a computer?* etc.
- 3 Help the pupils to express their ideas and opinions.
- 4 In pairs, all the pupils discuss what to take on the life raft.
- 5 Choose pairs of pupils to talk about what they discussed to the class.

**ACTIVITY 5 Work in pairs. Think and discuss. 10 mins**

- 1 Read the speech bubbles to the pupils. Ask them which speech bubble they agree with.
- 2 Ask other questions such as *Would you like to do something brave like that? Why would you / wouldn't you want to do it? What other brave / mad things like that do people do?* etc.
- 3 Help the pupils to express their opinions.
- 4 In pairs, all the pupils discuss whether brave / mad / dangerous activities are good or bad.
- 5 Choose pairs of pupils to tell the class what they discussed.

**Period 6****ACTIVITY 1 Work with 'geography' words. Do the tasks.**

25 mins 

- 1 Show the map to the pupils. Elicit geography words such as *mountains, lake, river* to describe the parts of the map.
- 2 Play recording 11. The pupils listen.



- 3 Play recording again. The pupils draw the route on the map.
- 4 Play recording again. The pupils check the route.
- 5 Call a pupil to the front to show the route to the class.

### CD 1 Audio 11

*We were looking for the treasure of Captain Wild – a huge box full of coins and jewellery from 300 years ago. With the Captain's map, we flew north over the land but close to the Pacific Ocean to the west. Below us was an empty desert that was covered with stones. To our east was a long wall of high, snowy mountains.*

*At last, we saw the river that our map showed. We landed on the beach beside the sea, and we jumped down from our small plane onto the sand. Our treasure hunt began right there!*

*We followed the river away from the sea and the land rose on each side of the river until we were in a deep valley. Then we climbed up past a dramatic waterfall to an area of farmland near a beautiful blue lake. We stopped and rested there and then we started climbing through the woods on the side of the mountains. We followed a small river that ran down through the woods towards the lake. Then, finally, we came to a small cave. It was the cave on the map!*

*We went in and at the back of the cave we could just see the top of a huge box. We carefully opened it and there it was: the treasure of Captain Wild!*

**Answers:** *The route should follow the river away from the sea, on the right-hand side, round the lake and past the farmland into the mountains.*

- 6 Show the jumbled words to the pupils. Help the pupils to unscramble one of them.
- 7 The pupils unscramble the rest of the words and label the map with them.
- 8 Check the answers orally.

**Answers:** *(clockwise from top left) sea, desert, waterfall, farmland, cave, mountain, river, woods, lake, valley, beach*

- 9 Show the pupils the first lines of the riddle and the word they have to make.
- 10 In pairs, the pupils complete the riddle with letters for *i*, *v*, *e* and *r*.
- 11 Choose pupils to read their complete riddles to the class.

**Answers:** *Example answers: My first is in ring, but not in sing. My second is in sing but not in sang. My third is in cave but not in cake. My fourth is in sea but not in say. My fifth is in hard but not in had.*

### ACTIVITY 2 Complete the statements with pairs of opposites. 15 mins

- 1 Read the words in the blue box to the pupils.
- 2 Help the pupils find the opposite words in the green box.

- 3 Read number 1 to the pupils. Ask *What are the missing words? (question, answer)*
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.

**Answers:** *1 question, answer 2 best, worst 3 sister, brother 4 out of, into 5 across, along 6 To the left, To the right*

## Period 7

### ACTIVITY 1 Read the examples. 10 mins

- 1 Read the example sentences to the pupils.

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

- 2 Read number 1 to the pupils. Elicit the answer (*b – past simple*).
- 3 Repeat with the other sentences. Make sure the pupils understand that these sentences contrast the way we use the past simple and the way we use the present perfect.

**Answers:** *1 b 2 a 3 a 4 b 5 a 6 b*

### ACTIVITY 2 Work in pairs. Ask and answer questions. 15 mins

- 1 Ask the pupils to tell you about Mark Stubbs from period 4.
- 2 Explain that the map shows the route of Mark Stubbs and his team across the Atlantic Ocean, up to August 7th (the day of the accident).
- 3 Ask questions with *Where were they ...* and *When were they ...* about the map. For example, *Where were they on 7th August? When were they in Newfoundland?*
- 4 Read the questions for the reporter to ask Mark Stubbs.
- 5 Practise the conversation with a pupil. Help the pupil make Mark Stubbs's replies.
- 6 In pairs, all the pupils take the roles of Mark Stubbs and the reporter.
- 7 Choose a pair of pupils to demonstrate their questions and answers to the class.

**Answers:** *1 Newfoundland, Canada 2 30th June 2004 3 Pupil's own answers 4 3,000 km 5 40 days 6 Pupil's own answers*

### ACTIVITY 3 Work in pairs. Make statements from the notes for Mark's video diary. 15 mins

- 1 Read the example sentences. Point out that the one on the left is in the past simple and the one on the right is in the present perfect.

## UNIT 2

- 2 Help the pupils to make more sentences using the cues. Make sure they use the appropriate tense – past simple for the cues on the left, present perfect for the cues on the right.
- 3 In pairs, all the pupils make sentences using the cues.
- 4 Choose a pair of pupils to demonstrate their sentences to the class.

**Answers:** *We saw a ship in the distance this morning and caught a fish for dinner this afternoon. I did a nice interview with a reporter at 05:00, but I heard a bad weather forecast at 06:00. I have just checked our GPS and we have travelled 82 kilometres so far today. However, we have started preparing the boat for a storm tonight because of that forecast.*

### Period 8

#### ACTIVITY 1 Make statements about the pictures. Use the present perfect and the present perfect continuous.

20 mins

- 1 Show the pictures to the pupils. Read the example sentence about the first picture.
- 2 Elicit sentences about the other pictures. Help the pupils to use the present perfect and present perfect continuous appropriately.

**Answers:** *1 They have been running for ages, but they haven't found another clue yet. 2 He's been fishing since early this morning, but he hasn't caught anything yet. 3 She's been studying for an hour, but she hasn't finished work yet. 4 They've been waiting since 8:00 am, but they haven't seen a bus yet.*

#### ACTIVITY 2 Work in pairs. Ask and answer questions about travel information. 20 mins

- 1 Read the text to the pupils. Relate it to the table of satnav information.
- 2 In pairs, the pupils complete the satnav information.
- 3 Call pupils to the front to write the information on the board.

**Answers:** *Speed during the last hour: 100 kph; On the road to: Cairo; Distance still to travel: 100 kilometres; Probable time still to travel: 1 hour*

#### Answer the questions.

- 4 Read the questions to the pupils.
- 5 The pupils answer the questions in pairs.
- 6 In pairs the pupils practise asking and answering the questions.
- 7 Choose a pair of pupils to demonstrate their questions and answers to the class.

**Answers:** *1 Alexandria 2 At 8:15 3 1 hour 4 100 kilometres 5 100 kph 6 He's done half of the trip.*

### Period 9

#### ACTIVITY 1 Work in pairs. Describe the picture and what the boys are thinking about. 5 mins

- 1 Point to the boys in the picture. Ask questions such as *Where are they?, Who's this?* and *What is this boy thinking about?*
- 2 In pairs, the pupils talk about the picture.
- 3 Choose pairs of pupils to tell the class what they think is happening in the picture.

#### ACTIVITY 2 Listen and complete the notes. 10 mins

- 1 Read the notes to the pupils.
- 2 Play recording 12. The pupils listen.
- 3 Play recording again. The pupils complete the notes.
- 4 Play recording again. The pupils check their answers.
- 5 Check the answers orally.

#### CD 1 Audio 12

- Jack: Hi, Rami!*  
*Rami: Oh, hi, Jack! How are you?*  
*Jack: Fine, thanks. And how are you?*  
*Rami: Really well. I haven't seen you for ages!*  
*Jack: Oh, that's partly because we were away at school camp in the Lake District for a week.*
- Rami: What was that like?*  
*Jack: It was really good.*  
*Rami: What did you do there?*  
*Jack: Jenny did a lot of sailing, and I did a lot of climbing.*  
*Rami: Nice. But that was in the middle of the summer holidays, wasn't it? What have you been doing since then?*
- Jack: Well, for the last three weeks, I've been playing a lot of football. I've been training really hard for a place in City's junior team.*
- Rami: Wow! Have you been training every day?*  
*Jack: Well, almost every day.*  
*Rami: That means you're going to be really fit for the treasure hunt today.*
- Jack: I've certainly managed to get a lot fitter than I was! Anyway, what have you been doing?*
- Rami: Oh, I haven't been doing anything very special. In my free time, I've mostly been helping Mum and Dad move to their new shop.*
- Jack: Well, that sounds a lot of fun.*  
*Rami: No, not really. It's mostly been a lot of hard work! But they've been paying me.*  
*Jack: That's very nice of them!*

- Rami: Yes, and that means I've been able to do one very nice thing.
- Jack: Oh? What's that?
- Rami: I've bought the new SK75 phone.
- Jack: That really is something special. Have you got it with you?
- Rami: Yes, look. Here it is. I'm really pleased with it.

**Answers:** Jack's activities: one week / a lot of climbing / three weeks / playing a lot of football, training / almost every day / to get a lot fitter than he was; Rami's activities: helping his mum and dad move to their new shop / his parents have been paying him / buy the new SK75 phone

### ACTIVITY 3 Work in pairs. Ask and answer questions.

10 mins

- 1 Read the example question to a pupil. Help the pupil to answer appropriately.
- 2 Ask other questions to other pupils, for example, *What did Jack do at the camp? How long has he been training?* etc.
- 3 Help the pupil to answer appropriately.
- 4 In pairs, the pupils ask and answer questions about Jack and Rami's activities.
- 5 Choose pairs of pupils to say their questions and answers to the class.

### ACTIVITY 4 Practise your pronunciation: stress for emphasis and contrast. 10 mins

- 1 Ask the pupils where they think the stress should be in each sentence.
- 2 Play recording 13. The pupils underline the stressed syllables.
- 3 Play recording again. The pupils check their answers.
- 4 Check the answers orally.
- 5 Play the sentences again. The pupils repeat the sentences chorally and individually.

#### CD 1 Audio 13

- 1 I haven't seen you for **ages!**
- 2 It was really **good**.
- 3 I've been training **really** hard.
- 4 **Jenny** did a lot of **sailing**, and I did a lot of **climbing**.
- 5 What have you been doing **since** then?
- 6 Well, **almost** every day.

**Answers:** see Audio for answers

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

- 1 Read the conversation to the pupils. Help them choose words to stress.

- 2 In pairs, the pupils read the conversation.
- 3 As they read, circulate round the class and help them to use appropriate stress.
- 4 Choose pairs of pupils to act out the conversation in front of the class.

## Period 10

### Optional Dictation 7 mins

- 1 Explain to the pupils that they should write the two short paragraphs they hear.
- 2 Play recording 14. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

#### CD 1 Audio 14

##### Dictation


- 1 It's a race to find clues – and get to the treasure first. The girls have just set off, and the boys are about to start.
- 2 The satellites orbit Earth at 19,300 kph, and the GPS equipment can always 'see' three or more. It measures its distance from each and works out its exact position.

**Answers:** see the Audio

### ACTIVITY 1 Work in pairs and put a story together. Do the tasks. 16 mins

- 1 Read the first sentence to the pupils and show them that it is number 1.
- 2 Help the pupils to find the sentence that follows it.
- 3 In pairs, the pupils work out the order of the sentences.
- 4 Choose a pair of pupils to read the sentences out in the correct order.

**Answers:** 1, 7, 3, 8, 5, 2, 4, 6

 Note: the second half of this activity can be set for homework, rather than take up class time.

- 5 Read the example sentence to the pupils and show them how they can use pronouns to avoid repeating words.
- 6 Show the pupils the sequence markers. Explain that they should use these and they should also cut out unnecessary words and phrases.
- 7 In pairs, the pupils write a shorter version of the story.
- 8 Choose pupils to tell their story to the class.

## UNIT 2

**Answers:** (example answer) I remember when my friends and I did a treasure hunt in the park. The start was near a tree at the centre and we were told about the prize – a big box of chocolates. The first clue sent us to the end of the park. Then, at the end, the second clue pointed to the park gate. After that, everyone was sent from the park gate to the play area. Then the third clue took everyone back from the play area to the centre. Finally, the prize was under the tree and two small boys were there. They were eating the last two chocolates when we arrived.

### ACTIVITY 2 Work in pairs. Produce a puzzle and use it.

17 mins

- 1 Read the Unit task card to the pupils. Explain that the puzzle is going to be a set of instructions to a place in the area.
- 2 Ask the pupils to suggest suitable places. Write their suggestions on the board.
- 3 In pairs, the pupils choose a place. They work out and say a set of instructions to get from the school to that place.
- 4 Stop the pupils working and read out the set of instructions in number 3. Make sure the pupils understand that they are retelling the same instructions, but from a different point of view.
- 5 The pupils retell their instructions as a puzzle, as if they were at the destination, beginning *You went out of the school gate ... minutes ago*. It may help the pupils to think of themselves as satnavs giving instructions to the driver.
- 6 Individually, the pupils write down their puzzle.
- 7 The pupils swap pairs and read their puzzle to their new partner, who tries to work out where he / she is going.
- 8 Choose pupils to read their puzzle to the class.
- 9 As an extra assignment or homework, the pupils can write another set of instructions like this and read them out in class.

## Period 11

### Reading episode 2: Introduction 5 mins

- 1 Elicit the story so far from the pupils.
- 2 Show the picture to the pupils and elicit ideas about the story. Ask questions such as *Who are the people in the picture? Where are they? What does the map show?* etc.
- 3 During these questions and answers, make use of the Notes about the episode (and the phonetic pronunciation) as appropriate.

### Reading episode 2: Scanning 5 mins

- 1 Say *I'm going to ask some questions. Find the answers as quickly as you can.*
- 2 Ask the questions below and help the pupils to find the answers quickly, without reading the whole episode. *Where did the first train take them? (to Italy)*

*How did they travel after that? (by boat)*  
*Who is the third man in the picture? (Mr Fix)*  
*When did they get to Bombay? (on 20th October at 4:30 pm)*  
*How are Phileas Fogg and Passepartout travelling at the end of the episode? (by train)*

### Reading episode 2: Intensive reading 20 mins

- 1 The pupils read the episode silently. Do not allow them to ask questions.
- 2 While they are reading, write the words and phrases from *Reader glossary* on page 96 on the board.
- 3 When they have finished, point to each of the words and phrases on the board. Help them to guess the meaning.
- 4 After going through all the words, allow the pupils to check the definitions on page 96.
- 5 Allow other questions about the text: set a limit to the number of questions you will allow – five is a reasonable number.
- 6 Choose pupils to tell the main points of the story to the class.

### Reading aloud 10 mins

- 1 Read the final paragraph to the pupils.
- 2 The pupils read the final paragraph chorally. Guide them to reading together, at the same speed.
- 3 Choose pupils to read a paragraph each, individually.
- 4 In pairs, the pupils read the final paragraph to each other.

## Period 12

### ACTIVITY 1 Read and answer the questions. 10 mins

- 1 The pupils read the episode silently.
- 2 Choose pupils to read the questions and other pupils to answer them.

**Answers:** 1 *Because Fogg looked similar to the bank robber.*  
2 *He hoped to arrest Fogg in Bombay.* 3 *He went into a temple with his shoes on and he hit some priests in the temple.*

### ACTIVITY 2 Decide who said or thought what. And say where. 8 mins

- 1 Read number 1 to the pupils. Help them to find the information in the episode (line 28) and complete the answer (see answers below).
- 2 The pupils write the rest of the answers.

**Answers:** 1 *Passepartout – in Bombay* 2 *Phileas Fogg – in Italy*  
3 *Mr Fix – in Suez* 4 *The priests in the temple – in Bombay*  
5 *Mr Fix – on the ship in the Suez Canal* 6 *Phileas Fogg – in Bombay*  
7 *Passepartout – in Suez* 8 *Phileas Fogg – on the boat to India*

### ACTIVITY 3 Make statements about 1–8 in the correct order. 10 mins

- 1 Read number 1 to the pupils.
- 2 Show the pupils that sentence number 2 from activity 2 happens first.
- 3 The pupils arrange the rest of the statements and thoughts from activity 2 in the correct order.
- 4 Check the answers orally.

**Answers:** 2, 3, 7, 5, 8, 6, 1, 4

### A dialogue based on the story. 12 mins

- 1 If you want the pupils to produce the dialogue, read lines 14–16 to them. Explain that they are going to write the complete dialogue between Fix and Passepartout. Elicit ideas from the pupils and write their suggested dialogue on the board.
- 2 Alternatively, write this ready-made dialogue on the board:

Mr Fix	Who is that man?
Passepartout	His name is Phileas Fogg.
Mr Fix	What does he do?
Passepartout	He hasn't got a job.
Mr Fix	Why is he going to India?
Passepartout	We're travelling round the world. Mr Fogg wants us to go round the world in 80 days.
Mr Fix	That's going to be very expensive.
Passepartout	Mr Fogg is very rich. He's got £20,000 in his bag.
Mr Fix	That's very interesting.

Whichever dialogue you choose, follow these steps:

- 3 Practise the dialogue with a pupil. Help the pupil use appropriate intonation.
- 4 In pairs, all the pupils practise the dialogue.
- 5 Call a pair of pupils up to the front to act out the dialogue to the class.



# Free-time activities

**Aims:** to be able to use modals with present or future reference (*may, might, can, should, must, have to, will, shall*); to be able to use modals with past reference (*could, was able to, had to*)

**Key language:** *against, arrange, at least, exam, forest, island, leisure (time), might, pretty, quad bike, rugby, senior, view / cross, arrangement, energetic, interest, photography, practice*

*afford, business, castle, decorate, frame, (for) free, on (my / his / her / their / our) own, recycle, similar, supply, think of, turn into / accept, colourful, missing*

**Language structures:** the modals *may, might, can, should, must, have to, will, shall*; the modals with past reference *could, was able to, had to*

**Materials:** Pupil's Book, CD

## Period 1

### Introduction 5 mins

- 1 Show the pictures and emails to the pupils. Explain that they are from a website.
- 2 Talk with the pupils about the website. Ask them questions such as *What can you see in the pictures? Where are the people writing emails from? What are the emails about?* etc. Help the pupils with the vocabulary they need to express their ideas.
- 3 Also ask the pupils questions such as *What do you do in your leisure time? Do you play sports? Do you read books?* etc. Explain that they will have a chance later to talk about their leisure time activities.

### ACTIVITY 1 Listen and repeat. 5 mins

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

### Word formation

- 4 Read the sets of words; help the pupils to work out which are adjectives, nouns and verbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

### CD 1 Audio 15

*against arrange at least exam forest island leisure (time) might pretty quad bike rugby senior view / across cross arrange arrangement energy energetic interesting interest photo photography practise practice*

### ACTIVITY 2 Look at pictures a–c on the next page. Do the tasks. 5 mins

- 1 Read the tasks to the pupils. Point to Picture a and ask *Who is she? (Michiko) and Where is she from? (Japan)*
- 2 Help the pupils to talk about what the girl is doing in the picture. (*She's arranging flowers.*)
- 3 Repeat with the other pictures.

**Answers:** *a Her name's Michiko. She's from Japan. She's arranging flowers. b His name's Larry. He's from South Africa. He's white water rafting. c Her name's Lucy. She's from New Zealand. She's taking photos at a rugby match.*

### ACTIVITY 3 Listen and do the tasks. 10 mins

- 1 Explain to the pupils that they are going to listen to the emails.
- 2 Read the questions to the pupils. Play recording 16. The pupils listen.
- 3 Play recording again. The pupils answer the questions.
- 4 Play recording again. The pupils check their answers.

### CD 1 Audio 16

**Lucy:** ... My family are sports crazy. My brother, Mark, is very energetic. He plays for the senior rugby team at our local club, and we all have to watch all their matches! (Oh, sorry: you might not know about rugby. It's a bit like football. In football you can't carry the ball, but in rugby you can carry it: you don't have to kick it all the time.)  
I prefer to go camping though. I belong to the scouts and we always go in summer. We cross from North Island to South Island. You should see it. You'd love it. I could email you some photos. Shall I do that? (And could you send me some photos of Palestine?)  
Photography's my other big interest. I'm the one with the camera at Mark's recent match against an Australian team.

**Larry:** ... Our farm is east of Johannesburg, beside the Sabie River. We grow lemons and it's very pretty and green. I like painting the view sometimes. Across the river, my sister and I love riding through the forest on our quad bikes. We go white water rafting, too. The river's wild here and it's really exciting. Mum says we shouldn't do it because we may hurt ourselves. But we're very careful, so we always tell her she mustn't worry!

**Michiko** ... I don't get much leisure time. I'm in Grade 11 at school now, and it's hard. Most of us also go to exam practice school – and we have to do homework for both!  
Tokyo's huge (30 million people) and we can't easily leave the city, but at least my friends and I can get to a lovely park near home. We sometimes play tennis there and then we go to a coffee shop and chat. I enjoy quieter things, too. For example, I do traditional flower arranging. In the picture, I'm finishing one of my arrangements.  
It's late now and I must stop. I need to get things ready for tomorrow. Write soon!

**Answers:** 1 a-3, b-2, c-1 2 Michiko – Tokyo; Larry – Johannesburg; Lucy – North Island 3 a flower arranging b rugby; photography c white water rafting; quad biking

#### ACTIVITY 4 Read to complete the table. 10 mins

- 1 The pupils copy the table in their notebooks.
- 2 The pupils read the emails silently.
- 3 Help the pupils to complete the information about Michiko.
- 4 The pupils complete the rest of the information.
- 5 Check the answers orally.

**Answers:** Michiko: playing tennis with her friends, flower-arranging Larry: riding quad bikes with his sister, painting the view of the lemon trees Lucy: going camping with the scouts, doing photography

#### ACTIVITY 5 Work in pairs. Ask and answer questions about the table in activity 4.

- 1 Read the example question and answer. Choose a pupil and help them to give a complete answer.
- 2 Choose pupils to ask questions about Michiko, Larry and Lucy, and other pupils to answer them.
- 3 In pairs, the pupils practise asking and answering questions.

#### ACTIVITY 6 Work in pairs. Read out the emails. 5 mins

- 1 In pairs, the pupils take turns to read an email each.
- 2 Choose three pupils to read one email each to the class.

## Period 2

### ACTIVITY 1 Replace with new words from period 1. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What word means the same as 'full of energy'?* (energetic)
- 2 The pupils complete the rest of the activity with the new words from period 1.

**Answers:** 1 energetic 2 interests 3 Photography  
4 cross 5 exam 6 leisure time 7 forest

### ACTIVITY 2 Add other new words from period 1. Make any changes needed. 10 mins

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

**Answers:** 1 arrangements, arranged 2 senior, might  
3 island, quad bikes 4 view, pretty 5 practice, at least  
6 rugby, against

### Now work in pairs. Check your work and then practise.

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

### ACTIVITY 3 Read again and answer the questions. 10 mins

- 1 The pupils read the texts on pages 32 and 33 again silently.
- 2 The pupils answer the questions in their notebooks.
- 3 Check the answers orally.

**Answers:** 1 Michiko: playing tennis; Lucy: going camping; Larry: riding quad bike 2 Michiko: the park; Lucy: South Island; Larry: by the river 3 Michiko: her friends; Lucy: the scouts; Larry: his sister  
4 Because she thinks Larry and his sister will hurt themselves.  
5 Watching rugby matches. 6 It would be better if she had more leisure time.

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

- 1 Elicit the activities in the text from the pupils. Write the activities on the board.
- 2 Ask the pupils questions about the activities, such as *Would you like to go white water rafting? Have you ever painted a view? Would you be good at riding a quad bike?* etc.
- 3 In pairs, the pupils discuss the activities on the board.

## Period 3

### ACTIVITY 1 Read the examples. 10 mins

- 1 Read the example sentences to the pupils.
- 2 Ask the pupils to identify the modal verbs in the sentences (*may, might, can, could, shall*).

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

- 3 Read number 1 to the pupils. Elicit the answer (*b – possible*).
- 4 Repeat with the other sentences. Make sure the pupils understand the different ways that the modals affect the meaning of the verbs.

**Answers:** 1b 2b 3a 4b 5a 6b

### ACTIVITY 2 Work in pairs. Add the correct modal verbs.

10 mins

- 1 In pairs, the pupils choose the correct words.
- 2 Choose a pair of pupils to read the conversation to the class.

**Answers:** *can't, might, Shall I, could*

### ACTIVITY 3 Read the examples. 10 mins

- 1 Read the example sentences to the pupils.
- 2 Help the pupils to identify the modals in the sentences (*should, must, have to, need to*).

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

- 3 Read number 1 to the pupils. Elicit the answer (*a – a good idea*).
- 4 Repeat with the other sentences. Make sure the pupils understand the different ways that the modals affect the meaning of the verbs.

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

### ACTIVITY 4 Work in pairs. Add the correct modal verbs.

10 mins

- 1 In pairs, the pupils add modal verbs to the conversations.
- 2 Choose a pair of pupils to read the conversations to the class.

**Answers:** 1 *mustn't, should* 2 *don't need to, have to*

## Period 4

### ACTIVITY 1 Listen and repeat. 10 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 17. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

### Word formation

- 4 Read the sets of words; help the pupils to work out which are adjectives and verbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

#### CD 1 Audio 17

*afford business castle decorate frame (for) free  
(on my / his / her / their / our) own recycle similar  
supply think of turn into /  
acceptable accept colour colourful miss missing*

### ACTIVITY 2 Look at the pictures in the passage and do the tasks. 5 mins

- 1 Show the pictures and read the tasks to the pupils.
- 2 Help the pupils to do the tasks.

**Answers:** 1 *A boy is fixing a bicycle. A girl is decorating a cake.*  
2 *(Example answers) Joe's story is probably about a boy who is good at repairing bikes. He wants to start a business with bikes. Ann's story is about a girl who is good at decorating cakes. She wants to start a business making cakes.*

### ACTIVITY 3 Read and do the tasks. 5 mins

- 1 Read the tasks to the pupils.
- 2 The pupils read the texts individually and do the tasks.
- 3 Discuss with the pupils the differences between what they predicted and what the texts are actually about.
- 4 Check the other answers orally.

**Answers:** 1 *(answers will vary)* 2 *He can make a new bike from bits of old bikes.* 3 *She can decorate cakes in a way they like.*

### ACTIVITY 4 Read and answer the questions. 10 mins

- 1 Read the questions to the pupils.
- 2 The pupils read the text individually again and answer the questions.
- 3 Check the answers orally.



**Answers:** 1 Because his family could not afford to buy him a new bike. 2 His neighbour helped him, by giving him an old broken bike. 3 Because he has constructed similar cheap bikes for several friends. 4 Her mother helped her. 5 Because they saw her cakes at birthday parties. 6 Because Ann gets more orders than she can manage. 7 Ann – because she is working with a shop, not just making bikes for friends.

### ACTIVITY 5 Now complete the summary table. 10 mins

- 1 The pupils go through the text individually again, looking for the missing information.
- 2 The pupils complete the table.
- 3 Check the answers orally.

**Answers:** Joe: bikes / looking after bikes / old bikes / a new bike / cheap bikes for several friends / a real business when he leaves school; Ann: making cakes / decorating / her brother's birthday cake / lots of orders / to supply a cake shop / a wedding cake

- 4 Read the example questions. Help a pupil to answer them.
- 5 Ask other questions, such as *Do you think Joe's / Ann's idea would be a good business? Would you like one of Joe's bikes / Ann's cakes? Would you like to work with Joe / Ann?* etc.
- 6 In pairs, the pupils ask and answer questions.
- 7 Choose a pair of pupils to demonstrate their questions and answers to the class.

## Period 5

### ACTIVITY 1 Replace with new words from period 4. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What word means the same as 'become'?* (turned into)
- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 turned into 2 similar 3 decorate 4 for free 5 recycle 6 colourful 7 missing

### ACTIVITY 2 Add other new words from period 4. Make any changes needed. 10 mins

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

**Answers:** 1 frames, think of 2 business, afford 3 castle, supplied 4 accept, on my own

### Now work in pairs. Check your work and then practise.

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

### ACTIVITY 3 Read the passage again and do the tasks.

10 mins

- 1 The pupils read the texts again, individually.

### Say what the underlined words and phrases refer to.

- 2 Read number 1 to the pupils and ask *What does 'he' refer to?* Help the pupils to work out the answer (*Ann's brother*).

**Answers:** 1 *Ann's brother, the cake* 2 *they loved it* 3 *one of the children, a cake* 4 *the cake shop*

### Now say what the underlined words mean.

- 3 Read number 1 to the pupils and ask *What does 'badly' mean?* Help the pupils to say what it means (*to a large degree, a lot*).
- 4 The pupils work out what the other underlined words mean.

**Answers:** 1 *to a large degree* 2 *His company stopped employing him.* 3 *a bike to replace the bike that was too small for him* 4 *the amount of spare time she had and how she spent it*

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

- 1 Read the questions to the pupils. Help them to express their ideas and opinions.
- 2 Ask other questions, such as *Would you like to do ... as a job? Do you think you could earn money from ...? Is it a good idea to turn a spare time interest into a job?* etc.
- 3 In pairs, all the pupils discuss interests and jobs.
- 4 Choose pairs of pupils to talk about what they discussed to the class.

## Period 6

### ACTIVITY 1 Add these activities to the table below. 20 mins

- 1 Remind the pupils about the emails in period 1.
- 2 The pupils copy the table in their notebooks. They add the activities to *Activities in the emails* column. If necessary, they can check the emails in period 1.
- 3 Check the answers orally.

**Answers:** do: cooking, photography, flower arranging; go: swimming, camping, white water rafting; play: volleyball, rugby, tennis

### Now add these new activities to the table.

- 4 The pupils add the words to the *Other activities* column.

**Answers:** do: art, homework; go: climbing, running; play: basketball, the guitar

**Now talk about activities that you do.**

- 5 Read the speech bubbles to the pupils.
- 6 Help the pupils to make similar sentences about what activities they do.

**ACTIVITY 2 Add these words to verbs from the passage on page 37. 20 mins**

- 1 Show the passage on page 37 to the pupils.
- 2 The pupils find the three verbs *accept*, *lose* and *make*, and match the words with them.

**Answers:** *accept an order, lose a job, make a design*

**Now add these other words that also go with the verbs.**

- 3 The pupils add the other words to the correct verbs.
- 4 Check the answers orally.

**Answers:** *accept: an invitation, an idea, a person; lose: a match, a phone, weight; make: an appointment, a cake, a mistake*

**Now complete the sentences with verb-noun pairs from the network above. Make any changes needed.**

- 5 The pupils complete the sentences.
- 6 Check the answers orally.

**Answers:** *1 accept an idea 2 make an appointment 3 lost a match 4 lose weight 5 made a mistake 6 accepted an invitation*

**Period 7****ACTIVITY 1 Read the examples. 15 mins**

- 1 Read the example sentences to the pupils.
- 2 Help the pupils to identify the modal verbs in the sentences (*can, be able to, could, has to, have to*).

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

- 3 Read number 1 to the pupils. Elicit the answer (*b – was able to do in the past*).
- 4 Repeat with the other sentences. Make sure the pupils understand that these sentences show ways of using modal verbs in the present and the past.

**Answers:** *1b 2a 3b 4a 5a 6a 7b*

**ACTIVITY 2 Complete the story. Use past forms (positive or negative) of the verbs in brackets. 15 mins**

- 1 Read the first sentence to the pupils. Help them to complete it with the past form of the verb (*have to*).
- 2 The pupils complete the story.

**Answers:** *1 had to 2 couldn't 3 had to 4 didn't have to 5 couldn't 6 was able to 7 couldn't 8 had to 9 was able to*

**ACTIVITY 3 Complete the statements. You can use these ideas. Use the verbs in brackets. 10 mins**

- 1 Read the verbs to the pupils.
- 2 Help the pupils to complete the first sentence with suitable verbs. For example, *When I was one, I could walk, but I couldn't run.*
- 3 The pupils make sentences about themselves with all the verbs.

**Period 8****ACTIVITY 1 Complete the conversation. Choose the correct verbs in brackets. 10 mins**

- 1 Read the first sentence of the conversation to the pupils. Ask *What's the missing modal? (should)*
- 2 The pupils complete the rest of the conversation.
- 3 Choose a pair of pupils to read out the complete conversation to the class.

**Answers:** *1 should 2 may 3 can't 4 must 5 mustn't 6 shall 7 can 8 may not 9 don't have to 10 can 11 should 12 mustn't*

**ACTIVITY 2 Complete the conversation. Use *have to*, *not have to* or *mustn't*. 15 mins**

- 1 Read the first sentence of the conversation to the pupils. Ask *What's the missing modal? (don't have to)*
- 2 The pupils complete the rest of the conversation.
- 3 Choose a pair of pupils to read out the complete conversation to the class.

**Answers:** *1 don't have to 2 don't have to 3 mustn't 4 have to 5 do we have to 6 mustn't 7 won't have to 8 will have to 9 don't have to 10 mustn't*

### ACTIVITY 3 Complete the story. Use the verbs in brackets in past positive or negative forms. 15 mins

- 1 Read the first sentence of the text to the pupils. Make sure the pupils understand that some verbs to fill in are going to be negative. Ask *What are the missing modals? (could, didn't have to)*
- 2 The pupils complete the rest of the text.
- 3 Choose a pair of pupils to take turns reading out the complete text to the class.

**Answers:** 1 *could* 2 *didn't have to* 3 *had to* 4 *couldn't*  
5 *couldn't* 6 *had to* 7 *were able to create* 8 *didn't have to*  
9 *was able to* 10 *was able to*

## Period 9

### ACTIVITY 1 Listen to part 1 and answer the questions.

10 mins 

- 1 Read the questions to the pupils.
- 2 Play recording 18. The pupils listen.
- 3 Play recording again. The pupils answer the questions.
- 4 Play recording again. The pupils check their answers.
- 5 Check the answers orally.

#### CD 1 Audio 18

##### Part 1

**Man:** *Things were still bad at the end of last year. After I'd been sick for so long, I was still very weak. I could walk again, but I couldn't go very far. I always got tired very quickly. And when I went out I needed to use a wheelchair. I was beginning to think that my days as a fit and healthy person were finished! Then the doctor advised me to go to the Sports and Leisure Centre. She suggested swimming to help me get stronger. She said I should just go slowly up and down the swimming pool, and then slowly start swimming farther. And you know, it worked! Two months later, I didn't need to use my wheelchair any more and I started playing basketball again last month.*

**Answers:** 1 *He'd been sick for a long time and he was still very weak.* 2 *She suggested he went swimming.* 3 *He didn't need to use a wheelchair when he went out.* 4 *He's started playing basketball.*

### ACTIVITY 2 Look at the chart and the activities. Listen to part 2 and do the tasks. 10 mins

- 1 Show the pupils how to use the chart. Read task 1 to the pupils.

- 2 Play recording 19. The pupils listen.
- 3 Play recording again. The pupils follow the manager's suggestions.
- 4 Ask the pupils what the manager's recommendation was.

#### CD 1 Audio 19

##### Part 2

**Man:** *I'm the manager, Carl Highgate, and I'd like to say welcome to the new Sports and Leisure Centre, Miss Ross.*

**Woman:** *Thanks. It looks a great place.*

**Man:** *Tell me, have you decided what you'd like to do?*

**Woman:** *Perhaps you could suggest a few things.*

**Man:** *Yes, of course. Would you like to try an energetic activity or a quieter activity?*

**Woman:** *I'd like to try something quieter.*

**Man:** *Fine. Now, do you want to try learning skills for the home or learning skills for work?*

**Woman:** *I'd like to try skills for the home, I think.*

**Man:** *All right. You could do 'Home repairs', for example.*

**Woman:** *Hm, 'Home repairs' sounds like hard work and I'm not very interested.*

**Man:** *Well, what about cooking? That's very useful.*

**Woman:** *But I'm really bad at cooking.*

**Man:** *Well, then, I think you should try 'Easy cooking'.*

**Woman:** *Good idea. Thank you very much for your help.*

**Answer:** *She should try the 'Easy cooking' course because it's very useful.*

- 5 Read the expressions in number 2 to the pupils.
- 6 Play recording 19. The pupils listen.
- 7 Play recording again. The pupils tick the expressions they hear.
- 8 Check the answers orally.

**Answers:** 1 A 2 B 3 A 4 B

### ACTIVITY 3 Practise your pronunciation: intonation with or questions. 10 mins

- 1 Play recording 20. Help the pupils to identify which parts of the questions rise and which parts of the question fall.
- 2 Play recording again. The pupils mark the rises and falls.
- 3 Check the answers orally.

**Answers:** 1 ↗, ↘, 2 ↗, ↘, 3 ↗, ↘

#### Now listen again and repeat.

- 4 Play recording 20 again. The pupils repeat the sentences chorally and individually.

**CD 1 Audio 20**

- 1 Energetic or quieter?
- 2 An energetic activity or a quieter activity?
- 3 Would you like to try an energetic activity or a quieter activity?

**ACTIVITY 4 Work in pairs. Read and act out. 10 mins**

- 1 Read the conversation to the pupils. Help them to mark the intonation on the questions.
- 2 In pairs, the pupils read the conversation.
- 3 As they read, circulate round the class and help them to use appropriate intonation.
- 4 Choose pairs of pupils to act out the conversation in front of the class.

**Period 10****Optional Dictation 7 mins** 

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

**CD 1 Audio 21****Dictation**

- 1 *I don't get much leisure time. I'm in Grade 11 at school now and it's hard. Most of us also go to exam practice school.*
- 2 *The frame was damaged, and it needed a new wheel, but everything else was fine. When Joe asked, Mr Wilson said, 'Take it. If you can repair or recycle it, I'll be happy.'*

**Answers:** see the Audio

**ACTIVITY 1 Write the short forms. (They are all in the emails on pages 32–33.) 4 mins**

- 1 The pupils write the short forms of the verbs. If necessary, they can check them in the emails.
- 2 Call pupils to the front to write the short forms on the board.

**Answers:** 1 *it's* 2 *shouldn't* 3 *we're* 4 *you'd* 5 *I'm* 6 *can't*

**ACTIVITY 2 Write the full form of the underlined words.**

4 mins

- 1 Read number 1 and say *What's the full form?* (see answers below)
- 2 The pupils write the full forms.

- 3 Call pupils to the front to write the full forms on the board.

**Answers:** 1 *Mark is running* 2 *Mark has just scored*  
3 *I had never tried* 4 *I would love*

**ACTIVITY 3 Correct the sentences. Put the correct possessive forms at the end. 7 mins**

- 1 Show the pupils the first sentence. Help them to correct it (see answers below).
- 2 The pupils correct the sentences.
- 3 Call pupils to the front to write the corrected sentences on the board.

**Answers:** 1 *This is Michiko's flower arrangement.* 2 *Our children's quads are outside.* 3 *Lucy's brother's name is Mark.* 4 *Larry's parents' names are John and Susan.*

**ACTIVITY 4 Work in pairs. Ask and answer the questionnaire. 8 mins**

- 1 Read the Unit task card to the pupils. Explain that they are going to write a short passage about their daily lives.
- 2 In pairs, the pupils ask each other the questions in the questionnaire.

**ACTIVITY 5 Answer the questionnaire about yourself. Write a paragraph. 10 mins**

- 1 Individually, the pupils read the questionnaire and answer it about themselves.
- 2 They should answer it in full written sentences, for example, *During the week I get up at 7 o'clock to go to school. At the weekend I get up later, at 9 o'clock.*
- 3 When they have finished, show them how they can use connectors to join sentences, for example: *During the week I get up at 7 o'clock to go to school, but at the weekend I get up later, at 9 o'clock.*
- 4 The pupils write their answers as a paragraph, using connectors to make it more pleasant to read.
- 5 Choose pupils to read their paragraphs to the class.

**Period 11****Reading episode 3: Introduction 5 mins**

- 1 Elicit the story so far from the pupils.
- 2 Show the picture to the pupils and elicit ideas about the story. Ask questions such as *Where is this? What is about to happen? What is happening to the woman?* etc.

**Reading episode 3: Scanning 5 mins**

- 1 Say *I'm going to ask some questions. Find the answers as quickly as you can.*

- 2 Ask the questions below and help the pupils to find the answers quickly, without reading the whole episode.

*What was the problem with the train? (The railway wasn't finished.)*

*What did Fogg buy for £2,000? (an elephant)*

*What was the connection between the dead man and the woman? (She was his wife.)*

*What is the name of the woman? (Aouda)*

*When did they arrive in Calcutta? (7 am on 25th October)*

### Reading episode 3: Intensive reading 20 mins

- 1 The pupils read the episode silently. Do not allow them to ask questions.
- 2 While they are reading, write the words and phrases from *Reader glossary* on page 96 on the board.
- 3 When they have finished, point to each of the words and phrases on the board. Help them to guess the meaning.
- 4 After going through all the words, allow the pupils to check the definitions on page 96.
- 5 Allow other questions about the text: set a limit to the number of questions you will allow – five is a reasonable number.
- 6 Choose pupils to tell the main points of the story to the class.
- 7 During this activity, make use of the Notes about the episode as appropriate.

### Reading aloud 10 mins

- 1 Read the final paragraph to the pupils.
- 2 The pupils read the final paragraph chorally. Guide them to reading together, at the same speed.
- 3 Choose pupils to read a paragraph each, individually.
- 4 In pairs, the pupils read the final paragraph to each other.

## Period 12

### ACTIVITY 1 Read and answer the questions. 10 mins

- 1 The pupils read the episode silently.
- 2 Choose pupils to read the questions and other pupils to answer them.

**Answers:** 1 *The railway wasn't finished.* 2 *He bought an elephant.* 3 *They tried to rescue Aouda.* 4 *Passepartout took the place of the dead man. When he stood, the village people were frightened and ran away.* 5 *They arrived in Allahabad and Fogg gave the elephant to the guide.*

### ACTIVITY 2 Add the correct thing or person from the story.

18 mins

- 1 Read number 1 to the pupils. Help them to find the information in the episode (in line 3).

- 2 The pupils write the rest of the answers.

**Answers:** 1 *Sir Frances Cromarty* 2 *the train conductor*  
3 *Allahabad* 4 *fifty miles* 5 *an elephant* 6 *£2,000*  
7 *the guide* 8 *People were singing, dancing and playing sad music. They were carrying the body of a dead man.* 9 *the dead man's wife, Aouda* 10 *the temple* 11 *Passepartout*  
12 *Calcutta*

### A dialogue based on the story. 12 mins

- 1 If you want the pupils to produce the dialogue, read lines 11–13 to them. Explain that they are going to write the complete conversation between Fogg and the elephant's owner. Elicit ideas from the pupils and write their suggested dialogue on the board.
- 2 Alternatively, write this ready-made dialogue on the board:

Phileas Fogg	I want to buy your elephant.
Man	The price is £3,000.
Phileas Fogg	That's a lot of money!
Man	But you are a rich man. You have a lot of money.
Phileas Fogg	I don't want to pay £3,000 for an elephant. I will give you £1,500 pounds.
Man	That isn't enough money. Give me £2,500.
Phileas Fogg	I will give you £2,000 and no more.
Man	OK, the elephant is yours for £2,000.
Phileas Fogg	Thank you.

Whichever dialogue you choose, follow these steps:

- 3 Practise the dialogue with a pupil. Help the pupil use appropriate intonation.
- 4 In pairs, all the pupils practise the dialogue.
- 5 Call a pair of pupils up to the front to act out the dialogue to the class.



# Emergency!

**Aims:** to be able to use adjectives and adverbs, including word order; the use of conjunctions and multiple adjectives and adverbs

**Key language:** *cost, deal with, emergency, exhausted, faulty, fire engine, fire station, flame, flexible, paramedic, partner, service, smoke / firefighter, protection*

*alive, ambulance, cheer, desperate, desperately, examine, floor, ladder, lean, ledge, nowhere, rush, shoot out, smash / explosion, on fire, unhurt, lower, thanks to*

**Language structures:** adjectives and adverbs

**Materials:** Pupil's Book, CD

## Period 1

### Introduction 5 mins

- 1 Show the pictures to the pupils. Explain that they are going to be talking about the emergency services in this unit.
- 2 Talk with the pupils about the emergency services. Ask them questions such as *What are the three emergency services? What telephone number(s) do you use to call them? What sort of events do you call an ambulance / a firefighter / the police for?* etc. Help the pupils with the vocabulary they need to express their ideas.

### ACTIVITY 1 Listen and repeat. 5 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 22. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

### Word formation

- 4 Read the sets of words; help the pupils to work out which are adjectives, nouns and verbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

### CD 2 Audio 22

*cost deal with emergency exhausted faulty  
fire engine fire station flame flexible paramedic  
partner service smoke /  
fire + fighter firefighter protect protection*

### ACTIVITY 2 Look at the pictures below and on the next page. Do the tasks. 5 mins

- 1 Show the pictures to the pupils and read the tasks to them.
- 2 Help the pupils to express their ideas.

**Answers:** 1 *They're firefighters.* 2 *They aren't fighting fires. Perhaps the man is training and the woman is telling children about their job.*

### ACTIVITY 3 Listen and answer the questions. 10 mins

- 1 Read the task to the pupils. Play recording 23. The pupils listen.
- 2 Play recording again. The pupils answer the questions.
- 3 Play recording again. The pupils check their answers.

### CD 2 Audio 23

**Narrator:** *Dan Fellini, Ontario Fire Service*

**Man:** *Many people think firefighters just relax between emergencies. But it isn't like that. We have a full schedule from the minute we start work at 8:00 am. First, we check the fire engines and all our equipment. We must be sure that everything is in working condition: faulty equipment costs lives. Our own 'working condition' is just as important. We train to keep fit, of course, but we also learn new skills all the time – things like first aid, fire protection systems and IT. Then there's the training we do together. We train to become an efficient, flexible team that can do the job and keep each other safe in different, often dangerous situations. We have to be ready for anything. Then, of course, 'anything' happens. We stop all our practising and preparing and race to deal with the real thing – the next emergency call.*

**Narrator:** *Carol Roper, London Fire Service*

**Woman:** *We do many different things in this amazing job. Here's just one twelve-hour day.  
1:30 pm. The police call us to a road accident. There's no fire, but a driver is caught inside her car. We free her with our special cutting equipment. Then the paramedics take over.  
3:30 pm. There's training back at the fire station. Today it's 'How to deal with dangerous chemicals'. Even the older officers are there. In this job, training never ends!  
7:00 pm. We're giving a talk to the local scouts. Part of our job is to teach people about fire safety – to stop future fires from happening.*

10:30 pm. We go to a house fire. The firefighters already there need help. My partner and I put on our safety equipment and move into the thick, black smoke to attack the flames.  
12:00 pm. Finally, we win. We're dirty and exhausted – but very, very pleased.

**Answers:** 2 They check the fire engines and their equipment. They do exercise and they do training – first aid, fire protection and IT.  
3 training

#### ACTIVITY 4 Read and do the tasks. 10 mins

- 1 Point to the times on the schedule (8:00, 8:15 etc.). Make sure the pupils understand that the firefighters are doing different things at each time.
- 2 Help the pupils work out what the firefighter is doing in picture a (*He's checking the equipment*).
- 3 From this, the pupils can work out what time it is (9:00).
- 4 Repeat with picture b.
- 5 Help the pupils to work out Dan Fellini's schedule.

**Answers:** 1 a 9:00 am b 7:00 pm 2 8:00 start work; 8:15 check the fire engine; 9:00 check their equipment; 9:45 do exercise; 10:30 learn new skills; 12:00 train; 1:00 have lunch

#### Now work in pairs. Ask and answer questions about Dan's work schedule.

- 6 Read the example dialogue to the pupils.
- 7 Practise the dialogue with a pupil.
- 8 Choose other pupils to practise the dialogue in pairs. Help them to ask other questions about the two firefighters, Dan and Carol.
- 9 In pairs, all the pupils practise asking and answering questions.

#### ACTIVITY 5 Work in pairs. Read out the firefighters' stories.

5 mins

- 1 In pairs, the pupils take turns to read a few sentences each.
- 2 Choose pupils to read the complete paragraphs to the class.

## Period 2

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

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

**Answers:** 1 paramedics, partners 2 costs, protection  
3 smoke, flames 4 service, exhausted

#### Now work in pairs. Check your work and then practise.

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

#### ACTIVITY 2 Read. Complete with other new words from period 1. Make any changes needed. 10 mins

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

**Answers:** 1 firefighters 2 emergencies 3 fire station  
4 fire engine 5 faulty 6 flexible 7 deal with

#### ACTIVITY 3 Read the passage again and do the tasks.

10 mins

- 1 The pupils read the text again, individually.

#### Say what the underlined words refer to.

- 2 Read number 1 to the pupils and ask *What does 'as important' refer to?* Help the pupils to work out the answer (*as important as the equipment*).
- 3 The pupils work out what the other underlined words refer to.

**Answer:** 1 as important as the equipment 2 at the fire station  
3 being a firefighter

#### Now say what the underlined phrases mean.

- 4 Read number 1 to the pupils and ask *What does 'it isn't like that' mean?* Help the pupils to say what it means (*the situation isn't what people think it is*).
- 5 The pupils work out what the other underlined words and phrases mean.

**Answers:** 1 the situation isn't what people think it is 2 can cause deaths 3 the preparations and training 4 take control 5 we put the fire out

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

- 1 Read the speech bubbles to the pupils.
- 2 Have a conversation with a pupil. Ask other questions such as *Is a firefighter's job more dangerous than a paramedic's job? Which is the more difficult job? Would you like to be a paramedic?* etc.
- 3 In pairs, the pupils discuss the jobs.

### Period 3

#### ACTIVITY 1 Read the examples. 15 mins

- 1 Read the example sentences to the pupils.
- 2 Ask the pupils to identify all the adjectives in the sentences.

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

- 3 Read number 1 to the pupils. Elicit the answer (*b – nouns*).
- 4 Repeat with the other sentences. Make sure the pupils understand that these sentences show different ways of using adjectives.

**Answers:** 1b 2a 3b 4b 5b 6a 7b

#### ACTIVITY 2 Write the sentences. Put the words in the correct order. 15 mins

- 1 Help the pupils to write the words of the first conversation in the correct order.
- 2 The pupils write the rest of the conversations.

**Answers:** A: *You seem very happy!* B: *That's because I've had some good news.* 2 A: *I don't feel well today.* B: *Then you'd better have a quiet day in bed.* 3 A: *During the night, we had some heavy snow.* B: *Yes, and it's very cold today too.* 4 A: *We've been travelling for a long time. Are we nearly there?* B: *Yes, it isn't far from here.*

#### Now work in pairs. Check your work and then practise.

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

#### ACTIVITY 3 Form *-ing* participle adjectives from these verbs to complete the sentences. 5 mins

- 1 Help the pupils to complete number 1 with the *-ing* form of the correct verb (*exciting*).
- 2 The pupils complete the rest of the sentences.

**Answers:** 1 *exciting* 2 *amazing* 3 *boring*

#### ACTIVITY 4 Form *-ed* participle adjectives from these verbs to complete the sentences. 5 mins

- 1 Help the pupils to complete number 1 with the *-ed* form of the correct verb (*worried*).
- 2 The pupils complete the rest of the sentences.

**Answers:** 1 *worried* 2 *scared* 3 *embarrassed*

### Period 4

#### ACTIVITY 1 Listen and repeat. 10 mins

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

#### Word formation

- 4 Read the sets of words; help the pupils to work out which are adjectives, nouns, adverbs and verbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

#### CD 1 Audio 24

*alive ambulance cheer desperate desperately  
examine floor ladder lean ledge nowhere rush  
shoot out smash /  
explode explosion fire on fire hurt unhurt  
low lower thank thanks to*

#### ACTIVITY 2 Look at the picture in the passage and do the tasks. 5 mins

- 1 Show the picture and read the tasks to the pupils.
- 2 Help the pupils to do the tasks.

**Answers:** 1 *Some firefighters are fighting a fire. A woman has climbed out of a window.* 2 *We know when and where it happened. We know the woman is a nurse and the fire was on the tenth floor of a building.*

#### ACTIVITY 3 Read and do the tasks. 5 mins

- 1 Read the tasks to the pupils.
- 2 The pupils read the text individually and do the tasks.
- 3 Discuss with the pupils the differences between what they predicted and what the texts are actually about.
- 4 Check the other answers orally.

**Answers:** 1 (*answers will vary*) 2 1 *A neighbour called the rescue services.* 2 *fire service, police service and ambulance service* 3 *She jumped and one of the firefighters caught her.*

#### ACTIVITY 4 Read and answer the questions. 10 mins

- 1 Read the questions to the pupils.
- 2 The pupils read the text individually again and answer the questions.
- 3 Check the answers orally.



**Answers:** 1 It was the only way to get out of the flat.  
 2 They tried to use the ladder to get to the flat. 3 They went up the stairs to the tenth floor and tried to rescue Helen from the window of the empty flat next to hers. 4 She was too frightened to jump. 5 There was an explosion.

### ACTIVITY 5 Read and complete the fire officer's notes.

10 mins

- 1 The pupils go through the text individually again, looking for the missing information.
- 2 The pupils complete the notes.
- 3 Check the answers orally.

**Answers:** Fire victim's name: Helen West; Age: 19; Job: Nurse; Type of home: apartment; Floor number: 10; Place where the fire began: the kitchen; Cause: unknown; Time when the fire was discovered: 11 pm; Actions by the victim: She closed the kitchen door. She got out of the window onto the window ledge. Fire service arrived at: about 11:10 pm; Other rescue services there: Police / Ambulance; The problem with the rescue: The ladder was too short. The girl was afraid to jump. Officers who rescued the victim: Dave Yates and Ken Winterton; Rescue route: Down the ladder; Any injuries: no

### Now work in pairs. Ask and answer questions about your notes.

- 4 Read the example question. Help a pupil to answer it.
- 5 Ask other questions, such as *Where was she? What was the cause of the fire? What did she do? What did the firefighters do?* etc.
- 6 In pairs, the pupils ask and answer questions.
- 7 Choose a pair of pupils to demonstrate their questions and answers to the class.

## Period 5

### ACTIVITY 1 Replace with new words from period 4. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What word means the same as 'looked carefully at'?* (examined)
- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 examined 2 Thanks to 3 shot out 4 on fire  
 5 lower 6 ledge 7 nowhere

### ACTIVITY 2 Add other new words from period 4. Make any changes needed. 10 mins

- 1 Read the first paragraph to the pupils. Ask *What's the missing word?* (floor)

- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 floor, ladder 2 ambulance, desperate 3 leaning, smash 4 cheering, alive, unhurt 5 explosion, rushed

### Now work in pairs. Check your work and then practise.

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

### ACTIVITY 3 Read the passage again and do the tasks.

10 mins

- 1 The pupils read the text again, individually.

### Say what the underlined word and phrase refer to.

- 2 Read number 1 to the pupils and ask *What does 'only' refer to?* Help the pupils to work out the answer (*there was no other way out*).

**Answers:** 1 *there was no other way out* 2 *after the fire engine arrived*

### Say what the underlined words and phrases mean.

- 3 Read number 1 to the pupils and ask *What does 'up' mean?* Help the pupils to say what it means (*above the ground*).
- 4 The pupils work out what the other underlined words and phrases mean.

**Answers:** 1 *above the ground* 2 *there wasn't another suitable place* 3 *They didn't have any choices; only one thing was possible.*

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

- 1 Read the questions and the speech bubbles.
- 2 Help the pupils to answer the questions and to talk about what they are scared of.
- 3 Ask other questions, such as *Why do you think she was most scared when ...? Why are you afraid of ...? What are you most afraid of?* etc.
- 4 In pairs, all the pupils discuss what happened to Helen and what they are afraid of.
- 5 Choose pairs of pupils to talk about what they discussed to the class.

## Period 6

### ACTIVITY 1 Form participle adjectives to complete the table. 15 mins

- 1 Show the pupils the first pair *amazing / amazed*. Help the pupils to complete the next pair (*boring / bored*).
- 2 The pupils complete the rest of the table.
- 3 Check the answers orally.

**Answers:** 1 *amazing / amazed* 2 *boring / bored* 3 *depressing / depressed* 4 *exciting / excited* 5 *exhausting / exhausted* 6 *interesting / interested*

### Now complete each sentence with either the *-ing* or the *-ed* adjective from the table.

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

**Answers:** 1 *bored* 2 *interesting* 3 *depressing* 4 *excited* 5 *amazed* 6 *exhausting*

! Note: the pupils may ask about words such as *embarrassed, pleased, tired, upset* and *worried* – you may want to elicit sentences with these words too. However, avoid using the *-ing* forms, as some of them aren't presented until higher levels.

### ACTIVITY 2 Complete a network. Add words from this unit. 15 mins

- 1 Help the pupils to add words to the *Police service* part of the network.
- 2 The pupils add words to other parts of the network.
- 3 Call pupils to the front to copy parts of the network on the board.

**Answers:** *The Police service: police officer, police station, police car; The medical service: hospital, ambulance; The fire service: firefighter, fire station, fire engine*

### Now try collecting words in other networks, for example:

- 4 Draw the school network on the board.
- 5 Elicit ideas from the pupils for words to add to the network.
- 6 The pupils copy the network in their notebooks and add more words.

### ACTIVITY 3 Complete the dialogues with pairs of opposites. Make any changes needed. 10 mins

- 1 Read the words in the first box to the pupils. Help them to match with the opposites in the second box.

- 2 Read number 1 to the pupils. Ask *What are the missing words?* (*narrow, wide*)
- 3 The pupils complete the dialogues with the pairs of words.

**Answers:** 1 *narrow, wide* 2 *leave, arrives* 3 *empty, full* 4 *dead, alive* 5 *lowered, raised* 6 *learnt / learned, teach*

## Period 7

### ACTIVITY 1 Read the examples. 15 mins

- 1 Read the example sentences to the pupils.

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

- 2 Read number 1 to the pupils. Elicit the answer (*a – verbs*).
- 3 Repeat with the other sentences. Make sure the pupils understand that these sentences show different ways of using adverbs.
- 4 Show pupils sentence number 3 from the first part again (*Helen desperately needed to find a way out*). Explain that with a modal verb, the adverb can go between the modal and the main verb: *Helen had to quickly find another way out*.
- 5 Also point out, after number 8, that the opposite of *early* (*late*) works in a different way: the adverb is *late* (*We arrived late*), and *lately* means *recently* – as in *I've been working very hard lately*.

**Answers:** 1 *a* 2 *b* 3 *a* 4 *a* 5 *a* 6 *a* 7 *b* 8 *a, a*

### ACTIVITY 2 Complete the table. Form adverbs from these adjectives. 15 mins

- 1 Read the example adverbs in the table to the pupils.
- 2 Say the first adjective in the box (*beautiful*). Elicit the adverb form (*beautifully*).
- 3 Ask which category *beautifully* goes into (*real + ly*).
- 4 The pupils add all the adverb forms to the table.
- 5 Check the answers orally.

**Answers:** *Column 1: efficiently, safely, silently* 2 *easily, happily, healthily* 3 *beautifully, finally, specially* 4 *gently, possibly, sensibly* 5 *early, well, hard,*

### ACTIVITY 3 Add pairs of adjectives and adverbs from activity 2. 10 mins

- 1 Read number 1 to the pupils. Ask *What are the missing words?* (*healthy, healthily*)
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

**Answers:** 1 *healthy, healthily* 2 *early, early* 3 *beautifully, beautiful* 4 *gentle, gently* 5 *safely, safe*

**Now work in pairs. Check your work and then practise.**

- 4 In pairs, the pupils compare their answers.
- 5 The pupils practise the mini-dialogues in pairs.

**Period 8****ACTIVITY 1 Put the words in order to form sentences.**

10 mins

- 1 Help the pupils to say the words of the first sentence in the correct order. Remind the pupils to be careful with the positions of adjectives and adverbs. Point out to pupils that the adverbs can be used in different places in numbers 4 and 5, e.g. *Suddenly, she smelt fire. They pulled Helen slowly to safety.*
- 2 The pupils write the rest of the sentences.
- 3 Call pupils up to the front to write the sentences on the board.

**Answers:** 1 *Helen had a lucky escape. 2 I am lucky to be alive. 3 Everyone cheered wildly. 4 She suddenly smelt fire. 5 Slowly, they pulled Helen to safety.*

**Now check your work. Find the sentences in the passage on page 51.**

- 4 Pupils look back at the passage on page 51 to find the sentences.

**ACTIVITY 2 Work in pairs. Complete Helen's story. 15 mins**

- 1 Read the first sentence of the story to the pupils. Help the pupils to decide where the adjective is correct and where it must be changed to an adverb.
- 2 The pupils complete the rest of the story in pairs.

**Answers:** 1 *Luckily, safe, dangerous, easily 2 Unluckily, broken, heavy, fast 3 quickly, finally, empty 4 hard, Sadly, happy, alive*

**Now check your work. Take turns to read out Helen's story.**

- 3 In pairs, the pupils take turns to read Helen's story aloud to each other.

**ACTIVITY 3 Work in pairs. Complete Ahmad's story. 15 mins**

- 1 In pairs, pupils complete the story with the adjectives at the end of each section.
- 2 If necessary, they change the adjectives to adverbs.
- 3 Choose pupils to read out two or three sentences each from the story.

**Answers:** 1 *nice, sensibly, Recently, carefully 2 quickly, young, immediately, first 3 gently, safely, badly, bad 4 clear, brave, dangerously, Luckily*

**Now check your work. Take turns to read out Ahmad's story.**

- 4 In pairs, the pupils take turns to read Ahmad's story aloud to each other.

**Period 9****ACTIVITY 1 Listen and do the tasks. 15 mins** 

- 1 Read question 1 to the pupils.
- 2 Play recording 25. The pupils listen.
- 3 Play recording again. The pupils draw the route and the points Y and Z.
- 4 Play recording again. The pupils check their answers.
- 5 Check the answers orally.
- 6 Read the police officer's notes to the pupils.
- 7 Play recording again. The pupils complete the information.
- 8 Check the answers orally.

**CD 1 Audio 25**

PO = police officer PB = Mrs Paula Benn

PO: *Excuse me, Mrs Benn, but I believe you saw the accident, didn't you?*

PB: *Yes, and I know the boy, so of course I stayed and helped.*

PO: *So ... where were you when it happened?*

PB: *I was on the corner of Park Street and City Road.*

PO: *Right. And what time did the accident happen?*

PB: *At about five past seven.*

PO: *Seven-oh-five. And so it was nearly dark.*

PB: *Yes, it was almost dark by that time.*

PO: *And what's the boy's name?*

PB: *It's Peter Brice.*

PO: *Peter ... B-r-i-c-e?*

PB: *Yes, that's it. Brice. Poor boy.*

PO: *What happened?*

PB: *He came out of London Road on his blue bike and turned left into Park Street.*

PO: *I see. Park Street. Were his lights on?*

PB: *Er ... I think so. Yes, they were definitely on.*

PO: *And then what happened?*

PB: *Well, there was a large red van at the side of the road – that one over there – so Peter moved out to pass it. The accident happened then.*

PO: *What hit him?*

PB: *A car. It suddenly shot out of Bank Road into Park Street.*

PO: *I see. Bank Road into Park Street.*

PB: *Then it hit Peter and drove away at top speed along East Street, and then up Wood Road! It was blue.*

PO: *Blue. Right. And the boy? Was he badly hurt?*

- PB: Yes, he had a broken arm.  
 PO: A broken arm ... How soon did medical help arrive?  
 PB: The paramedics came at ten past seven. They were very quick.  
 PO: Seven ten. Good.  
 PB: Yes. Then they gave Peter first aid and after that they took him away to hospital.  
 PO: I see. OK. Now, did you see the driver clearly?  
 PB: I'm sorry, no, I didn't. It all happened so quickly.  
 PO: What about the car? Can you tell me about the car?  
 PB: Well, it was purple, as I said. And I think it was a Honda.  
 PO: A Honda. Good.  
 PB: And I can tell you the number. It was T-D ... 1-4 ... P-B-P.  
 PO: T-D 1-4 P-B-P. Excellent. Thank you, Mrs Benn! Thanks to you, we're going to catch that driver, and he or she is going to be in a lot of trouble!

**Answers:** 1 see Audio for answers 2 1 7:05 pm 2 Brice  
 3 Park 4 on 5 van 6 blue 7 ten past seven 8 arm  
 9 Honda 10 TD14 PBP

### ACTIVITY 2 Practise your pronunciation: p and b.

10 mins 

- 1 Read number 1 to the pupils. Make sure they can hear the difference between the sounds.
- 2 Play recording 26. The pupils tick the sounds they hear.
- 3 Play recording again. The pupils check their answers.
- 4 Check the answers orally.

#### CD 1 Audio 26

1 Mrs Paula Benn 2 Peter Brice

- 5 Play recording 27. The pupils repeat the names chorally and individually.
- 6 The pupils underline the ps and bs in number 3.
- 7 Play recording again. The pupils listen and repeat.

#### CD 1 Audio 27

1 poor boy 2 about five past seven 3 Bank Road into Park Street 4 at top speed on his blue bike

**Answers:** see Audio for answers

### ACTIVITY 3 Work in pairs. Ask and answer questions about another accident. 15 mins

- 1 Arrange the pupils in pairs and assign roles – Student A and Student B.
- 2 Explain Student A's task and draw an example of an accident on the board.

- 3 Explain Student B's task and elicit examples of questions to ask.
- 4 Give each pair two or three minutes to do their tasks individually.
- 5 In pairs, Student B (the police officer) interviews Student A. Student B draws on the map according to what Student A says.
- 6 When they have finished, Student A and Student B in each pair compare their maps.
- 7 Choose a pair of pupils to act out the conversation in front of the class.

## Period 10

### Optional Dictation 7 mins

- 1 Explain to the pupils that they should write the two short paragraphs they hear.
- 2 Play recording 28. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

#### CD 1 Audio 28

##### Dictation

- 1 First, we check the fire engines and all our equipment. We must be sure that everything is in working condition: faulty equipment costs lives.
- 2 The paramedics examined her, but she was unhurt. Later, she said, 'I'm lucky to be alive, and it's all thanks to Dave and Ken!'

**Answers:** see the Audio

### ACTIVITY 1 Work in pairs. Do the tasks to develop a story.

10 mins

- 1 Show the pictures to the pupils. Ask *Which is the first picture?*
- 2 In pairs, the pupils number the pictures in the correct order.
- 3 Check the answers orally.

**Answers:** 2, 6, 3, 4, 1, 5

- 4 Point to the first picture in the story and help the pupils to make a sentence about it.
- 5 The pupils make simple statements about each picture.
- 6 Check the answers orally.

**Answers:** They took an exciting cable car ride up to Deir Quruntel. Tom quietly climbed over the security fence. He fell to a ledge below and hurt himself quite badly. The cable car workers gave him first aid and called the ambulance. The paramedics put him in an ambulance and took him to the hospital. The doctor said, 'I don't think you're going to be doing any more climbing for a few weeks.'

- 7 Show the pupils that *a When the Bell family were on holiday in Jericho, ...* goes with the first sentence of the story.
- 8 In pairs, the pupils match the rest of the complete sentences with the openings.
- 9 Ask pupils to read the complete sentences, with openings, in the correct order.
- 10 The pupils write the complete story.

**Answers:** *When the Bell family were on holiday in Jericho, they took an exciting cable car ride up to Deir Quruntel. When they were at the top an hour after that, Tom quietly climbed over the safety ledge. But then the rock under him suddenly collapsed and he fell to a ledge below and hurt himself quite badly. When Tim's dad found and rescued him, the cable car workers gave him first aid and called the ambulance. Help arrived 30 minutes later and the paramedics put him in an ambulance and took him to the hospital. When Tom was ready to leave hospital next day, the doctor said, 'I don't think you're going to doing any more climbing for a few weeks.'*

### ACTIVITY 2 Work in pairs. Do the tasks. 13 mins

- 1 Elicit ideas from the pupils about accidents that have happened to them, or friends or family members. Ask them to give you brief details and write key vocabulary on the board. Help the pupils to use expressions like *... 30 mins later ...* and *When the paramedics arrived, they ...*
- 2 In pairs, the pupils decide on a story each from their own experience. For each story, they make a note of the vocabulary they need.
- 3 The pupils tell each other their stories. Circulate to make sure that they are using suitable vocabulary and expressions.
- 4 Encourage the pupils to ask each other questions if something in the story is not clear.

### ACTIVITY 3 Write your story in about six sentences. 10 mins

- 1 Individually, the pupils write their story.
- 2 As they write, go round the class, making sure that they are limiting themselves to about six sentences.
- 3 Choose individual pupils to read their stories to the class.
- 4 Alternatively, this activity can be finished for homework.

## Period 11

### Reading episode 4: Introduction 5 mins

- 1 Elicit the story so far from the pupils.
- 2 Show the picture to the pupils and elicit ideas about the story. Ask questions such as *Where is this? Who is the man at the top of the picture? Who is the man on the right? Why do you think he is there?* etc.

### Reading episode 4: Scanning 5 mins

- 1 Say *I'm going to ask some questions. Find the answers as quickly as you can.*
- 2 Ask the questions below and help the pupils to find the answers quickly, without reading the whole episode.  
*Was Fix able to arrest Fogg in Calcutta? (No, he wasn't, because he didn't have the correct papers.)*  
*What was the judge's punishment for Passepartout? (15 days in prison)*  
*What was the name of the boat that Fogg and Passepartout went on? (the Rangoon)*  
*When did the boat sail through the Straits of Malacca? (On Wednesday afternoon, 30th October)*  
*Where did the boat go to after the Straits of Malacca? (Singapore)*

### Reading episode 4: Intensive reading 20 mins

- 1 The pupils read the episode silently. Do not allow them to ask questions.
- 2 While they are reading, write the words and phrases from *Reader glossary* on page 96 on the board.
- 3 When they have finished, point to each of the words and phrases on the board. Help them to guess the meaning.
- 4 After going through all the words, allow the pupils to check the definitions on page 96.
- 5 Allow other questions about the text: set a limit to the number of questions you will allow – five is a reasonable number.
- 6 Choose pupils to tell the main points of the story to the class.
- 7 During this activity, make use of the Notes about the episode as appropriate.

### Reading aloud 10 mins

- 1 Read the final paragraph to the pupils.
- 2 The pupils read the final paragraph chorally. Guide them to reading together, at the same speed.
- 3 Choose pupils to read a paragraph each, individually.
- 4 In pairs, the pupils read the final paragraph to each other.



## Period 12

### ACTIVITY 1 Read and answer the questions. 10 mins

- 1 The pupils read the episode silently.
- 2 Choose pupils to read the questions and other pupils to answer them.

**Answers:** 1 He wanted them to tell the police about what Passepartout did in the temple in Bombay. 2 Because the judge had his shoes. 3 He paid £2,000 bail. 4 They went to the port. 5 Because Hong Kong was a British colony and he could arrest Fogg there. 6 Fogg and Aouda went on a trip in the country and Fix followed them.

### ACTIVITY 2 Make corrections. (There are always two or more mistakes.) 18 mins

- 1 Read number 1 to the pupils. Show them how the mistakes have been corrected.
- 2 The pupils correct the rest of the sentences.

**Answers:** 1 A police officer stopped Fogg and the others when they got off the train in Calcutta. 2 While they were going in, Fogg realized that the strange building was a court-room. 3 Inside, there was a judge and a crowd of people. 4 Fogg stood up and calmly said, 'How much is the bail? I will pay it now.' 5 The Rangoon was soon leaving Calcutta for Hong Kong. 6 On the ship, Fix wanted to ask Passepartout about the young woman that was travelling with him and his master. 7 The Rangoon arrived at Singapore Island half a day early on Thursday, 31st October.

### A dialogue based on the story. 12 mins

- 1 If you want the pupils to produce the dialogue, read lines 22–27 to them. Explain that they are going to write the complete conversation between Passepartout and Fix. Elicit ideas from the pupils and write their suggested dialogue on the board.
- 2 Alternatively, write this ready-made dialogue on the board:

Mr Fix	Hello. It's nice to see you again.
Passepartout	Oh, hello. I'm surprised to see you. Are you going to Hong Kong too?
Mr Fix	Er ... yes, I am. I've always wanted to go to Hong Kong.
Passepartout	But why are you ...?
Mr Fix	Who is that young woman with you?
Passepartout	Her name is Aouda. We rescued her in the forest.
Mr Fix	Is she going to Hong Kong with you?
Passepartout	Yes, she is. But why ...?
Mr Fix	I'm sorry. I must go. See you soon!

Whichever dialogue you choose, follow these steps:

- 3 Practise the dialogue with a pupil. Help the pupil use appropriate intonation.
- 4 In pairs, all the pupils practise the dialogue.
- 5 Call a pair of pupils up to the front to act out the dialogue to the class.



# Dangerous weather

**Aims:** to be able to make comparisons with adjectives and adverbs, using a variety of structures

**Key language:** *as, avalanche, control, hill, melt, mm (millimetres), mudslide, spread, steep, temperature, tornado, violent / ice, rainfall, usual, wildfire*

*accurate, accurately, approach, breathe, combine, escape, force, heat, hit, moreover, poor, proper, properly, (as a) result, storm surge / destruction, destructive, helplessly*

**Language structures:** adjectives and adverbs with conjunctions and with structures such as (*not*) *as ... as, too ... , ... enough, so + adjective + that* and *such a + noun + that*

**Materials:** Pupil's Book, CD

## Period 1

### Introduction 5 mins

- 1 Show the pictures to the pupils. Explain that they are going to be talking about the weather in this unit. Elicit words to describe types of weather (*hot, cold, sunny, raining* etc.).
- 2 Talk with the pupils about the weather. Ask them questions such as *What is the weather like in Palestine now? What sort of weather do you like? What sort of weather do you hate? Have you seen snow? When did you see it?* etc. Help the pupils with the vocabulary they need to express their ideas.

### ACTIVITY 1 Listen and repeat. 5 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 29. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

### Word formation

- 4 Read the sets of words; help the pupils to work out which are adjectives, nouns and verbs.
- 5 Show the pupils how we change one form into another, for each of the sets.
- 6 Pupils may want to use *snow / snowy* in some activities in this unit; here is a good time to teach them.

### CD 1 Audio 29

*as avalanche control hill melt  
mm (millimetres) mudslide spread steep  
temperature tornado violent /  
ice ice cream rain + fall rainfall usual usually  
wild + fire wildfire*

### ACTIVITY 2 Look at the first picture below and pictures a–f. Do the tasks. 5 mins

- 1 Read the tasks to the pupils.
- 2 Help the pupils to identify the weather forecaster / reporter, the weather and the natural disasters.
- 3 Help the pupils to express their ideas.

**Answers:** 1 *She's a weather reporter. She's doing a weather report on television.* 2 *tornado, avalanche, wildfire, flood, storm / hurricane, mudslide* 3 (example answers) *a There is a tornado. b Snow has fallen, or is falling, down the hill. c A wildfire has started and trees are burning. d The street has flooded – perhaps it has been raining a lot. e A hurricane has reached land. f There has been a huge mudslide.*

### ACTIVITY 3 Listen and do the tasks. 10 mins

- 1 Read the tasks to the pupils. Tell them that they will be listening to a weather report for different parts of the world, rather than a weather report for one country or one area.
- 2 Play recording 30. The pupils listen.
- 3 Play recording again. The pupils do the tasks.
- 4 Play recording again. The pupils check their answers.
- 5 It may be appropriate to explain the formation of tornadoes (when cold air from the north hits warm air from the south and the whole mass of air starts spinning), and hurricanes (similar, but hurricanes are formed over warm ocean water).

### CD 1 Audio 30

**Woman:** *Good evening and welcome to today's World Weather report. Well, the weather's been even busier and even more exciting than usual, especially in North America and Asia!  
As we move into the early summer, temperatures have been rising more quickly than normal and this is producing dangerous weather conditions. Let's start in South Asia with the Himalayas. Here in the world's highest, most dramatic mountains, snow and ice are melting earlier and faster than usual and this is causing more avalanches. And as melting continues, enormous quantities of*

water are entering the great rivers of India and Bangladesh. These are already rising and causing floods.

Let's move now to South-East Asia. There, a big storm with heavy rainfall of over 700 mm and wind speeds as high as 120 kph has smashed into the Philippines. It isn't as violent as some other storms, but it's bad enough to cause many problems. Mudslides on steep hills have destroyed many homes and worse is expected. Emergency workers are moving people away from more dangerous areas to places of safety.

Now we cross the Pacific to North America. In the south-west, California has been experiencing hot, dry winds for weeks and wildfires have started in several places. Firefighters are working hard to control them and stop them spreading farther. Meanwhile, east in Oklahoma, several violent tornadoes have destroyed a number of homes. But thanks to better warning systems than in the past, no lives have been lost.

Finally, out over the warm Atlantic Ocean, this year's first hurricane is being born far out at sea. It's starting to move north-west towards the Caribbean Islands and Florida. How big will it get and where will it go? We don't have enough information yet, so it's too early to say. So ... watch World Weather again tomorrow to learn the latest.

**Answers:** 1 (example answer) This report covers a lot of different countries and it is reporting much more extreme weather.

2 South Asia – Himalayas, India, Bangladesh / South-East Asia – the Philippines / North America – California, Oklahoma / Atlantic Ocean – Caribbean islands, Florida

#### ACTIVITY 4 Read and do the tasks. 10 mins

- 1 The pupils read the text silently.
- 2 The pupils do the tasks. Check the answers orally.

**Answers:** 1 a 6, b 1, c 5, d 2, e 3, f 4; 2 a Caribbean Islands/ Florida b Himalayas c California d India & Bangladesh e Philippines f Philippines

#### ACTIVITY 5 Work in pairs. Take turns to read out the passage, paragraph by paragraph. 5 mins

- 1 In pairs, the pupils take turns to read a section of the text each.
- 2 Choose a group of pupils to read the complete text to the class.

## Period 2

### ACTIVITY 1 Replace with new words from period 1.

**Make any changes needed. 5 mins**

- 1 Read number 1 to the pupils. Ask *What word means the same as 'while'? (as)*
- 2 The pupils complete the rest of the activity with the new words from period 1.

**Answers:** 1 as 2 usual 3 melted

### ACTIVITY 2 Add other new words from period 1. Make any changes needed. 10 mins

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

**Answers:** 1 hill, steep 2 tornado, violent 3 wildfires, control, spreading 4 mudslide, rain / rainfall, millimetres 5 temperature, ice, avalanche

### Now work in pairs. Check your work and then practise.

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

### ACTIVITY 3 Read again to complete the table of weather problems. 10 mins

- 1 The pupils read the text again individually.
- 2 Help the pupils write the notes for South Asia.
- 3 The pupils write the rest of the notes.

**Answers:** 1 South Asia: the Himalayas, avalanches; South East Asia: India & Bangladesh, floods; the Philippines, storm; North America: California, wildfires; Oklahoma, tornadoes; the Caribbean islands, hurricane

### ACTIVITY 4 Work in pairs. Ask and answer questions about the table in activity 3. 8 mins

- 1 Read the example dialogue to the pupils.
- 2 Choose pupils to practise the dialogues with. Help the pupils to make suitable questions and answers.
- 3 In pairs, the pupils talk about the weather problems.

### ACTIVITY 5 Work in pairs. Think and discuss. 7 mins

- 1 Read the questions to the pupils. Then have the conversation with a pupil. Ask the pupil other questions, such as *Which is the most dangerous type of disaster? Which countries have a lot of earthquakes? What should we do during an earthquake?* etc.
- 2 The pupils discuss natural disasters in pairs.

## Period 3

### ACTIVITY 1 Read the examples. 15 mins

- 1 Read the example sentences to the pupils.

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

- 2 Read number 1 to the pupils. Elicit the answer (*a – shorter*).
- 3 Repeat with the other sentences. Make sure the pupils understand the different ways we make comparative and superlative forms of adjectives and adverbs.

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

### ACTIVITY 2 Add comparative and superlative adjectives. Use the words in brackets. 10 mins

- 1 Help the pupils to complete the first sentence (*the most dangerous*).
- 2 The pupils complete the rest of the sentences.

**Answers:** 1 *the most dangerous* 2 *the greatest* 3 *farther*  
4 *worse* 5 *larger*

### ACTIVITY 3 Add comparative adverbs. Use the words in brackets. 5 mins

- 1 Help the pupils to complete the first sentence (*more slowly*).
- 2 The pupils complete the rest of the sentences.

**Answers:** 1 *more slowly* 2 *more often* 3 *more widely*  
4 *harder*

### ACTIVITY 4 Add (*not*) *as ... as* comparative forms. Use the words in brackets. 10 mins

- 1 Help the pupils to complete the first sentence (*as well as*).
- 2 The pupils complete the rest of the sentences.

**Answers:** 1 *as well as* 2 *not as steep as* 3 *as fast as*  
4 *as easily as*

## Period 4

### ACTIVITY 1 Listen and repeat. 10 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 31. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

## Word formation

- 4 Read the sets of words; help the pupils to work out which are adjectives, nouns and verbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

### CD 1 Audio 31

*accurate accurately approach breathe combine  
escape force heat hit moreover poor proper  
properly (as a) result storm surge/  
destroy destruction destructive  
help helpless helplessly*

### ACTIVITY 2 Look at the picture in the passage and do the tasks. 5 mins

- 1 Show the picture and read the tasks to the pupils.
- 2 Help the pupils to do the tasks.

**Answers:** 1 *They're looking at the weather.* 2 *They warn people about hurricanes, so the people have time to leave before the hurricane arrives.*

### ACTIVITY 3 Read and do the tasks. 7 mins

- 1 Read the tasks to the pupils.
- 2 The pupils read the passage again and do the tasks.
- 3 Check the answers orally.
- 4 It may be appropriate to give the pupils some background information about the weather in this text: for example, hurricanes, typhoons and cyclones are all basically the same weather phenomenon, but it is known by different names in different parts of the world.
- 5 Note that *weather balloon* and *weather station* are also examples of making a new noun by combining two nouns.

**Answers:** 1 *the sun's heat, air and water* 2 *118 kph*  
3 *from space satellites, weather balloons and weather stations*  
4 *a 10-metre storm surge, wind speeds up to 222 kph, 500,000 died*

### ACTIVITY 4 Read and answer the questions. 8 mins

- 1 Read the questions to the pupils.
- 2 The pupils read the passage again, looking specifically for the answers.
- 3 Check the answers orally.

**Answers:** 1 *The 1972 hurricane killed a very large number of people. Hurricane Andrew in 1992 only killed a few people, but it did a huge amount of damage and it was the most expensive hurricane ever.* 2 *Information collected about the hurricane led to an early warning so people were able to escape before the hurricane hit.* 3 *They can help predict and deal with natural disasters.* 4 *It needs to help poor countries protect their populations.*

**!** Note: you may want to tell the pupils about the far-reaching consequences of the disastrous Bhola Cyclone in East Pakistan: it led to widespread political anger and the break-away of East Pakistan from West Pakistan to become Bangladesh.

### ACTIVITY 5 Read again to complete the table. 10 mins

- 1 The pupils copy the table in their notebooks.
- 2 The pupils go through the text individually again, looking for the missing information.
- 3 The pupils complete the table with notes.
- 4 Check the answers orally.

**Answers:** Hurricane 1 Florida / 1992 / very great / very few / many / they escaped by car; Hurricane 2 East Pakistan (Bangladesh) / 1970 / very great / very many / almost none / nothing

### Now work in pairs. Take turns to make statements.

- 5 Help a pair of pupils to complete the example sentences. They take turns to make sentences about the hurricanes.
- 6 In pairs, all the pupils take turns to say sentences about the hurricanes.
- 7 Choose a pair of pupils to demonstrate their sentences to the class.

## Period 5

### ACTIVITY 1 Replace with new words from period 4. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What word means the same as 'put together'? (combine)*
- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 combine 2 approached 3 accurate 4 properly 5 poor

### ACTIVITY 2 Add other new words from period 4. Make any changes needed. 10 mins

- 1 Read the first paragraph to the pupils. Ask *What's the missing word? (heat)*
- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 heat, escape 2 storm surge, destruction  
3 Moreover, as a result 4 helpless, breathing  
5 hit, destructive, forces

### Now work in pairs. Check your work and then practise.

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

### ACTIVITY 3 Read the passage again and do the tasks.

15 mins

- 1 The pupils read the text again, individually.

### Say what the underlined words and phrases refer to.

- 2 Read number 1 to the pupils and ask *What does 'this' refer to? Help the pupils to work out the answer (combining the sun's heat and air with water).*
- 3 The pupils work out what the other underlined words refer to.

**Answers:** 1 combining the sun's heat and air with water  
2 gathering information from space satellites, weather balloons and weather stations 3 the next disaster

### Now say what the underlined phrases mean.

- 4 Read number 1 to the pupils and ask *What does 'givers of life' mean? Help the pupils to say what it means (things which make life possible on the Earth).*
- 5 The pupils work out what the other underlined phrase means.

**Answers:** 1 things which make life possible on the Earth  
2 it caused the most destruction in terms of cost

### Now say what these numbers mean.

- 6 Read number 1 to the pupils and ask *What is it? (wind speeds in a hurricane)*
- 7 The pupils work out the meaning of the other numbers.

**Answers:** 1 Wind speeds in a hurricane. 2 The size across of a hurricane. 3 The winds in the 1970 storm in Bangladesh.  
4 The storm surge in the 1970 storm in Bangladesh.

### ACTIVITY 4 Work in pairs. Think and discuss. 5 mins

- 1 Read the speech bubble to the pupils. Help the pupils to express their opinions.
- 2 Ask other questions such as *How can rich countries help? Can we stop the floods? What can the government of Pakistan do to help the people? What can other countries do to help after a flood? etc.*
- 3 In pairs, the pupils discuss the situation in Pakistan.
- 4 Choose pairs of pupils to tell the class what they discussed.

## Period 6

### ACTIVITY 1 Find the words to complete the network.

15 mins

- 1 Read the four sections of the network to the pupils.
- 2 Help the pupils unscramble the first word (*avalanche*).
- 3 The pupils unscramble all the words and write them in the network.
- 4 Call pupils up to the front to write a section of the network on the board.

**Answers:** *Weather: storm, tornado, hurricane; Results of weather: avalanche, flood, mudslide, storm surge*  
*Other: wildfire, earthquake*

### Now complete the sentences with words from the network.

- 5 The pupils complete the sentences.
- 6 Check the answers orally.

**Answers:** 1 wildfires 2 avalanche 3 storm, hurricane

### ACTIVITY 2 Work in pairs. Work out the patterns to complete the table. 10 mins

- 1 Show the pupils the words for *help* (*helpful, helplessly*). Elicit the missing words (*helpless, helpfully*).
- 2 In pairs, the pupils complete the other sets of words. Note that the words appear in the text in the same order as in the table.
- 3 Check the answers orally.

**Answers:** *help: helpful, helpless, helpfully, helplessly; hope: hopeful, hopeless, hopefully, hopelessly; care: careful, careless, carefully, carelessly*

### ACTIVITY 3 Now complete the following. Use words from the table. 15 mins

- 1 Read number 1 to the pupils. Ask *What are the missing words? (see answers below)*

**Answers:** 1 careful, carefully 2 help, helpful  
 3 hopeful, hopeless

### Now work in pairs. Check your work and then practise.

- 2 In pairs, the pupils check the answers.
- 3 In pairs, the pupils practise the conversations.
- 4 Choose a pair of pupils to say the conversations to the class.

## Period 7

### ACTIVITY 1 Read the examples. 10 mins

- 1 Read the example sentences to the pupils.

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

- 2 Read number 1 to the pupils. Elicit the answer (*b – more than is needed*).
- 3 Repeat with the other sentences. Make sure the pupils understand that these sentences show different ways of modifying adjectives.

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

### ACTIVITY 2 Change the sentences using the words in brackets. 10 mins

- 1 Read the first sentence and the example of how to change it to the pupils.
- 2 Help the pupils change the other sentences.

**Answers:** 1 *Bangladesh is not rich enough to protect its population.* 2 *The old walls aren't strong enough to stand against that wind.* 3 *Stop! It's too dangerous to go outside in this storm.*

### ACTIVITY 3 Match the sentence parts to make statements.

5 mins

- 1 Show the pupils how to make sentences using the table, for example, *She paints so beautifully that everyone wants to buy her pictures.*
- 2 Help the pupils to make other sentences.

### ACTIVITY 4 Complete the statements. Choose between *so ... that* and *such ... that*. 5 mins

- 1 Read the introduction and number 1. Help the pupils to complete the sentence.
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

**Answers:** 1 *such, that* 2 *so, that* 3 *so, that* 4 *such, that*

### ACTIVITY 5 Work in pairs. Go back to activity 4. Ask the reporter's questions for Joe's answers. 10 mins

- 1 Take the part of the reporter. Ask the questions to a pupil.
- 2 Help the pupil to answer using the sentences in activity 4.
- 3 In pairs, the pupils practise the questions and answers.



## Period 8

### ACTIVITY 1 Work in pairs. Compare yourself with others.

Use *-er* and *more* forms. 10 mins

- 1 Read the adjectives and adverbs to the pupils. Then read the example conversation.
- 2 Help the pupils to make sentences comparing themselves to other people.
- 3 In pairs, the pupils compare themselves to others.
- 4 Choose pupils to say their sentences to the class.

### ACTIVITY 2 Work in pairs. Discuss the question. Use *-est* and *most* forms. 10 mins

- 1 Read the questions and the example dialogue.
- 2 In pairs, the pupils discuss the questions.
- 3 Point out that *best* is often used with *the*, as in number 3.

### Now ask and answer more questions. You can use ideas from activity 1.

- 4 Elicit suitable questions from the pupils, for example, *Who's the most serious person in the class?*
- 5 In pairs, the pupils ask and answer more questions, using the adjectives and adverbs from activity 1.
- 6 Choose pupils to say what they discussed to the class.

### ACTIVITY 3 Work in pairs. Talk about things that have not gone well. Use *too ...* and *not ... enough* forms. 10 mins

- 1 Read the example conversation to the pupils.
- 2 Elicit ideas for sentences with *too ...* and *not enough ...*
- 3 Help the pupils express their ideas.
- 4 In pairs, the pupils discuss things that haven't gone too well.
- 5 Choose pupils to say what they discussed to the class.

### ACTIVITY 4 Match the sentence parts to form sentences.

Add *so ... / such ... that* forms. 10 mins

- 1 Help the pupils to make sentences with the table, for example, *He's running so slowly that we're going to finish late.*

### Now work in pairs. Make statements about yourself.

- 2 Read the example sentence beginnings to the pupils. Help the pupils to complete the sentences appropriately, for example, *I worked so hard for the test last week that on Friday I was very tired.*
- 3 In pairs, the pupils make statements about themselves with *so ... that* and *such ... that*.
- 4 Choose pupils to say their sentences to the class.

## Period 9

### ACTIVITY 1 Listen and do the tasks. 10 mins

- 1 Point to each of the weather symbols and ask *What is it?*
- 2 If the pupils cannot remember the word, they can look back at the weather words on pages 60 and 61: some of the words appear there.
- 3 Point to the maps a and b and elicit words for the weather. Help the pupils to express themselves using compass directions: *In map b, it's sunny in the south-west.*
- 4 Play recording 32. The pupils listen and decide which map it is.
- 5 Read the word pairs in number 3 to the pupils.
- 6 Play recording again. The pupils listen and tick the words they hear.
- 7 Play recording again. The pupils check their answers.
- 8 Check the answers orally.

### CD 1 Audio 32

**Man:** *Good evening, everyone. It's time for a look at tomorrow's weather. If we look at the chart here, we can see there'll be quite strong winds from the south-west and from the west. These will give everyone in the south-west, the west and the north-west a windy day tomorrow. And it'll be a lot less warm than today. In the south-west, there'll be some cloud, but it'll remain dry. And it'll get a little sunnier in the afternoon. However, in the west and north-west, it'll be a lot more cloudy and the weather will be rainy. Later on, there will be some rain in the north-east and east, too, but there will be some sun, too.*

*The best weather will be in the south and south-east. There it will be warm and sunny and very nice, with gentle winds from the south.*

*Temperatures will be as low as thirteen in the north, but down in the south and south-east, temperatures will get as high as twenty-four. That means it will be one of the warmest days of the year for the south-east.*

**Answers:** 1 1 hot/sunny 2 rainy 3 some rain 4 cloud  
5 wind/windy 2 He's talking about Map a. 3 1 cloud, cloudy 2 rain, rainy 3 neither 4 neither 5 sun, sunny  
6 (winds), windy

### ACTIVITY 2 Practise your pronunciation: weak stress in sentences. 10 mins

- 1 Say the sound schwa to the pupils; they should repeat it chorally and individually.
- 2 Play recording 33. The pupils listen for the schwa and underline it.

- 3 Play recording again. The pupils check their answers.
- 4 Check the answers orally.
- 5 Play recording again. The pupils repeat the sentences chorally and individually.

### CD 1 Audio 33

- 1 It's time for a look at tomorrow's weather.
- 2 These will give everyone in the west a windy day.
- 3 There will be some rain in the north-east and east, too.
- 4 It will be one of the warmest days of the year for the south-east.

**Answers:** see Audio

### ACTIVITY 3 Work in pairs. Make statements about b, the weather map for two days' time. 10 mins

- 1 Read the example sentences to the pupils.
- 2 Help the pupils to make other statements about the weather in map b with *will*.
- 3 In pairs, the pupils discuss the weather in map b using *will*.
- 4 Choose a pair of pupils to tell the class what they said.

### ACTIVITY 4 Now compare the weather tomorrow (map a) with the day after. 10 mins

- 1 Read the example sentence to the pupils.
- 2 Help the pupils to make sentences comparing the weather in the two maps.

Before the end of the class, tell the pupils that in the next period, they will be doing weather forecasts. In order to prepare for this, the day before the next period, they should listen to the weather forecast for the day after the next period.

That way, during the next period, they will be prepared to give a good weather forecast. Note that they can listen to the weather forecast in English or Arabic.

## Period 10

### Optional Dictation 7 mins

- 1 Explain to the pupils that they should write the two sentences they hear.
- 2 Play recording 34. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

### CD 1 Audio 34

#### Dictation

- 1 Here in the world's highest, most dramatic mountains, snow and ice are melting earlier and faster than usual and this is causing more avalanches.
- 2 As a result, they could only wait helplessly as the most destructive storm in history approached with a 10-metre storm surge and winds as fast as 222 kilometres per hour.

**Answers:** see the Audio

### ACTIVITY 1 Describe the climate of Palestine. 7 mins

- 1 Read the example sentences to the pupils.
- 2 In groups of three or four, the pupils talk about the climate of Palestine, using similar sentences.
- 3 While they are talking, circulate and help the pupils to express their ideas.
- 4 Read the start of the text to the pupils. Ask *Which word or phrase is it? (As a result)*
- 5 Individually, the pupils complete the text, choosing the correct word or phrase, and adding information from the map.
- 6 Check the answers orally.

**Answers:** 1 *As a result* 2 *and* 3 *However* 4 *For example*  
5 *Moreover* 6 *230 mm* 7 *600 mm* 8 *but* 9 *100 mm*  
10 *In other words*

### ACTIVITY 2 Work in pairs. Prepare and present a weather forecast. 13 mins

- 1 Read the Unit task to the pupils. Explain that they are going to write a short passage about the weather in Palestine.
- 2 In pairs, the pupils talk about what they think the weather will be like in Palestine the next day.
- 3 The pupils make notes of useful vocabulary and expressions to talk about the weather.
- 4 The pupils choose different aspects of the weather to talk about – for example, one can talk about the amount of sun, cloud and rain etc., the other can talk about temperatures.
- 5 The pupils prepare what they are going to say.
- 6 In pairs, the pupils present their weather forecast to the class, using a map of Palestine. Encourage them to use cut-out weather symbols such as the ones they have seen in this unit, for example, for rain, sun, wind etc.

### ACTIVITY 3 Write about the weather. 13 mins

- 1 Read the line from the English friend's email. Ask *Is this person right about the weather in Palestine?*
- 2 Help the pupils express their ideas about the way the weather in Palestine is different.
- 3 Read the start of the passage from the reply.

- 4 Individually, the pupils write a passage about weather in Palestine.
- 5 Choose individual pupils to read their passages to the class.
- 6 Alternatively, pupils can complete this task for homework.

## Period 11

### Reading episode 5: Introduction 5 mins

- 1 Elicit the story so far from the pupils.
- 2 Show the picture to the pupils and elicit ideas about the story. Ask questions such as *Who can you see in the picture? Where are they? Why do you think Passepartout is running? Where do you think Phileas Fogg is?* etc.

### Reading episode 5: Scanning 5 mins

- 1 Say *I'm going to ask some questions. Find the answers as quickly as you can.*
- 2 Ask the questions below and help the pupils to find the answers quickly, without reading the whole episode.  
*Where did Fogg want to go after Hong Kong? (Yokohama)  
What was the name of the boat that Fogg wanted to take in Hong Kong? (the Carnatic)  
When did they arrive in Hong Kong? (At 1:00 on 6th November)  
Was Aouda's uncle in Hong Kong? (No, he wasn't. He had moved to Europe.)  
What was the name of the boat that Fogg left Hong Kong in? (the Tankadere)*

### Reading episode 5: Intensive reading 20 mins

- 1 The pupils read the episode silently. Do not allow them to ask questions.
- 2 While they are reading, write the words and phrases from *Reader glossary* on page 96 on the board.
- 3 When they have finished, point to each of the words and phrases on the board. Help them to guess the meaning.
- 4 After going through all the words, allow the pupils to check the definitions on page 96.
- 5 Allow other questions about the text: set a limit to the number of questions you will allow – five is a reasonable number.
- 6 Choose pupils to tell the main points of the story to the class.
- 7 During this activity, make use of the Notes about the episode (and the phonetic pronunciation) as appropriate.

### Reading aloud 10 mins

- 1 The pupils read from line 24 *Early next morning Fogg arrived ...* Guide them to reading together, at the same speed.
- 2 Choose pupils to read a paragraph each, individually.
- 3 In pairs, the pupils read the final paragraphs to each other.

## Period 12

### ACTIVITY 1 Note the changes to the plans and schedules.

15 mins

- 1 Make sure the pupils understand that they are going to be looking for all the changes to Phileas Fogg's plans in this episode.
- 2 The pupils read the episode silently.
- 3 Help the pupils to add the first change to the table.
- 4 The pupils notes all the changes.

**Answers:** 1 7 days 2 6th November 3 He had moved to Europe. 4 7th November / 7th November, 5:00 am / 6th November / evening 5 Shanghai

### ACTIVITY 2 Answer the questions. 13 mins

- 1 The pupils read the episode silently.
- 2 Choose pupils to read the questions and other pupils to answer them.

**Answers:** 1 1,300 miles 2 At first it was fine and then there was a storm. 3 The Rangoon arrived late in Hong Kong. 4 Because the engineers were repairing it. 5 He thought he had 16 hours. 6 He learnt that the Carnatic was ready to sail that evening. 7 Because he wanted Fogg to stay in Hong Kong. 8 He told Passepartout that he was a detective. 9 He started looking for another way to get to Yokohama. 10 Because the Carnatic could cross the open sea to Yokohama.

### A dialogue based on the story. 12 mins

- 1 If you want the pupils to produce the dialogue, read lines 24–26 to them. Explain that they are going to write the complete conversation between Passepartout and Fix. Elicit ideas from the pupils and write their suggested dialogue on the board.
- 2 Alternatively, write this ready-made dialogue on the board:

Fix	I have something important to say to you.
Passepartout	Really? What is it?
Fix	I am a detective. I am following Mr Fogg. I think he is the London bank robber.
Passepartout	No! I don't believe you.
Fix	I am sure that I am right. I want you to help me. Look, here is £500.
Passepartout	You are wrong. I don't want to help you. I don't want your money.
Fix	But ...
Passepartout	Goodbye, Mr Fix.

Whichever dialogue you choose, follow these steps:

- 3 Practise the dialogue with a pupil. Help the pupil use appropriate intonation.
- 4 In pairs, all the pupils practise the dialogue.
- 5 Call a pair of pupils up to the front to act out the dialogue to the class.

# Working for a better world

**Aims:** to be able to use *when* and *while* with the past simple and the past continuous; to understand *after*, *before* and *by the time* with the past simple and the past perfect

**Key language:** *abroad, dream, give up, graduate, laboratory, law, radiation, treat, university, war, X-ray / discover, discovery*

*along with, (house) arrest, cultivate, delighted, editor, except for, exile, orchard, (travel) permit, publish, refugee, steal, tragic, tragically / cultural, go into exile, poetry, reading, settlement, write down*

**Language structures:** past simple and past continuous with *when* and *while*; past simple and past perfect with *after*, *before* and *by the time*

**Materials:** Pupil's Book, CD

## Period 1

### Introduction 5 mins

- 1 Show the pictures to the pupils. Explain that in this unit they are going to talk about people who have made a difference in the world. In particular, they will be talking about people who have helped others all over the world.
- 2 Talk with the pupils about how people can help so many others. Help the pupils to suggest ideas such as *doctors, scientists, poets, inventors* and so. Ask the pupils questions such as *How can scientists help others? What sort of scientists help others most?* etc. Help the pupils with the vocabulary they need to express their ideas.

### ACTIVITY 1 Listen and repeat. 5 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 35. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

### Word formation

- 4 Read the words; help the pupils to work out which is a verb and which is a noun.
- 5 Show the pupils how we change one form into another.

### CD 1 Audio 35

*abroad dream give up graduate laboratory law radiation treat university war X-ray / discover discovery*

### ACTIVITY 2 Look at the pictures on the next page.

#### Do the tasks. 5 mins

- 1 Show the pictures to the pupils.
- 2 Read the tasks to the pupils. Help them to express their ideas.

**Answers:** 1 *The woman in picture a (Marie Curie) is in both pictures.* 2 *They are scientists.* 3 *It's an X-ray machine.* 4 *Marie Curie* 5 *It means that her work benefited everyone.*

### ACTIVITY 3 Listen and check your answers to activity 2.

#### Then answer the questions. 10 mins

- 1 Read the tasks to the pupils. Play recording 36. The pupils listen.
- 2 Play recording again. The pupils do the tasks.
- 3 Play recording again. The pupils check their answers.

### CD 1 Audio 36

**Woman: A scientist for the world**

*Maria Skłodowska was born in Warsaw in 1867. She was an excellent student at school, but it was against the law for women to go on to university. The only way was to study abroad, but her family could not afford this. She therefore worked for several years to save enough and in 1891, at the age of 24, she finally started studying at the Sorbonne in Paris.*

*While she was studying, she was always poor and hungry. However, she worked hard and she graduated successfully three years later.*

*When she was looking for a laboratory to continue her work that year, she met another scientist, Pierre Curie, and he invited her to use his. They soon found that they had the same dream – to make the world a better place through science.*

*They married in 1895 and had their first child, Irène, in 1897. This happened while Maria – now Marie – was exploring the exciting new science of radiation. Pierre stopped his own research to work with her and, just a year later, they reported some important*



new discoveries. Then they began using radiation to treat various diseases and soon this was saving lives. In 1903, they received the Nobel Prize.

However, disaster followed in 1906 when Pierre died in a terrible road accident. Marie was left to continue their work alone. She was often depressed and sick, but she did not give up. In 1911, she even received another Nobel Prize.

When the First World War started in 1914, Marie, with her young scientist daughter Irène, supplied over 200 X-ray machines and trained many doctors to use them to examine people's injuries.

By the 1920s, she was famous, but she was also becoming very sick, almost certainly because of her dangerous work. Sadly, she died in 1934 and did not live to see Irène and husband Frédéric Joliot-Curie win their own Nobel Prize in 1935.

**Answers:** 1 She went to Paris. 2 They wanted to use science to make the world a better place. 3 They could use it to treat diseases and save lives.

#### ACTIVITY 4 Read and complete the notes on Marie Curie's life. Then read to continue them. 10 mins

- 1 The pupils copy the notes into their notebooks.
- 2 The pupils read the text and complete the notes.
- 3 The pupils read again to continue the notes.
- 4 Check the answers orally.

**Answers:** Family name: Sklodowska; Given name: Maria; Full married name: Marie Curie; 1891 Started university at the Sorbonne in Paris; 1894 Graduated successfully; 1895 Married Pierre Curie; 1897 Had first child (Irène); 1903 Received Nobel Prize; 1906 Pierre died in accident; 1911 Received another Nobel Prize; 1914 Supplied X-ray machines and trained doctors to examine war injuries; 1920s Became sick; 1934 Died

#### Now work in pairs. Ask and answer questions about Marie Curie's life.

- 5 Show the example dialogue to the pupils.
- 6 Choose a pupil to do the dialogue with. Help the pupil ask and answer the questions.
- 7 In pairs, all the pupils ask and answer questions about Marie Curie's life.

#### ACTIVITY 5 Work in pairs. Take turns to read out the passage, paragraph by paragraph. 5 mins

- 1 In pairs, the pupils take turns to read a paragraph each.
- 2 Choose a group of pupils to read one paragraph each to the class.

## Period 2

### ACTIVITY 1 Replace with new words from period 1. Make any changes needed. 8 mins

- 1 Read number 1 to the pupils. Ask *What word means the same as 'a place for higher studies'?* (university)
- 2 The pupils complete the rest of the activity with the new words from period 1.

**Answers:** 1 university 2 give up 3 war 4 abroad

### ACTIVITY 2 Add other new words from period 1. Make any changes needed. 8 mins

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

**Answers:** 1 law, graduate 2 X-rays, radiation 3 dreams, treat 4 laboratory, discoveries

### Now work in pairs. Check your work and then practise.

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

### ACTIVITY 3 Read and answer the questions. 10 mins

- 3 The pupils read the text again, silently.
- 4 Read the questions to the pupils. Help the pupils to answer them.

**Answers:** 1 Because there was a law against women going to university. 2 She met him in 1891, in Paris. 3 She supplied over 200 X-ray machines and trained many doctors to use them. 4 Because she worked very hard during her life, and she became ill because of the radiation she was researching.

### ACTIVITY 4 Read the passage again and do the tasks. 7 mins

- 1 The pupils read the passage again, individually.

#### Say what the underlined words and phrase refer to.

- 2 Read number 1 to the pupils and ask *What does 'the only way' refer to?* Help the pupils to work out the answer (*Her only chance to go to university*).
- 3 The pupils work out what the other underlined words refer to.

**Answers:** 1 Her only chance to go to university 2 to study abroad 3 his laboratory



### Now say what the underlined phrases mean.

- 4 Read number 1 to the pupils and ask *What does 'save enough' mean?* Help the pupils to say what it means (to get enough money).
- 5 The pupils work out what the other underlined phrase means.

**Answers:** 1 to get enough money 2 helping people to recover from their illnesses and injuries

### ACTIVITY 5 Work in pairs. Think and discuss. 7 mins

- 1 Read the questions to the pupils. Then have the conversation with a pupil. Ask the pupil other questions, such as *What injuries have you had? What happened when you went for an X-ray? Did you see your X-ray?* etc.
- 2 The pupils discuss injuries and X-rays in pairs.

## Period 3

### ACTIVITY 1 Read the examples. 10 mins

- 1 Read the example sentences to the pupils.

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

- 2 Read number 1 to the pupils. Elicit the answer (*a – the past simple*).
- 3 Repeat with the other sentences. Make sure the pupils understand that these sentences show different ways that we use the past simple and the past continuous.

**Answers:** 1a 2b 3a 4a 5b 6b

### ACTIVITY 2 Complete the statements with the verbs in brackets. Choose the past simple or past continuous.

10 mins

- 1 Help the pupils to complete number 1.
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

**Answers:** 1 was studying 2 married 3 was exploring 4 reported

### ACTIVITY 3 Put the sentence parts together. Add *when*, commas and the verbs in the correct forms. 10 mins

- 1 Help the pupils to complete number 1.
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

**Answers:** 1 When Marie left school, she got a job. 2 She joined the university when she reached Paris. 3 When she graduated, she decided to stay in Paris. 4 She started work when she moved into her new laboratory.

### ACTIVITY 4 Put the sentence parts together. Add *while* or *when*, commas and the verbs in the correct forms. 10 mins

- 1 Help the pupils to complete number 1.
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

**Answers:** 1 While / When Marie was studying at university, she had almost nothing to eat. 2 She had her first child while / when she was exploring the science of radiation. 3 She found that she needed Pierre's help while / when she was working on this new area of science. 4 While / When they were doing their experiments they made some important discoveries.

## Period 4

### ACTIVITY 1 Listen and repeat. 10 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 37. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

### Word formation

- 4 Read the sets of words; help the pupils to work out which are adjectives, nouns and verbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

### CD 1 Audio 37

along with (house) arrest cultivate delighted  
editor except for exile orchard (travel) permit  
publish refugee steal tragic tragically /  
culture cultural exile go into exile poem poetry  
read reading settle in settlement write write down

### ACTIVITY 2 Look at the picture on the next page. Do the tasks. 5 mins

- 1 Show the picture and read the tasks to the pupils.
- 2 Help the pupils to do the tasks.

**Answers:** 1 One of them is Dr Adnan Maqdisi and the other is probably Jenny's father. 2 They're at the Jericho Farm Research Centre. 3 Jenny's father has arrived in Palestine and has started working at the Research Centre.

**ACTIVITY 3 Read and do the tasks. 5 mins**

- 1 Read the tasks to the pupils.
- 2 The pupils read the text individually and do the tasks.
- 3 Check the other answers orally.

**Answers:** Part 1 1 They talk about a poem. 2 Mahmoud Darwish Part 2 1 (answers will vary) 2 It gives factual information about Mahmoud Darwish.

**ACTIVITY 4 Read and answer the questions. 10 mins**

- 1 Read the questions to the pupils.
- 2 The pupils read the text individually again and answer the questions.
- 3 Check the answers orally.

**Answers:** 1 He was born in 1942 and he died in 2008. 2 Haifa, Beirut, Cairo, London, Paris, Tunis 3 It comes from a book of Mahmoud Darwish's poems. 4 It was called Al-Birwah, it was near Acre, and now it is an Israeli settlement. 5 He was pleased because the people hadn't forgotten him. 6 Because thousands of people welcomed him when he returned to Palestine.

**ACTIVITY 5 Read and complete the table. Add times as a refugee or in exile. 10 mins**

- 1 The pupils go through the text individually again, looking for the missing information.
- 2 The pupils complete the notes.
- 3 Check the answers orally.

**Answers:** Where: Lebanon 1948 – 1949 / In exile 1970 – 1996 / Palestine 1996 – 2008

**Now work in pairs. Ask and answer questions about these periods.**

- 4 Read complete example questions. Help a pupil to answer them.
- 5 Ask other questions, such as *Where did he live after his family left Palestine in 1948? When did he publish his first book of poetry? Why was his life difficult as a poet?* etc.
- 6 In pairs, the pupils ask and answer questions.
- 7 Choose a pair of pupils to demonstrate their questions and answers to the class.

**Period 5****ACTIVITY 1 Add new words from period 4. Make any changes needed. 10 mins**

- 1 Read the first sentence to the pupils. Ask *What's the missing word? (cultivating)*

- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 cultivating 2 cultural 3 except for, delighted 4 orchard, steal 5 write down, tragic

**Now work in pairs. Check your work and then practise.**

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

**ACTIVITY 2 Add other new words from period 4. Make any changes needed. 10 mins**

- 1 Read the first sentence to the pupils. Ask *What are the missing words? (was attacked)*
- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 was attacked 2 along with 3 refugees 4 settlement 5 exiled 6 poetry 7 published 8 editor 9 readings 10 travel permit 11 house arrest

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

- 1 The pupils read the text again, individually.

**Say what the underlined words refer to.**

- 2 Read number 1 to the pupils and ask *What does 'do' refer to? Help the pupils to work out the answer (know the writer's name).*
- 3 The pupils work out what the other underlined words refer to.

**Answers:** 1 know the writer's name 2 he was Palestinian 3 where the village was

**Now say what the underlined word and phrase mean.**

- 4 Read number 1 to the pupils and ask *What does 'joined' mean? Help the pupils to say what it means (started to work at).*
- 5 The pupils work out what the other underlined phrase means.

**Answers:** 1 started to work at 2 famous all round the world

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

- 1 Read the speech bubble to the pupils.
- 2 Ask questions such as *What poems by Mahmoud Darwish do you know? Do you have a favourite poem by him? What does he write about in his poems? Why are his poems important?* etc.

- 3 Help the pupils to express their opinions.
- 4 In pairs, all the pupils discuss Mahmoud Darwish and his poetry.
- 5 Choose pairs of pupils to tell the class what they discussed.

## Period 6

### ACTIVITY 1 Find words to complete the groups. 15 mins

- 1 Read the sentences to the pupils.
- 2 Read the first set of words to the pupils. Help the pupils to find the missing word in the sentences (*village*).
- 3 The pupils complete the rest of the word sets.
- 4 Check the answers orally.

**Answers:** 1 *village* 2 *internationally* 3 *several* 4 *excellent*

### Now use words from the groups to complete the following.

- 5 The pupils use the words in the box to complete the sentences.

**Answers:** 1 *very good, excellent* 2 *nationally, internationally*  
3 *one or two, a lot* 4 *village, city*

### ACTIVITY 2 Complete the sentences with *against*, *for* or *through*. 10 mins

- 1 Read number 1 to the pupils. Ask *What is the missing word? (for)*
- 2 The pupils complete the sentences with *against*, *for* or *through*.
- 3 Check the answers orally.

**Answers:** 1 *for* 2 *for* 3 *through* 4 *through* 5 *against*  
6 *against*

### ACTIVITY 3 Complete the dialogues with pairs of opposites. Make any changes needed. 15 mins

- 1 Read the opposites in the yellow box to the pupils.
- 2 Read number 1A to the pupils. Ask *What's the missing word? (received)*
- 3 The pupils complete the sentences with words from the box.
- 4 Check the answers orally.

**Answers:** 1 *received, gave* 2 *spent, save* 3 *join, left*  
4 *lost, saved*

### Now work in pairs. Check your work and then practise.

- 5 The pupils check their answers with each other.
- 6 In pairs, the pupils practise the conversation.

- 7 Choose a pair of pupils to say the conversation to the class.

## Period 7

### ACTIVITY 1 Read the examples. 15 mins

- 1 Read the example sentences to the pupils.

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

- 2 Read number 1 to the pupils. Elicit the answer (*a – past simple*).
- 3 Repeat with the other sentences. Make sure the pupils understand that these sentences show different ways of talking about two past actions that happened one before the other.

**Answers:** 1 *a* 2 *b* 3 *b* 4 *a* 5 *a* 6 *a*

### ACTIVITY 2 Work in pairs. Read Ali's travel schedule. Then ask and answer questions. 15 mins

- 1 Read the travel schedule to the pupils. Then read the example questions and answers to the pupils.
- 2 Help a pair of pupils to ask and answer questions about the schedule.
- 3 In pairs, all the pupils ask and answer questions about the schedule.
- 4 Choose a pair of pupils to demonstrate their questions and answers to the class.

### ACTIVITY 3 Work in pairs. Ask and answer more questions. 10 mins

- 1 Read the example questions and answers to the pupils. Make sure they understand the use of *By the time* in the questions.
- 2 Help a pair of pupils to make more questions and answers with *By the time*.
- 3 In pairs, all the pupils ask and answer questions about the schedule with *By the time*.
- 4 Choose a pair of pupils to demonstrate their questions and answers to the class.

## Period 8

### ACTIVITY 1 Work in pairs. Describe what was happening when Sam arrived home. 5 mins

- 1 Show the picture to the pupils. Help them to make sentences beginning *When Sam arrived home on his birthday, ...* such as *When Sam arrived home on his birthday, Maisie was bringing some food to the table.*

## UNIT 6

- In pairs, the pupils make sentences about what all the family were doing.
- Choose a pair of pupils to say their sentences to the class.

### ACTIVITY 2 Work in pairs. Say what happened when Sam arrived home. 5 mins

- Read the activities in the yellow box. Then start the chain of activities by reading the example *When Sam arrived home, everyone sat down at the table.*
- Help the pupils to make the next sentence *When everyone sat down at the table, they sang Happy Birthday.* Make sure the pupils realize they must use the past simple for both parts of the sentences.
- In pairs, the pupils continue the chain of sentences.
- Choose a pair of pupils to say their sentences to the class.

### ACTIVITY 3 Work in pairs and do the tasks. 10 mins

- Read the tasks to the pupils. Elicit ideas for sentences from the pupils.
- Make sure the pupils use
  - the past continuous, for example, *When the teacher walked in, my friend was looking at his textbook.*
  - the past simple, for example, *When the teacher walked in, we all stood up.*
- Choose a pair of pupils to say their sentences to the class.

### ACTIVITY 4 Join the pairs of sentences. Use the past simple and past perfect. 10 mins

- Read the example answer to the pupils.
- Help the pupils to join the other sentences. Make sure they use the past simple and the past perfect in all the sentences.

**Answers:** 1 *By the time Jamila left school, she had written lots of poetry.* 2 *Once she had started her busy university life, she didn't have any time for writing.* 3 *She did not start again until long after she had finished college.* 4 *She became a book editor soon after she had graduated.* 5 *She had prepared several books by other writers before she began to think about her own writing again.* 6 *By the time she finished her first book of poetry, she had spent two long years on the project.*

### ACTIVITY 5 Work in pairs. Make up problems that stopped you doing these things. 10 mins

- Read the example sentence to the pupils.
- Read the situations and help the pupils to suggest problems with each one. For example, *I called at my friend's house, but he /she had gone out.*
- In pairs, the pupils make sentences like this, using the past perfect.
- Choose a pair of pupils to say their sentences to the class.

## Period 9

### ACTIVITY 1 Look at the picture and answer the questions.

10 mins

- The pupils answer the questions about the picture.

**Answers:** 1 *They are Dr Scott and Dr Maqdisi.* 2 *They are in the entrance of an office.* 3 *Dr Maqdisi is introducing Dr Scott to a woman.*

### ACTIVITY 2 Listen and do the tasks. 10 mins

- Read the sentences in number 1 to the pupils.
- Play recording 38. The pupils listen.
- Play recording again. The pupils write T or F next to the sentences.
- Check the answers orally.

### CD 1 Audio 38

- Adnan:** *Well, here we are, Tony. Someone will come and take us to the Director's office. Ah and there she is. Salwa Rafiq.*
- Tony:** *Salwa Rafiq? I know that name from somewhere ... She was a student at Manchester University, wasn't she?*
- Adnan:** *Salwa, hello! I want you to meet our visitor from Britain. Dr Tony Scott. He's working at our farm project near Jericho.*
- Salwa:** *It's Dr Scott from Manchester University, isn't it?*
- Tony:** *Salwa! It's really good to see you again!*
- Salwa:** *Yes, it really is. How are you?*
- Tony:** *I'm very well, thanks. And you?*
- Salwa:** *Oh, fine. It's been ages since we last met.*
- Tony:** *Yes, it's been four years. Adnan, I should explain. Salwa was one of my research students at Manchester University. She was with me for a year.*
- Adnan:** *The world really is a small place! Listen, we should walk as we talk – or we'll be late for our meeting.*
- Tony:** *Sure ... So, Salwa, what have you been doing? You returned to Palestine four years ago, didn't you?*
- Salwa:** *Yes, and I came straight to this job with the government. I'm an assistant to the Director of Research.*
- Tony:** *That sounds like a good job.*
- Salwa:** *Yes, it's very interesting. And what have you been doing? You didn't stay in Manchester, did you?*
- Tony:** *No, I left when you left. I went to India, and then I spent some time in South Africa. And I started here in Palestine two months ago.*
- Salwa:** *What did you do in India?*
- Tony:** *I worked for a project that introduced new crops to a very hot, dry part of the country.*

- Salwa:** *Interesting. You've certainly brought us lots of useful experience.*
- Adnan:** *And we're making good use of it ... But look, here we are at the Director's office.*
- Salwa:** *We'll have to say goodbye.*
- Tony:** *Yes, but let's stay in contact. I'll give you my email address.*
- Salwa:** *And here are my contact details.*

**Answers:** 1 1 F 2 T 3 T 4 T 5 T 6 F 7 T 8 F

- 5 Read the pairs of expressions to the pupils.
- 6 Play recording 38 again. The pupils tick the expressions they hear.
- 7 Check the answers orally.

**Answers:** 2 1 A 2 A 3 B 4 A

### ACTIVITY 3 Practise your pronunciation: past tense endings. 10 mins

- 1 Say the example past tense forms (*worked, returned, started*) to the pupils. Make sure the pupils can hear the difference in the past tense endings.
- 2 Play recording 39. The pupils mark the verbs 1, 2 or 3.
- 3 Play recording again. The pupils check their answers.
- 4 Check the answers orally.
- 5 Play recording again. The pupils repeat the sentences chorally and individually.

#### CD 1 Audio 39

*attacked cultivated died escaped graduated  
happened invited joined published reported  
stopped welcomed*

**Answers:** *attacked 1, cultivated 3, died 2, escaped 1, graduated 3, happened 2, invited 3, joined 2, published 1, reported 3, stopped 1, welcomed 2*

### ACTIVITY 4 Work in pairs. Develop a role play. 10 mins

- 1 Read the situation to the pupils. Elicit ideas for what they can say (*Hi! I haven't seen you for ages! / What have you been doing? Have you been ...? Are you still ...? etc.*).
- 2 In pairs, the pupils act out the role play.
- 3 Call pairs of pupils to the front to act out the role play to the class.

## Period 10

### Optional Dictation 7 mins

- 1 Explain to the pupils that they should write the two sentences they hear.

- 2 Play recording 40. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

#### CD 1 Audio 40

##### Dictation

- 1 *Marie, with her young scientist daughter, supplied over 200 X-ray machines and trained many doctors to use them to examine people's injuries.*
- 2 *He then became active in the government and he also did important cultural work in Ramallah and Amman until he died tragically early in 2008.*

**Answers:** *see the Audio*

### ACTIVITY 1 Study the 'proper nouns' – nouns that need capital letters. Find more examples on pages 74 and 79. Think of more examples. 3 mins

- 1 Read each of the categories to the pupils. Help them to think of other examples for each category.
- 2 Call pupils up to the front to write each of the suggestions on the board.

### ACTIVITY 2 Do the tasks to tell a life story. 12 mins

- 1 Talk with the pupils about Hannan Hussein. Help them to remember where she appeared in the book.
- 2 Help the pupils to expand the first paragraph. Call pupils up to the front to write it and make sure they add capital letters appropriately.
- 3 The pupils write the other two paragraphs individually.
- 4 Call pupils up to the front to write paragraphs 2 and 3 on the board.

**Answers:** *Hannan Hussein was born in 1970 in a small village near Jericho in the Dead Sea Valley. While she was growing up her little brother became sick and she loved helping to look after him. He nearly died one day when they were taking him to hospital, but she gave him first aid and saved him. By the time she was twelve, she had already decided that she wanted to become a children's doctor. // After graduating from school she went abroad to Cairo University to study medicine. While she was studying in Egypt, she did some volunteer work for the UN in West Africa. Once she had completed her training as a children's doctor, she returned to Palestine and worked for UNWRA in Gaza for ten years. // When Dr Hussein had the chance of a job at the Jericho Government Hospital, she decided to take it in order to be near her family. In the years since then, she has treated thousands of Palestinian children and sometimes also young visitors like Tom Bell from the UK.*



**ACTIVITY 3 Work in pairs. Do the tasks. 8 mins**

- 1 In pairs, the pupils tell each other of people they know that they could write about.
- 2 Individually, each pupil writes key vocabulary that they need to talk about this person.
- 3 Each pupils tells his / her partner about the person. Circulate round the class, making sure the pupils use a range of tenses – past simple, past continuous and past perfect.
- 4 Choose pupils to tell their stories to the class.

**ACTIVITY 4 Write your story in seven or eight sentences.**

10 mins

- 1 Individually, the pupils write their stories.
- 2 Circulate to make sure that they do not go over the limit of seven or eight sentences.
- 3 Choose pupils to read their stories to the class.

**Period 11****Reading episode 6: Introduction 5 mins**

- 1 Elicit the story so far from the pupils.

**Reading episode 6: Scanning 5 mins**

- 1 Say *I'm going to ask some questions. Find the answers as quickly as you can.*
- 2 Ask the questions below and help the pupils to find the answers quickly, without reading the whole episode.  
*What was the name of the captain of the Tankadere? (Captain Bunsby)*  
*What is the South China Sea like in November? (It's dangerous.)*  
*The Tankadere was in a very bad storm. What time did the storm start? (8:00 am)*  
*What did Fogg say he would give the captain if they arrived at Shanghai in time? (£200)*  
*Where was Phileas Fogg going at the end of the episode? (to Yokohama)*

**Reading episode 6: Intensive reading 20 mins**

- 1 The pupils read the episode silently. Do not allow them to ask questions.
- 2 While they are reading, write the words and phrases from *Reader glossary* on page 96 on the board.
- 3 When they have finished, point to each of the words and phrases on the board. Help them to guess the meaning.
- 4 After going through all the words, allow the pupils to check the definitions on page 96.
- 5 Allow other questions about the text: set a limit to the number of questions you will allow – five is a reasonable number.

- 6 Choose pupils to tell the main points of the story to the class.
- 7 During this activity, make use of the Notes about the episode (and the phonetic pronunciation) as appropriate.

**Reading aloud 10 mins**

- 1 The pupils read from line 28 *The morning of the 10th came* ... Guide them to reading together, at the same speed.
- 2 Choose pupils to read a paragraph each, individually.
- 3 In pairs, the pupils read the final paragraphs to each other.

**Period 12****ACTIVITY 1 Read and answer the questions. 5 mins**

- 1 The pupils read the episode silently.
- 2 Choose pupils to read the questions and other pupils to answer them.

**Answers:** 1 200 miles a day. 2 On the 8th, the sky was growing cloudy. 3 One day. 4 It started from the south, it changed to the north-west, then it changed to the south-east. 5 Because he thought he wouldn't get his extra money. 6 Because it would make the General Grant stop and help them.

**ACTIVITY 2 Complete the table. 11 mins**

- 1 Explain that the table shows the differences between Fogg's plans and what actually happened.
- 2 The pupils complete the table.
- 3 Call two pupils up to the front to write a row of the table each.

**Answers:** Old: Hong Kong, Carnatic, 1600 miles, General Grant, Yokohama / Hong Kong, Tankadere, 800 miles, General Grant, Shanghai

**ACTIVITY 3 Explain the underlined words. 12 mins**

- 1 Read number 1 to the pupils and ask *If not, then no?* Help the pupils to say what it means.
- 2 The pupils work out what the other underlined words and phrases mean.

**Answers:** 1 *If the sea wasn't calm or the wind was in the wrong direction, then they wouldn't get to Shanghai in time.* 2 *got on the Carnatic as a passenger* 3 *sailed very cleverly and quickly* 4 *The storm started* 5 *went very quickly* 6 *travelled a long way in a short time* 7 *that was the fault of the storm* 8 *they couldn't get to Shanghai in time* 9 *the General Grant* 10 *he had a lot more money because he had the extra money from Phileas Fogg*

**A dialogue based on the story. 12 mins**

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- 1 If you want the pupils to produce the dialogue, read lines 37–40 to them. Explain that they are going to write the complete conversation between Captain Bunsby and Fogg. Elicit ideas from the pupils and write their suggested dialogue on the board.
- 2 Alternatively, write this ready-made dialogue on the board:

Captain Bunsby    Look! There's the *General Grant*!  
Phileas Fogg      Do you think they can see us?  
Captain Bunsby    No, they can't. This is a very small boat.  
Phileas Fogg      How can we stop them?  
Captain Bunsby    Well, I've got a gun for sending signals in  
                                 bad weather ...  
Phileas Fogg      Please use it.  
Captain Bunsby    I shouldn't, but ... cover your ears!

Whichever dialogue you choose, follow these steps:

- 3 Practise the dialogue with a pupil. Help the pupil use appropriate intonation.
- 4 In pairs, all the pupils practise the dialogue.
- 5 Call a pair of pupils up to the front to act out the dialogue to the class.

# Grade 10A English Test

## Teacher's Notes

### Part I (35 minutes – 20 marks)

#### I Speaking (15 minutes – 10 marks)

##### ACTIVITY 1 Decide what you should say: a), b) or c). (2 marks)

**Answers:** 1 b 2 c

##### ACTIVITY 2 Write the past simple forms and their pronunciations: /t/, /d/ or /ɪd/. (3 marks)

**Answers:** afforded /ɪd/ arranged /d/ attached /t/ decorated /ɪd/ measured /d/ rushed /t/

##### ACTIVITY 3 Match a)–e) to (1)–(5) to complete the dialogue. (5 marks)

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

## II Listening and Dictation (20 minutes – 10 marks)

In listening tests, play each recording twice. With longer passages, pause every now and then to give the pupils enough time to listen and write the answers. Allow the pupils to make notes while they listen.

##### ACTIVITY 4 Listen and make notes. (6 marks)

###### CD 1 Audio 41

**Presenter:** That's all the news for now. Before the African Lions documentary begins we just have time to go over to Denise Good in the weather studio for the latest forecast. Denise.

**Forecaster:** Thank you. Well, the weather tomorrow is going to be quite different from today. Let's start with tomorrow morning, and let's look at different areas. We'll go to the north-east first. People are going to have some rain up there in the north-east of the country. ... We can expect rainfall there of around 15 millimetres during the morning, so don't forget to take your umbrellas with you on the way to work!

Next, let's have a look at the south-west, the opposite end of the country. Now down there in the south-west, it's not going to be wet, but it's going to be very windy. In fact, it's going to be quite dangerous in some places with wind speeds of about 80 kilometres per hour. And at 80 kilometres per hour that wind is going to cause some damage, for example to trees. So if you have to go out, please be careful.

**Answers:** 1 weather forecast 2 a north-east b rain c 15  
3 a south-west b windy c 80

##### ACTIVITY 5 Listen and write down what you hear. (4 marks)

###### CD 1 Audio 42

- 1 In the warehouse, Jenan noticed various farm products. Then Dr Maqdisi showed her the fields. 'We're experimenting with different kinds of tomato,' he explained.
- 2 The Curies worked together to develop the exciting new science of radiation. Together, they made important new discoveries that helped doctors treat various diseases.

**Answers:** see Audio

### Part II (35 minutes – 30 marks)

#### I Vocabulary (15 minutes – 15 marks)

##### ACTIVITY 1 Complete the sentences with these opposites. (5 marks)

**Answers:** 1 lower, raise 2 danger, safety 3 remember, forget  
4 dead, alive 5 out of, into

##### ACTIVITY 2 Complete the sentences. Use other grammatical forms of the words in brackets. (5 marks)

**Answers:** 1 helpfully 2 product 3 successful 4 interested  
5 nationality

##### ACTIVITY 3 Choose the correct connectors to complete the paragraph. (5 marks)

**Answers:** 1 but 2 However 3 As a result 4 Instead  
5 For example

## II Language (20 minutes – 15 marks)

### ACTIVITY 1 Choose the correct forms to complete the sentences. (5 marks)

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

### ACTIVITY 2 Write the sentences again. Use the words in brackets. (10 marks)

**Answers:** 1 The bridge wasn't strong enough to carry the train.  
2 Our results were so good that we won the competition.  
3 As soon as we put the shopping away I started cooking.  
4 Our new car is not as large as our old car was.  
5 I have been living in Ramallah for three years.

## Part III (35 minutes – 35 marks)

### I Reading (15 minutes – 20 marks)

Read more about Hurricane Andrew (Unit 5) and do the tasks.

#### ACTIVITY 1 List facts from the passage. (6 marks)

**Answers:** 1 24th August 1992 2 5:00 am 3 Miami City  
4 800 kilometres 5 40 kilometres 6 320 kph 7 5 metres  
8 over a million 9 four hours 10 85,000 11 \$2,000,000,000  
12 Fewer than 50

#### ACTIVITY 2 Copy and complete the notes. Note hurricane changes and movements. (6 marks)

**Answers:** Saturday: Day: no clear 'eye'; expected to continue north, out to sea; Evening: clear eye, wind speeds rising, moving west; Sunday: Evening: wind speeds 240 kph; Monday 5:00 am hit the south of Miami City; 5:00 to 9:00 moving across Florida

#### ACTIVITY 3 Answer these questions. (8 marks)

**Answers:** 1 It became the world's most expensive hurricane.  
2 Andrew raised a five-metre storm surge and they smashed into Miami City. 3 Local TV and radio stations sent out warnings.  
4 They drove north.

## II Writing (20 minutes – 15 marks)

### ACTIVITY 1 Write three very short paragraphs about yourself. (15 marks)

## Test – Around the World in 80 Days

(15 marks)

### Episode 1: The adventure begins

#### Are the statements true or false? (2 marks)

**Answers:** 1 T 2 F 3 F 4 T

### Episode 2: East to India

#### Complete the statements. (3 marks)

**Answers:** 1 Fogg closely matched the description of the robber.  
2 he promised the ship's engineer a lot of money. 3 three angry priests attacked him and started pulling them off.

### Episode 3: Saving Aouda

#### Write brief answers. (2 marks)

**Answers:** 1 They decided to save the woman, but there were too many people. 2 It picked up the woman and jumped down.

### Episode 4: The route to Singapore

#### Decide a) who said the following, b) who to and c) where. (3 marks)

**Answers:** 1 Fix said it to the priests in Bombay. 2 Fogg said it to Passepartout and Aouda outside the court room in Calcutta.  
3 Fix said it to Passepartout on the boat to Singapore.

### Episode 5: Mr Fogg misses the boat

#### Make corrections (two per sentence). (2 marks)

**Answers:** 1 The weather was bad on the way to Hong Kong, so they arrived 24 hours late. 2 Next morning, Fogg found that he and Aouda had missed their ship, so he offered the captain of another ship £100 a day to get them to Yokohama.

### Episode 6: A storm at sea

#### Complete the statements. (3 marks)

**Answers:** 1 sail to San Francisco. 2 said that he didn't know of any ports. 3 attract the attention of the captain of the General Grant.

# Palestine: Holy Land to the world

**Aims:** to understand the difference between transitive and intransitive verbs; to be able to use the passive form in the present, past simple and past perfect; to be able to use *by* in passive sentences

**Key language:** *AD (Anno Domini), archaeological, ascend, BC (Before Christ), Christianity, destination, dome, golden, Heaven, inscription, Judaism, monotheistic, pilgrim, resort / architectural, importance, introduction, remains, wonder afterwards, alter, capture, defend, effect, let, magnificent, original, prevent, tight, vehicle, wealth / rebuild, largely, surprising*

**Language structures:** transitive and intransitive verbs; the passive forms of the present, past simple and past perfect

**Materials:** Pupil's Book, CD

## Period 1

### Introduction 5 mins

- 1 Show the pictures to the pupils. Explain that in this unit the pupils are going to be talking about the things that make Palestine a special place.
- 2 Talk with the pupils about the special features of Palestine. Ask them questions such as *What special buildings are there in Jerusalem? What religions have a historical connection to Jerusalem? What other parts of Palestine have special connections to a religion?* etc. Help the pupils with the vocabulary they need to express their ideas.

### ACTIVITY 1 Listen and repeat. 5 mins

- 1 Point to each of the words and say them.
- 2 Check the meaning with the pupils. Explain the use of *BC (Before Christ)* and *BCE (Before the Christian Era)* – for dates in the Western world; the year is based on the number of years before the supposed (but probably incorrect) birth of Jesus. Similarly, *AD (Anno Domini)* – Latin for *In the Year of the Lord* is used for years after the birth.
- 3 Also, point out the unusual spelling of *archaeological*.
- 4 Play recording 1. The pupils listen.
- 5 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

### Word formation

- 6 Read the sets of words; help the pupils to work out which are adjectives, nouns and verbs.

- 7 Show the pupils how we change one form into another, for each of the sets.

### CD 2 Audio 1

*AD (Anno Domini) archaeological ascend  
BC (Before Christ) Christianity destination dome  
golden Heaven inscription Judaism monotheistic  
pilgrim resort /  
architecture architectural important importance  
introduce introduction remain remains  
wonderful wonder*

### ACTIVITY 2 Look at the pictures on pages 4 and 5. Answer the questions. 5 mins

- 1 Show the pictures to the pupils and read the tasks to them.
- 2 Help the pupils to answer the questions.

**Answers:** 1 *It's Jenny.* 2 *Palestine* 3 *Because her father is going to work in Palestine and she wants to visit the country.*  
4 *(answers will vary)*

### ACTIVITY 3 Listen and do the task. 10 mins

- 1 Play recording 2. The pupils listen and check the names of the places in activity 2 question 4.
- 2 Check the answers orally.

### CD 2 Audio 2

**Man:** *About Palestine*

#### Introduction

*This beautiful land lies at the crossroads of Asia and Africa and it has therefore always been an important meeting point for different cultures. Archaeological remains are mostly from Canaanite, Roman, Byzantine and Islamic times and they are found across the country – often in its ancient cities.*

#### Favourite cities

*Jerusalem, Palestine's capital and its greatest wonder, is holy to the three great monotheistic religions – Islam, Christianity and Judaism. At the heart of the Old City is Al-Aqsa Mosque with the Dome of the Rock at its centre. This was built where Prophet Mohammad ascended to Heaven at night (Al-Isra' and Al-Mi'raj). The great golden dome was built by the Ummayyad Caliph Abdul Malik Ibn Marwan in AD 692. It rises 35 metres above the Noble Rock and all around it are inscriptions from the Holy Quran.*



As one of the world's oldest and most beautiful architectural treasures, this holy place is visited by thousands.

Then, not far away, there is the Church of the Holy Sepulchre, one of Christianity's holiest places.

There are many other cities to see, including Bethlehem. There, the Church of the Nativity stands over the cave where Jesus was born. The holy city of Hebron is another 'must', with its ancient mosque of Ibrahim Al-Khalil. It is also known for its fine crafts.

On the Mediterranean coast, there is the famous city of Gaza. Here you will find many ancient remains and also the great Omari Mosque. Then there is Jericho, with ancient ruins like Hisham's Palace, as well as the Dead Sea. This famous winter resort is the world's oldest city: it goes back in history to 9000 years BC. It is also the lowest because it is 400 metres below sea level.

In short, Palestine is a wonderful destination for both tourists and pilgrims. It is not a large country, but its importance to world culture and religion is enormous.

#### ACTIVITY 4 Read and do the tasks. 10 mins

- 1 Read the quiz questions in number 1 to the pupils.
- 2 The pupils answer the questions. Ask the pupils for their answers.
- 3 The pupils read the text to check their answers. Check the answers orally.
- 4 The pupils do tasks 2 and 3 individually.
- 5 Check the answers orally.
- 6 Practise the dialogue with one of the pupils. Help the pupil to make appropriate answers.
- 7 In pairs, all the pupils practise the dialogue.

**Answers:** 1 1c, 2b, 3d 2 Al-Aqsa Mosque, Dome of the Rock, the Noble Rock, the Church of the Holy Sepulchre 3 Bethlehem – Church of the Nativity, Hebron – Ibrahim Al-Khalil mosque, Gaza – ancient remains, Omari mosque, Jericho – Hisham's Palace, the Dead Sea

#### ACTIVITY 5 Work in pairs. Take turns to read out the passage, paragraph by paragraph. 5 mins

- 1 In pairs, the pupils take turns to read a paragraph each.
- 2 Choose a group of pupils to read one paragraph each to the class.

## Period 2

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

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

**Answers:** 1 Wonders 2 introduction, importance  
3 resort, Archaeological, remains

### Now work in pairs. Check your work and then practise.

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

### ACTIVITY 2 Read and complete the summary. Add other new words from period 1. Make any changes needed.

10 mins

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

**Answers:** 1 monotheistic 2 Judaism 3 BC 4 Christianity  
5 ascended 6 Heaven 7 AD 8 architectural 9 golden  
10 dome 11 inscriptions 12 destination 13 pilgrims

### ACTIVITY 3 Read the passage again and do the tasks.

10 mins

- 1 The pupils read the text again, individually.

### Say what the underlined words refer to.

- 2 Read number 1 to the pupils and ask *What does 'its' refer to?* Help the pupils to work out the answer (*the country's*).

**Answer:** 1 the country's 2 the centre of Al-Aqsa mosque  
3 Jericho

### Now say what the underlined phrases mean.

- 3 Read number 1 to the pupils and ask *What does 'at the crossroads' mean?* Help the pupils to say what it means (*where the two continents meet*).
- 4 The pupils work out what the other underlined words and phrases mean.

**Answers:** 1 where the two continents meet 2 In the middle of  
3 another important place to visit 4 To summarize

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

- 1 Read the speech bubbles to the pupils.
- 2 Have a conversation with a pupil. Ask other questions such as *What are the advantages of having lots of tourists? What are the disadvantages of having lots of tourists? Do you think building hotels for tourists is a good idea?* etc.
- 3 In pairs, the pupils discuss tourism in Palestine.

**Period 3****ACTIVITY 1 Read the examples. 15 mins**

- 1 Read the example sentences to the pupils.

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

- 2 Read number 1 to the pupils. Elicit the answer (*a – have*).
- 3 Repeat with the other sentences. Make sure the pupils understand that these sentences show the distinction between transitive and intransitive verbs.

**Answers:** 1a 2b 3a,b 4b 5b 6b,b 7a,a

**ACTIVITY 2 Tick (✓) transitive sentences. Put an X after intransitive sentences. 5 mins**

- 1 Read the first sentence to the pupils. Ask *Is it transitive or intransitive? (intransitive)*
- 2 The pupils put X in the square.
- 3 The pupils write ✓ or X for the other sentences.
- 4 Check the answers orally.

**Answers:** 1X 2✓ 3✓ 4X 5X 6✓

**ACTIVITY 3 Look at activity 2 again. Put the transitive sentences into the passive. 10 mins**

- 1 Help the pupils to put number 2 in activity 2 into the passive.
- 2 The pupils put the other transitive sentences in activity 2 into the passive.
- 3 Check the answers orally.

**Answers:** 2 *This city is visited by many thousands of people every year.* 3 *The Old City is protected by high walls.* 4 *Jerusalem is seen as a holy city by Muslims.*

**ACTIVITY 4 Turn these active sentences into the passive. Decide whether they need by + agent. 10 mins**

- 1 Show the pupils how the first sentence is changed from active to passive.
- 2 The pupils write the rest of the sentences in the passive.

**Answers:** 1 *The Great Pyramids were built by Egypt's rulers 4,500 years ago.* 2 *Thousands of people were needed to construct them.* 3 *People were brought from all over Egypt to build them.* 4 *The biggest pyramid was finished in about 20 years.* 5 *Egypt was defeated by Alexander the Great about 2,300 years ago.* 6 *Ptolemy was made the new ruler by the great Greek leader.*

**Period 4****ACTIVITY 1 Listen and repeat. 10 mins** 

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

**Word formation**

- 4 Read the sets of words; help the pupils to work out which are adjectives, adverbs and verbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

**CD 2 Audio 3**

*afterwards alter capture defend effect let magnificent original prevent tight vehicle wealth/build rebuild large largely surprised surprising*

**ACTIVITY 2 Look at the pictures in the passage and do the tasks. 5 mins**

- 1 Show the pictures and read the tasks to the pupils.
- 2 Help the pupils to do the tasks.

**Answers:** 1 (example) *Perhaps they come from the same website, as the design is similar.* 2 *It shows the Damascus Gate in the Old City of Jerusalem.* 3 *He was Suleiman the Magnificent. He was an Ottoman Caliph.* 4 *Sultan Suleiman built a lot of important buildings in Jerusalem.*

**ACTIVITY 3 Read and do the tasks. 5 mins**

- 1 Read the tasks to the pupils. Elicit what the pupils know about Sultan Suleiman.
- 2 The pupils read the text individually and do the tasks.
- 3 Discuss with the pupils the differences between what they predicted and what the texts are actually about.
- 4 Check the other answers orally.

**Answers:** 1 (answers will vary) (lines 8–9) 2 *The Ottoman Turks arrived in Jerusalem.* 3 *He wanted to defend this centre of religion.*

**ACTIVITY 4 Read and answer the questions. 10 mins**

- 1 Read the questions to the pupils.
- 2 The pupils read the text individually again and answer the questions.
- 3 Check the answers orally. Point out that there is one further gate, the New Gate (*Al-Bab Al-Jadid*), built by Sultan Abd al-Hamid in 1889.

**Answers:** 1 He built six gates and he rebuilt large areas of the city. 2 Yes, it had been rebuilt many times. 3 It had been partly or completely destroyed. 4 six 5 in 1887  
6 They have been altered to allow traffic to go through them.  
7 the Damascus Gate (*Bab Al Amud*) 8 Because it has a sharp left turn immediately after the gate.

**ACTIVITY 5 Look at the map of the Old City. Label it with Sultan Suleiman's six gates. 10 mins**

- 1 The pupils look at the paragraphs that describe the location of the gates again.
- 2 The pupils label the picture with the names of the gates.
- 3 Copy the map of Jerusalem on the board. Call pupils to the front to write the name of one gate each on the map.

**Answers:** 1 Bab Al-Amud 2 Bab Al-Sahira 3 Bab Al-Asbat  
4 Bab Al-Magharabeh 5 Bab Al-Khalil 6 Bab Al-Nabi Daoud

**Now work in pairs. Ask and answer questions about the gates.**

- 4 Read the example question. Help a pupil to answer it.
- 5 Ask questions about other compass directions and other gates.
- 6 In pairs, the pupils ask and answer questions.
- 7 Choose a pair of pupils to demonstrate their questions and answers to the class.

**Period 5****ACTIVITY 1 Replace with new words from period 4. Make any changes needed. 5 mins**

- 1 Read number 1 to the pupils. Ask *What word means the same as 'after that'? (afterwards)*
- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 Afterwards 2 captured 3 prevented 4 alter  
5 original 6 let

**ACTIVITY 2 Add other new words from period 4. Make any changes needed. 5 mins**

- 1 Read the first paragraph to the pupils. Ask *What's the missing word? (vehicle)*
- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 vehicle, tight 2 magnificent, wealth 3 defend, largely, effect 4 surprising, rebuild

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

- 1 The pupils read the text again, individually.

**Say what the underlined words and phrases refer to.**

- 2 Read number 1 to the pupils and ask *What does 'just as often' refer to?* Help the pupils to work out the answer (*as the number of times the city was destroyed*).
- 3 The pupils work out what the other underlined words refer to.

**Answers:** 1 as the number of times the city was destroyed  
2 after the Ottomans arrived in 1517 3 the number of times the city had been attacked 4 the tight left turn inside

**Now say what the underlined word and phrase mean.**

- 4 Read number 1 to the pupils and ask *What does 'project' mean?* Help the pupils to say what it means (*his plan to rebuild Jerusalem*).
- 5 The pupils work out what the other underlined phrase means.

**Answers:** 1 His plan to rebuild Jerusalem. 2 The Damascus Gate is the only gate that ...

**ACTIVITY 4 Say what these numbers refer to. 10 mins**

- 1 Read number 1 to the pupils and ask *What is it? (the number of years ago that the first city of Jerusalem was built)*
- 2 The pupils work out the meaning of the other numbers in the passage.

**Answers:** 1 the number of years ago that the first city of Jerusalem was built 2 the number of times Jerusalem had been attacked 3 the number of times Jerusalem had been captured 4 when Jerusalem was poor 5 the number of centuries that Jerusalem had been ruled from Cairo 6 the year when the Ottoman Turks arrived 7 the number of old gates that were closed by the Ottomans 8 the number of Sultan Suleiman's gates that have been altered to allow modern vehicles through

**ACTIVITY 5 Work in pairs. Think and discuss. 10 mins**

- 1 Read the speech bubble to the pupils. Help the pupils to express their opinions.
- 2 Ask other questions such as *Why would you like to meet ...? What would you talk to him / her about? Do you think you would like him / her? What could you learn from him / her?* etc.
- 3 In pairs, the pupils discuss people from history that they would like to meet.
- 4 Choose pairs of pupils to tell the class what they discussed.

**Period 6****ACTIVITY 1 Look at the groups of words in the table.****Then do the tasks. 10 mins**

- 1 Show the pupils the word that has been crossed out in column 1. Help the pupils to understand why it does not fit the rest of the group.
- 2 Help the pupils to find the other words that don't fit in each column.
- 3 The pupils find one word more for each column in the text on pages 4 and 5.

**Answers:** Religions: ~~church~~, Islam; Measurements: litres, metres; -est superlative adjectives: ~~west~~, oldest (and others); Archaeological remains: Chinese, Roman

**ACTIVITY 2 Complete the sentences with words from activity 1. 10 mins**

- 1 Read number 1 to the pupils. Ask *What is the missing word? (Islam)*
- 2 The pupils complete the sentences with words from activity 1.
- 3 Check the answers orally.

**Answers:** 1 Islam 2 centimetre, metre 3 Asia, Europe  
4 Canaanite, Roman 5 oldest, holiest

**ACTIVITY 3 Work in pairs. Complete and write out useful adjectives for describing places. 10 mins**

- 1 Ask *What is the first adjective? (beautiful)*
- 2 The pupils complete all the adjectives and write them out.

**Answers:** 1 beautiful 2 important 3 great 4 golden  
5 wonderful 6 lovely 7 ancient 8 famous 9 large  
10 enormous

**ACTIVITY 4 Describe cities in Palestine. Use adjectives from activity 3. 5 mins**

- 1 Read the example sentences. Help the pupils to use more adjectives from activity 3 to describe Jerusalem, Hebron and other cities in Palestine.

**ACTIVITY 5 Complete the sentences. Create new words with re- and the words in brackets. 5 mins**

- 1 Show the pupils the word in brackets in number 1. Show them how it has been changed to make the missing word in the sentence. Teach them how this has changed the meaning.
- 2 The pupils complete the rest of the sentences with the words in brackets.

**Answers:** 1 rebuild 2 repaint 3 replant 4 repay  
5 recaptured 6 reschedule

**Period 7****ACTIVITY 1 Read the examples. 15 mins**

- 1 Read the example sentences to the pupils.
- 2 Pupils should be encouraged to examine the sentences on the left and on the right, and work out differences in form and meaning.

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

- 3 Read number 1 to the pupils. Elicit the answer (*b – has/have been*).
- 4 Repeat with the other sentences. Make sure the pupils understand that there are two uses of the passive form here: the present perfect passive and the past perfect passive.

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

**ACTIVITY 2 Write part of a report. Put the archaeological worker's words into the passive. 15 mins**

- 1 Read the text to the pupils. Then show the pupils the first notepad and read the heading (*The Gaza Archaeological Project*) and sub-heading (*Successes during the first three years*) to them.
- 2 Read the first sentence of the text again. Help the pupils change it to the passive tense.
- 3 The pupils write the rest of the text in the passive form. Note that their sentences will be mainly in the present perfect passive.
- 4 Call pupils to the front to write one sentence each on the board.

**Answer:** Work on the Gaza Project was started three years ago and already a lot has been done. Work was begun on the north-east corner and several other areas have been studied since then. Roman coins, glass bottles and jewellery have been found, and some exciting architectural remains have also been discovered. For example, several beautiful floors have been found and the pieces of several excellent vases have been put together.

### ACTIVITY 3 Write another part of the report. Put the worker's words into the passive. 10 mins

- 1 Read the text to the pupils. Then show the pupils the second notepad and sub-heading (*The start of the project*) to them.
- 2 The pupils write the text in the passive form. Note that their sentences will include both past simple and past perfect passives.
- 3 Call pupils to the front to write one sentence each on the board.

**Answer:** After the project had been accepted by the Government, work was begun in June three years ago. After the area had been studied carefully, an exact plan of the site was drawn. When the most interesting area had been chosen, the earth was moved away. When we had gone down 50cm, ancient remains were found. After the position of each piece had been drawn on our plan, it was cleaned and photographs were taken of it.

## Period 8

### ACTIVITY 1 Read and mark transitive (✓) and intransitive (X) sentences. 10 mins

- 1 Read the first sentence and show the pupils that it has been marked as intransitive.
- 2 The pupils read the rest of the sentences and mark them as transitive or intransitive.
- 3 In connection with Gaza, the pupils may be interested to know that it managed to hold out for five months against Alexander.

**Answers:** 1 X 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 X 7 ✓ 8 ✓  
9 ✓ 10 X 11 ✓ 12 ✓

### ACTIVITY 2 Continue the guide to Palestine. Use the transitive sentences from activity 1 and put them in the passive. Use by + agent where necessary. 15 mins

- 1 Show the notebook to the pupils and read the text.
- 2 Make sure they understand that it is based on the sentences in activity 1 – but all the transitive sentences have been changed to the passive form.
- 3 The pupils write the rest of the guide.
- 4 Call individual pupils to write a sentence each on the board.

**Answer:** The famous city of Gaza lies on the Mediterranean coast. Traditionally, this ancient city has been known for its beautiful beaches, fine food and archaeological treasures. Gaza is also known as a city with a rich but violent history. For example, Gaza was attacked by Alexander the Great and nearly everyone in the city was killed by his men. But after large parts of Palestine had been taken by the Romans, Gaza was turned into an even richer centre of trade than before. Islam came to Gaza in 637 AD and has stayed almost ever since. Gaza was developed into an important centre of Islam by the Muslims. However, the city was held by the Crusaders for nearly 90 years from 1100. Then Gaza was taken back from the Christians by the Muslims after Jerusalem had also been captured by them. The Ottoman Turks arrived in Gaza in 1517 and stayed for 400 years. In recent years, many ancient remains have been found. For example, some beautiful Byzantine floors have been discovered.

### ACTIVITY 3 Write a paragraph for a guide to Egypt. Put the sentences in the passive. Use by + agent where necessary. 15 mins

15 mins

- 1 Read the first sentence to the pupils. Help them to turn it into the passive.
- 2 Point out that these sentences continue the history of Egypt that was started in period 3 activity 4 of this unit.
- 3 The pupils change all the sentences into the passive.
- 4 Check the answers orally.

**Answer:** 1 By the end of Ptolemy's life, Alexandria had been turned into a great city by him. 2 Building Alexandria's famous library had also been started by his architects. 3 The building of Alexandria was continued by Ptolemy's son, Ptolemy II. 4 In the following years, the Pharos tower was built as a guide to ships at sea. 5 The Pharos tower was completely destroyed by an earthquake 700 years ago. 6 It is still remembered as one of the 'Seven Wonders of the Ancient World'. 7 The remains of the Pharos tower have recently been discovered under water. 8 Near there, other remains from the time of the Ptolemies have also been found.

## Period 9

### ACTIVITY 1 Listen and do the tasks. 15 mins

- 1 Tell the pupils to cover the map in the their books on page 14.
- 2 Read the questions in number 1 to the pupils.
- 3 Play recording 4 (conversation 1). The pupils listen.
- 4 Play recording (conversation 1) again. The pupils complete the notes.
- 5 Play recording (conversation 1) again. The pupils check their answers.
- 6 Check the answers orally.



**CD 2 Audio 4****Conversation 1**

- Jenny: What's the name of our hotel, Dad?  
 Dad: It's the Palestine Hotel, but I don't know this town. I haven't been to this part of the country before.  
 Jenny: So it's an adventure for you, too!  
 Dad: Yes, I'm just like you. It's my first chance to take a trip round Palestine for a few days.  
 Jenny: Poor you! You've been working too hard at the research centre!  
 Dad: Perhaps you're right. Anyway, I think we'd better ask for directions.  
 Jenny: Good idea – or we won't have anywhere to stay tonight!  
 Dad: Excuse me, but can you help us, please?  
 Local 1: I'll try. What can I do?  
 Dad: Could you tell us the way to the Palestine Hotel, please? We're staying there tonight.  
 Local 1: Certainly. It's very close. Just go across Nablus Road here, and go straight along Jerusalem Street past the school on your left.  
 Dad: Across Nablus Road ... and along Jerusalem Street to the school.  
 Local 1: Then turn left, and go past a shopping centre on your right. You'll soon see it there on the right, just after the shopping centre.  
 Dad: So it's left after the school and past a shopping centre on the right. And it's just after the shopping centre, on the right.  
 Local 1: That's it.  
 Dad: Thanks very much.  
 Local 1: You're welcome. Enjoy your visit.  
 Dad: Thank you. We will!

**Conversation 2**

- Dad: Excuse me, but we need some directions, please.  
 Local 2: Where do you want to go?  
 Dad: Can you tell us the way to the Craft Centre, please? They say there's a lot to see there.  
 Local 2: That's right, and it isn't very far. Just go along Nablus Road here, and take the first right.  
 Dad: Along Nablus Road ... and first right.  
 Local 2: Then take the first left and go straight along for about 70 metres.  
 Dad: First left and along about 70 metres.  
 Local 2: You'll find it just there on the left, opposite a park.  
 Dad: On the left ... opposite a park.  
 Local 2: You've got it.  
 Dad: Thank you very much.  
 Local 2: No problem. I hope you like the Centre.  
 Dad: I'm sure we will. Thanks again.

**Conversation 3**

- Dad: Excuse me, but could you give us some directions, please?  
 Local 3: Yes, of course. How can I help?  
 Dad: Could you explain how to get to the Islamic Bank, please? I need to change some money.  
 Local 3: I see. Well, it's not very far. Just go along Nablus Road and take the second right.  
 Dad: Straight along Nablus Road ... and take the second right. OK.  
 Local 3: Yes. Then go past a supermarket on your left, and go on until you reach a crossroads.  
 Dad: Past a supermarket ... and go on until we reach a crossroads.  
 Local 3: And then turn left at the crossroads. After that, just go on for about another hundred metres.  
 Dad: Left at the crossroads, and then a hundred metres.  
 Local 3: And you'll find it just there on the right, between a mosque and a police station.  
 Dad: On the right, between a mosque ... and a police station. Thanks very much.  
 Local 3: You're welcome. Good luck.

**Answers:** 1 Jenny and her father 2 Palestine 3 They're taking a trip round Palestine. 4 They're trying to find a hotel. 5 Her father doesn't know the town. 6 They decide to ask for directions. 7 Yes, they do.

- 7** Tell the pupils to look at the map.  
**8** Play recording 4 (all three conversations). The pupils listen.  
**9** Play recording again (all three conversations), pausing after each one. The pupils follow the routes and write the labels for 1, 2 and 3.  
**10** Check the answers orally.

**Answers:** 2 1 just above shopping centre on right 2 middle left opposite park 3 top right between police station and mosque

- 11** Read the pairs of expressions to the pupils.  
**12** Play recording 4 (conversation 1 and 2). The pupils tick the expressions they hear.  
**13** Check the answers orally.

**Answers:** 3 1 A 2 A 3 B 4 B

**ACTIVITY 2 Practise your pronunciation: intonation in requests. 10 mins** 

- 1** Play recording 5. Help the pupils to identify if the questions rise at the end or fall.  
**2** Play recording again. The pupils mark the rises and / or falls.  
**3** Check the answers orally.

**CD 2 Audio 5**

- 1 Excuse me, but can you help us, please?
- 2 Could you tell us the way to the Palestine Hotel, please?
- 3 Can you tell us the way to the Craft Centre, please?
- 4 Could you explain how to get to the Islamic Bank, please?

**Answers:** 1 ↘ 2 ↘ 3 ↘ 4 ↘

**ACTIVITY 3 Work in pairs. Ask for and give directions to the following. 15 mins**

- 1 Practise asking for directions with a pupil. Say, for example, *Could you tell me the way to the Islamic Bank, please?*
- 2 Help the pupil to give you directions, using the map from activity 1.
- 3 Repeat with other pupils and other destinations on the map.
- 4 In pairs, all the pupils practise asking for and giving directions, using the map.
- 5 Choose a pair of pupils to act out a conversation in front of the class.

**Period 10**

**Optional Dictation 7 mins** 

- 1 Explain to the pupils that they should write the two short paragraphs they hear.
- 2 Play recording 6. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

**CD 2 Audio 6****Dictation**

- 1 *Palestine is a wonderful destination for both tourists and pilgrims. It is not a large country, but its importance to world culture and religion is enormous.*
- 2 *Soon afterwards, the greatest of the Ottoman rulers, Suleiman the Magnificent, began rebuilding large areas of the city, and that brought more people and new wealth.*

**Answers:** see the Audio

**ACTIVITY 1 Copy and complete Jenny's personal letter to her grandma. Do the tasks. 7 mins**

- 1 Choose pupils to read each of the letter parts to the class. They may wonder why Jenny can't email the photos to her grandmother; possibly her grandmother doesn't have a computer.
- 2 Help the pupils to choose the parts for the first part of the letter.

**Answers:** *The Palestine Hotel / 25, Salah-Al-Din Street / Hebron / 28th December, 20... / Dear Grandma*

- 3 Read the parts of paragraph 2 to the pupils. Help them to put them in the correct order.

**Answers:** 3, 5, 2, 4, 6, 1

- 4 Help the pupils choose phrases from task 1 to finish the letter.

**Answers:** *I must stop now. / Dad and I have been invited to an evening of Palestinian music. / Love and Best Wishes, / Jenny / PS, I'll have lots of photos to show you when I get home.*

**ACTIVITY 2 Work in pairs. Plan a one-day visit for two foreign students. Use this language. 13 mins**

- 1 Read the Unit task to the pupils. Then read the suggested phrases for discussing, agreeing and disagreeing.
- 2 In pairs, the pupils plan what the visitors can do for two days in Palestine.
- 3 Circulate and help the pupils use the phrases for discussing, agreeing and disagreeing.
- 4 The pupils make notes of their plans.

**ACTIVITY 3 Write a personal letter to visitors Ethan and Amy. 13 mins**

- 1 Individually, the pupils use their notes to write a letter to Ethan and Amy, the two visitors.
- 2 They should follow the format of Jenny's letter to her grandmother. However, you may want to elicit ideas for extra phrases that could be used, such as *Let me tell you a bit about the places we're going to visit.*
- 3 Choose individual pupils to read their letters to the class.

**Period 11**

**Reading episode 7: Introduction 5 mins**

- 1 Elicit the story so far from the pupils.
- 2 Show the picture to the pupils and elicit ideas about the story. Ask questions such as *Who can you see in the picture? Where are they? What is Passepartout doing? Why do you think he is there?* etc.

**Reading episode 7: Scanning 5 mins**

- 1 Say *I'm going to ask some questions. Find the answers as quickly as you can.*
- 2 Ask the questions below and help the pupils to find the answers quickly, without reading the whole episode. *Who arrived in Yokohama on 13th November? (Passepartout) Where did Passepartout get some work? (At a circus) What ocean were they going to cross on the General Grant?*

(The Pacific Ocean)

Who did Passepartout see on the General Grant? (Fix)

Where did they arrive on 3rd December? (San Francisco)

**Note:** 1868 was the year of the Meiji Restoration. The old system under the Shoguns (military dictators) changed in that year. The Emperor (called Meiji) was given much more importance. At the same time, a new more western-style system of government was created.

### Reading episode 7: Intensive reading 20 mins

- 1 The pupils read the episode silently. Do not allow them to ask questions.
- 2 While they are reading, write the words and phrases from *Reader glossary* on page 96 on the board.
- 3 When they have finished, point to each of the words and phrases on the board. Help them to guess the meaning.
- 4 After going through all the words, allow the pupils to check the definitions on page 96.
- 5 Allow other questions about the text: set a limit to the number of questions you will allow – five is a reasonable number.
- 6 Choose pupils to tell the main points of the story to the class.
- 7 During this activity, make use of the Notes about the episode (and the phonetic pronunciation) as appropriate.

### Reading aloud 10 mins

- 1 The pupils read from line 36 'Then let's talk' chorally. Guide them to reading together, at the same speed.
- 2 Choose pupils to read a paragraph each, individually.
- 3 In pairs, the pupils read the final paragraphs to each other.

## Period 12

### ACTIVITY 1 Make notes about the journey. 12 mins

- 1 Read the first line of notes. Help the pupils to complete it.
- 2 The pupils complete the rest of the notes.

**Answers:** 1 13th November: Passepartout arrived in Yokohama; 14th November: Fogg, Aouda and Fix arrived in Yokohama; Passepartout got a job at the circus; Fogg and Aouda went to the circus and saw Passepartout; Fogg, Aouda and Passepartout went to the port; The General Grant left Yokohama; 22nd November: Fogg worked out that they were half way round the world; 3rd December: They arrived in San Francisco.

### ACTIVITY 2 Make corrections. (There are always two or more mistakes). 16 mins

- 1 Read number 1 to the pupils. Help them to correct the mistakes.
- 2 The pupils correct the rest of the sentences.

**Answers:** 1 *Passepartout arrived in Japan with no money and only the clothes he was wearing.* 2 *During Passepartout's first time in the circus ring, the other acrobats climbed on top of him and he stood very still under all the other acrobats.* 3 *Fix couldn't arrest Fogg in San Francisco because America was not a British colony.*

### A dialogue based on the story. 12 mins

- 1 If you want the pupils to produce the dialogue, read lines 4–11 to them. Explain that they are going to write the complete conversation at Passepartout's interview with the Circus Master. Elicit ideas from the pupils and write their suggested dialogue on the board.
- 2 Alternatively, write this ready-made dialogue on the board:

Passepartout	I used to be an acrobat in France and I'd like to work for you.
Circus Master	Are you strong?
Passepartout	I'm the strongest!
Circus Master	Have you worked with acrobats?
Passepartout	Yes, I have.
Circus Master	The acrobats are going to climb on top of you. You have to stand very still under them. Can you do that?
Passepartout	Yes, of course. It's easy.
Circus Master	OK. And you have to put on these clothes.
Passepartout	Oh ... they're very ... colourful. But I want the job. OK. I'll put them on.
Circus Master	Welcome to the circus!

Whichever dialogue you choose, follow these steps:

- 3 Practise the dialogue with a pupil. Help the pupil use appropriate intonation.
- 4 In pairs, all the pupils practise the dialogue.
- 5 Call a pair of pupils up to the front to act out the dialogue to the class.

# Good news from the doctors

**Aims:** to be able to use reported statements, requests, yes / no questions and *Wh* questions; to be able to use tense changes with reporting verbs

**Key language:** *anxious(ly), diary, event, fill, hole, put off, rapid(ly), reason, recover, relieved, shocked, suffer / deeply, operate, worrying*

*basic, bend, bionic, brain, care (n), college, connect, high-tech, point out, ramp, wheelchair, whereas / development, discovery, invention*

**Language structures:** reported statements, requests, yes / no questions and *Wh* questions, with tense changes

**Materials:** Pupil's Book, CD

## Period 1

### Introduction 5 mins

- 1 Show the picture to the pupils. Explain that in this unit they are going to be talking about modern medicine.
- 2 Talk with the pupils about hospitals and medical treatments in Palestine. Ask them questions such as *Which are the biggest hospitals in Palestine? Have you ever been in a big hospital? Have you ever had an operation in a hospital?* etc. Help the pupils with the vocabulary they need to express their ideas.

### ACTIVITY 1 Listen and repeat. 5 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 7. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

### Word formation

- 4 Read the sets of words; help the pupils to work out which are adjectives, nouns, adverbs and verbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

### CD 2 Audio 7

*anxious anxiously diary event fill hole put off  
rapid rapidly reason recover relieved shocked  
suffer /  
deep deeply operation operate worry worrying*

### ACTIVITY 2 Look at the picture in the passage. Answer the questions. 5 mins

- 1 Read the questions to the pupils. Help them to express their answers.
- 2 If necessary, remind the pupils that Jenan first met the Rammal family shortly after the birth of their twins. Encourage the pupils to speculate where the other child is and guide them towards the idea of the child being in hospital.

**Answers:** 1 Yes, she's Jenan Rashid. 2 She's Samar Rammal.  
3 They're talking on the phone. 4 Samar is at a hospital, Jenan is in a house or flat.

### ACTIVITY 3 Listen and do the tasks. 10 mins

- 1 Read the questions to the pupils. Play recording 8. The pupils listen.
- 2 Play recording again. The pupils do the tasks
- 3 Play recording again. The pupils check their answers.
- 4 Explain that a hole in the heart is a generic word for various heart conditions affecting about nine small children per thousand; some cases can be treated with medication, others require surgery.

### CD 2 Audio 8

*Jenan: An anxious day  
By Jenan Rashidi*

*I first met Samar and Anas Rammal nearly a year ago when I was writing about patients at a Palestinian hospital. They had just become the proud parents of twins Deema and Waleed.*

*Since then, we have become good friends and I have loved seeing the babies grow. But recently, Waleed began having worrying problems. He was always exhausted, and his heart often started beating rapidly for no reason. Everyone was shocked when medical tests showed that he was suffering from a dangerous condition that is often called 'a hole in the heart'. An operation was scheduled for next month.*

*Then came today. This is my diary of the day's dramatic events.*

*08:15: My phone rings. It is Samar. She tells me that someone else's operation has been put off and the doctors want to operate on Waleed instead.*



The hospital wants them to go immediately. Their families do not live locally, so Samar asks if I am free and I ask how I can help. She wants me to look after Deema.

08:45: I reach their apartment and they are about to leave. Samar tells Deema that I have come to play with her and she tells her to be good. Then they go.

The waiting begins. I fill the time with Deema as best I can. We play a little, I feed her, we go out to the park, she cries, I tell her that the others will be home soon, she sleeps ... And all the time, I am anxiously wondering whether everything is all right at the hospital.

3:00: Samar finally calls. I quickly ask how the operation went. 'Perfectly,' she says, 'and he's recovering well. But things were much more urgent than they thought. Today's operation saved his life.' She sounds tired but deeply, deeply relieved. 'Thank God for modern medicine,' she says quietly.

**Answers:** 2 They're at the hospital because their son Waleed is having an emergency operation. 3 It seems to be ending well.

#### ACTIVITY 4 Read and complete the notes. 10 mins

- 1 Read the notes to the pupils.
- 2 The pupils complete the notes individually.
- 3 Check the answers orally.

**Answers:** 1 a hole in the heart 2 heart operation  
3 looking after Deema 4 it saved his life

#### ACTIVITY 5 Work in pairs. Take turns to read out the passage, paragraph by paragraph. 5 mins

- 1 In pairs, the pupils take turns to read a paragraph each.
- 2 Choose a group of pupils to read one paragraph each to the class.

### Period 2

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

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

**Answers:** 1 diary 2 deeply, anxious 3 relieved, recovering

#### Now work in pairs. Check your work and then practise.

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

#### ACTIVITY 2 Read and complete the summary. Add other new words from period 1. Make any changes needed.

10 mins

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

**Answers:** 1 reason 2 hole 3 suffering 4 shocked  
5 anxiously 6 events 7 put off 8 fill 9 rapidly 10 operate

#### ACTIVITY 3 Read the passage again and answer the questions. 10 mins

- 1 The pupils read the text again individually.
- 2 Read the questions to the pupils.
- 3 Help the pupils to express their answers.

**Answers:** 1 She first met them when she was writing about patients at a Palestinian hospital. 2 He was always exhausted and his heart started beating rapidly for no reason. 3 They expected it to happen next month. 4 Because someone else's operation was put off. 5 Their families do not live locally. 6 She played with her, she fed her, she went to the park with her and she told her that the others would be home soon. 7 It went on for about six hours. 8 Because his condition was more serious than they thought.

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

- 1 Read the speech bubbles to the pupils.
- 2 Practise the conversation with a pupil. Add other questions such as *Do you have any much younger brothers or sisters? How many brothers and sisters do you have? In what ways can looking after young children be exhausting / difficult / fun? etc.*
- 3 The pupils discuss looking after young children in pairs.

### Period 3

#### ACTIVITY 1 Read the examples. 15 mins

- 1 Read the example sentences to the pupils.
- 2 Elicit from the pupils that the sentences on the left are in direct speech and the sentences on the right are in indirect speech.



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

- 3 Read number 1 to the pupils. Elicit the answer (*b – her*).
- 4 Repeat with the other sentences. Make sure the pupils understand that these sentences show different ways of reporting what others have said.
- 5 You may want to mention, in connection with number 6, that subject *Wh* questions do not change the order; for example, *Who is going to the party? He asked me who was going to the party. / What's happening? He asked me what was happening.*

**Answers:** 1 b 2 a 3 a 4 a 5 b 6 b, b 7 a

### ACTIVITY 2 Work in pairs. Give the reported speech forms of the following. 10 mins

- 1 Help the pupils say sentence number 1 in reported speech.
- 2 The pupils report the other statements.
- 3 Check the answers orally.

**Answers:** 1 Samar says that I have come to play with Deema.  
2 The hospital wants Samar to come immediately. 3 I ask how the operation went. 4 I am wondering if everything is all right at the hospital.

### Look at activity 1 to check your work.

- 4 The pupils look for their answers in the sentences in activity 1.

### ACTIVITY 3 Put these statements, requests and questions into reported speech. 15 mins

- 1 Help the pupils turn number 1 into reported speech.
- 2 The pupils turn the rest of the sentences into reported speech.
- 3 Check the answers orally.

**Answers:** 1 Samar asks Jenan to get to her apartment as soon as possible. 2 Jenan tells Serena that she can't send her latest story today. 3 Serena asks Jenan to send it later. 4 When she arrives, Jenan asks Anas and Samar if they are all ready to go. 5 Jenan asks Samar what she needs to do about lunch for Deema. 6 Jenan asks Samar if it is all right for her to take Deema to the park. 7 Samar asks Dr Anwar how long he thinks the operation will take. 8 Doctor Anwar says he really won't know for sure until they start.

## Period 4

### ACTIVITY 1 Listen and repeat. 10 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 9. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

### Word formation

- 4 Read the sets of words; help the pupils to work out which are nouns and verbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

### CD 2 Audio 9

*basic bend bionic brain care college  
connect high-tech point out ramp wheelchair  
whereas /  
develop development discover discovery  
invent invention*

### ACTIVITY 2 Look at the first picture in the passage and do the tasks. 5 mins

- 1 Show the picture and read the tasks to the pupils.
- 2 Help the pupils to do the tasks.

**Answers:** 1 She's Jenan Rashidi. 2 She's probably interviewing a doctor.

### ACTIVITY 3 Look at the group of six pictures in the passage and do the tasks. 10 mins

- 1 Show the set of six pictures and read the tasks to the pupils.
- 2 Help the pupils to do the tasks.

**Answers:** a A disabled athlete is using an artificial leg – this means they can compete. b A person in a wheelchair is using a ramp – this makes access easier for disabled people. c A patient has been fitted with a bionic arm – this means that the patient still has the use of two arms. d A surgeon is doing keyhole surgery – this means that operations are much safer. e A health worker is weighing a baby – this means that illness and health problems are found before it's too late. f Some medicine is being packed – this means that medicines are available to more and more people.

### ACTIVITY 4 Read and do the tasks. 5 mins

- 1 Read the tasks to the pupils.
- 2 The pupils read the text individually again and do the tasks.
- 3 Check the answers orally.

## UNIT 8

**Answers:** 1 She's a magazine reporter. She's interviewing people in Palestine and writing articles for her magazine. She's doing a series of articles about hospitals in Palestine. 2 1 d 2 f 3 e 4 b 5 a 6 c

### ACTIVITY 5 Read and answer the questions. 10 mins

- 1 Read the questions to the pupils.
- 2 The pupils go through the text individually again, specifically looking for answers to the questions.
- 3 Check the answers orally.

**Answers:** 1 Because lots of her readers said they wanted to read more about medicine. 2 The speed of development is huge. 3 Disabled people are being helped to live like everyone else. 4 He's most interested in body parts that can connect with our brains.

## Period 5

### ACTIVITY 1 Replace with new words from period 4. Make any changes needed. 5 mins

- 1 Read number 1 to the pupils. Ask *What word means the same as 'but'? (whereas)*
- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 whereas 2 discovery 3 basic 4 wheelchair 5 connects

### ACTIVITY 2 Add other new words from period 4. Make any changes needed. 5 mins

- 1 Read the first paragraph to the pupils. Ask *What's the missing word? (invention)*
- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 invention, point out 2 development, bend 3 care, high-tech, bionic 4 college, brain, ramps

### ACTIVITY 3 Read the passage again and do the tasks.

10 mins

- 1 The pupils read the text again, individually.

#### Say what the underlined words refer to.

- 2 Read number 1 to the pupils and ask *What does 'no' refer to? Help the pupils to work out the answer (it's the answer to the question – doctors can't do the same for all disabled people).*
- 3 The pupils work out what the other underlined word refers to.

**Answers:** 1 it's the answer to the question – doctors can't do the same for all disabled people 2 doctors at the centre

### Now say what these phrases mean.

- 4 Read number 1 to the pupils and ask *What does 'news to me' mean? Help the pupils to say what it means (something I hadn't heard before).*
- 5 The pupils work out what the other underlined phrase means.

**Answers:** 1 something I hadn't heard before 2 the most important thing

### ACTIVITY 4 Read the passage again and complete the notes. 10 mins

- 1 The pupils copy the incomplete notes in their notebooks, then they read the text individually again.
- 2 The pupils complete the notes.
- 3 Check the answers orally.

**Answers:** medicine; 1 medical operations 2 medicines 3 health care 4 disabled people / 1 live like everyone else 2 ramps, wheelchairs; normal lives

### ACTIVITY 5 Work in pairs. Use your notes to give a short summary. 10 mins

- 1 Explain to the pupils that they can use the guide in activity 5, with their notes from activity 4, to write a summary.
- 2 Help the pupils make the first sentence. Call a pupil to the front to write it on the board.
- 3 In pairs, the pupils write the complete summary.

**Answer:** (example answer) *There are huge new developments in every area of medicine. For example, there are new types of medical operations, new medicines, better health care and new help for disabled people. Examples of help for disabled people include helping them to live like everyone else and putting ramps in buildings for people in wheelchairs.*

## Period 6

### ACTIVITY 1 Write N (noun), V (verb) or A (adjective) after the correct word. 10 mins

- 1 Read the first word in the box (*operation*). Ask *Is it a noun, a verb or an adjective? (a noun)*
- 2 The pupils write N next to the word.
- 3 The pupils write N, V or A next to the words as appropriate.
- 4 Check the answers orally.

**Answers:** operation N, healthy A, disabled A, develop V, discover V, invention N, wonderful A, health N, operate V, development N, disability N, discovery N, medical A, medicine N, wonder V, invent V

### ACTIVITY 2 Use pairs from activity 1 to complete the following. Make any changes needed. 15 mins

- 1 Read number 1 and ask *What are the missing words?* (medicine, medical)
- 2 The pupils complete the rest of the missing words.
- 3 Check the answers orally.

**Answers:** 1 medicine, medical 2 disabled, disability 3 healthy, health 4 discovered, discovery 5 invented, inventions 6 Wonders, wonderful 7 operations, operate 8 developments, developing

### ACTIVITY 3 Work in pairs. Use the language of charts.

15 mins

- 1 Read the phrases in the speech bubbles to the pupils.
- 2 Show the charts to the pupils. Help them to make sentences about the charts using the phrases in the speech bubbles, for example: *The first chart shows that the number of hospitals in Palestine rose rapidly between 1997 and 2000. The number remained about the same between 2005 and 2010. etc.*

## Period 7

### ACTIVITY 1 Read the examples. 15 mins

- 1 Read the example sentences to the pupils.

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

- 2 Read number 1 to the pupils. Elicit the answer (*b – often in the past*).
- 3 Repeat with the other sentences. Make sure the pupils understand that this form of reporting is not used for things that were said in the very recent past.

**Answers:** 1 b 2 a 3 b

### Now complete the following rules from Examples 1–14.

- 4 Read the verbs *am / is / are* to the pupils. Ask *What do they change to?*
- 5 The pupils look in the example sentences to find the answer (*was / were*).
- 6 Repeat with the other verbs.

**Answers:** 1 was / were 2 was / were living 3 looked 4 had accepted 5 would continue 6 could understand 7 had started

### ACTIVITY 2 Work in pairs. Give the reported speech forms of the following. 15 mins

- 1 Read the first sentence to the pupils, then read the example answer.
- 2 In pairs, the pupils report the other sentences.

**Answers:** 1 *You said that you wanted to read more about medicine.* 2 *He said that some people could recover.* 3 *He said that medical science was helping people to see and hear again.* 4 *He explained that if someone lost an arm, they were now able to provide a new one.* 5 *He said that that meant people were living longer, healthier lives than their parents and grandparents had lived.*

### Look at activity 1 to check your work.

- 3 In pairs, the pupils check their answers.

### ACTIVITY 3 Put these statements into reported speech.

10 mins

- 1 Read the first sentence to the pupils. Help the pupils to report it.
- 2 The pupils report the rest of the sentences.

**Answers:** 1 *She told him that she wrote for the magazine Young World.* 2 *She explained that she had recently written about a dramatic operation.* 3 *She went on that now her readers were asking for more on medicine.* 4 *She said that if he could talk to her, she would happily come to his office at any time.*

## Period 8

### ACTIVITY 1 Work in pairs. Practise the conversation. 10 mins

- 1 Choose three pairs of pupils to read a part of the conversation each to the class.
- 2 In pairs, the pupils practise the conversation with each other.

### ACTIVITY 2 Copy and continue the secretary's memo to Dr Bell. 10 mins

- 1 Read the first part of the secretary's memo to the pupils.
- 2 Show them how the report uses the green verbs in brackets from activity 1.
- 3 The pupils copy the secretary's memo, add today's date and complete it. Make sure they understand that they don't need to report the secretary's answers.

- 4 Call pupils up to the front to write a part of the memo each on the board.

**Answer:** Mr and Mrs Ibrahim believe our school is very good, so Mr Ibrahim wants to know if we have got room for their son Tariq in Year 10. He asks when we could tell them for sure if we have a place and he also asks how soon we could accept him. He wonders if his son could join as soon as next week. He explains that we may have a problem because his son is disabled and has to use a wheelchair all the time. He wonders if there are many stairs to go up and down. He wants me to arrange an appointment to come and see you and he also asks if you could give them some time to look round the school. He adds that it would be really useful.

### ACTIVITY 3 Work in pairs. Practise Dr Bell's meeting with two senior teachers. 10 mins

- 1 Choose three pairs of pupils to read a part of the conversation each to the class.
- 2 In pairs, the pupils practise the conversation with each other.

### ACTIVITY 4 Report the meeting. 10 mins

- 1 The pupils write a report of the meeting in the same way that they wrote a memo in activity 2.
- 2 Call pupils up to the front to write a part of the report each on the board.

**Answer:** Dr Bell reported that a new student wanted to join Year 10 in a week's time. Mrs Carr replied that it was the middle of the year, but it would probably be all right. Dr Bell explained that there was a problem as the student had to use a wheelchair. Mr East commented that he wouldn't be able to get up and down the stairs without help and he added that that would be very difficult. Dr Bell agreed, but he thought that it was becoming very important to help people with disabilities. He believed that we needed ramps. Mr East pointed out that we couldn't build them in just a week's time. Mrs Carr suggested that the students could help him with the stairs. She was sure that they would be pleased to help.

## Period 9

### ACTIVITY 1 Work in pairs. Look at the picture and do the tasks. 10 mins

- 1 Show the picture to the pupils. Help them to remember who the people might be.
- 2 In pairs, the pupils answer the questions.

**Answers:** 1 Mrs Dee, the school secretary, is phoning the Ibrahim family. Tariq, the son, is answering. 2 He wanted his son to start at the school very soon.

### Now listen to part 1. Confirm or correct your answers.

- 3 Play recording 10. The pupils listen and check their answers.

#### CD 2 Audio 10

##### Part 1

- Tariq: Hello. Tariq Ibrahim here.  
 Mrs Dee: Oh, hello. Could I speak to Mr Ibrahim, please?  
 Tariq: I'm sorry, but Dad's out.  
 Mrs Dee: Oh, well, then, could I speak to your mother, Mrs Ibrahim?  
 Tariq: I'm sorry, but she's out, too. They've gone shopping together till this afternoon. Can I take a message?  
 Mrs Dee: Well, thank you. Perhaps you could do that for me.  
 Tariq: Let me get a pen and some paper. Here we are ... Right. Please go ahead.  
 Mrs Dee: Well, my name is Mrs Dee, and I'm the secretary at Green Hill School. Your father called earlier about a place at the school for you. And I promised to call back.  
 Tariq: I see.

### ACTIVITY 2 Listen to part 2. Copy and continue Tariq's message to his dad. 10 mins

- 1 Show the picture of the message pad to the pupils. The pupils copy it in their notebooks.
- 2 Play recording 11, pausing as necessary. The pupils listen.
- 3 Play recording again. The pupils add notes to the message pad.
- 4 Play recording again. The pupils check their notes.
- 5 Call pupils up to the front to copy the completed message pad on the board.

#### CD 2 Audio 11

##### Part 2

- Tariq: Er, Mrs Dee, could you spell that, please? I'm not very sure about English names.  
 Mrs Dee: Well, mine is very simple. It's just D-double-e.  
 Tariq: Thanks, Mrs Dee, and you're the secretary at ...  
 Mrs Dee: Green Hill School.  
 Tariq: Oh, yes, Mum and Dad were talking about Green Hill School. They've heard that it's an excellent school, and they want me to go there.  
 Mrs Dee: And I'm calling about that now.  
 Tariq: Oh, fantastic! Have you got a place for me?  
 Mrs Dee: Well, I should really talk to your parents about this first, but, yes, we may have a place for you.  
 Tariq: That's really good news. Thanks!  
 Mrs Dee: But could you please come for an interview with the Head of Year 10?

- Tariq: Right, so you want me to go for an interview with ...
- Mrs Dee: the Head of Year 10, Mrs Carr.
- Tariq: ... the Head of Year 10, Mrs Carr.
- Mrs Dee: Is it possible for you and your parents to be here for an appointment at 10 o'clock on Thursday morning?
- Tariq: ... wants to know if we can ... be there for an appointment at 10 o'clock on Thursday.
- Mrs Dee: And can your parents see the Head Teacher Dr Bell at the same time?
- Tariq: ... wants you and Mum to see ... Dr Bell ... same time.
- Mrs Dee: We understand that you're disabled and that you use a wheelchair.
- Tariq: That's correct.
- Mrs Dee: So Dr Bell says he needs a discussion with your parents about your disability. He needs to be sure that you'll be able to manage to get round school all right.
- Tariq: ... says he needs ... a discussion with you about ... my disability. All right, I've got that.
- Mrs Dee: Now your father also asked if you could all look round the school. And Dr Bell says that's fine, but his question is this: what parts of the school does he specially want to see?
- Tariq: Dr Bell asks what parts ... of the school ... you specially want to see.
- Mrs Bell: Well, I think that's all. Perhaps your father could call me back later this afternoon. I'll be here until 5:30.
- Tariq: Mrs Bell wants you to ...

**Answers:** Dad, Mrs Dee, the secretary at Green Hill School called. She says that they have got a place for me! She wants me to come for an interview with the Head of Year 10 at 10 o'clock on Thursday morning. She wants you and Mum to see Dr Bell at the same time. She says Dr Bell needs a discussion with you about my disability. Dr Bell asks what parts of the school you specially want to see. She wants you to call her back this afternoon. She says she'll be at the school until 5:30.

### ACTIVITY 3 Listen to parts 1 and 2 again. Tick (✓) the expressions that you hear. 5 mins

- 1 Read the expressions in activity 3 to the pupils.
- 2 Play recording 10 and 11. The pupils listen.
- 3 Play recording again. The pupils tick the expressions they hear.
- 4 Check the answers orally.

**Answers:** 1 A 2 B 3 A 4 A

### ACTIVITY 4 Practise your pronunciation: word stress.

10 mins 

- 1 Read the three words (*secretary, fantastic, afternoon*) to the pupils. Help them to be aware where the stressed syllable in each word is.
- 2 The pupils underline the stressed syllable in the words.
- 3 Play recording 12. The pupils mark the stressed syllable on all the words.
- 4 The pupils copy the words into the table, in the correct category.
- 5 Play recording again. The pupils check their answers.
- 6 Check the answers orally.
- 7 Play the words again. The pupils repeat them chorally and individually.

#### CD 2 Audio 12

- 1 *secretary fantastic afternoon*
- 2 *disability disabled excellent interview together understand*

**Answers:** 1 on the first syllable, like **secretary**: **excellent**, **interview**; on the second syllable: **fantastic**, **disabled**, **together**; on the third syllable: **afternoon**, **disability**, **understand**

### ACTIVITY 5 Work in pairs. Read and act out the conversation. 5 mins

- 1 Read the conversation to the pupils. Help them identify the words from activity 4.
- 2 In pairs, the pupils read the conversation.
- 3 As they read, circulate round the class and help them to use stress on the appropriate syllables.
- 4 Choose pairs of pupils to act out the conversation in front of the class.

## Period 10

### Optional Dictation 7 mins

- 1 Explain to the pupils that they should write the two short paragraphs they hear.
- 2 Play recording 13. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.



**CD 2 Audio 13****Dictation**

- 1 His heart often started beating rapidly for no reason. Everyone was shocked when medical tests showed that he was suffering from a dangerous condition.
- 2 'The speed of development is huge,' he said. 'And,' he pointed out, 'it isn't just high-tech developments: there's also much better basic health care around the world.'

**Answers:** see the Audio

### ACTIVITY 1 Work in groups. Practise the discussion at the local Community Hall. 7 mins

- 1 Arrange the pupils in groups of three. In each group, the pupils take the roles of Rob Hall, Malik and Chandra.
- 2 In their groups, the pupils read the discussion. Make sure they understand that the verbs in green are for the next activity, not this one.
- 3 Circulate and help the pupils use appropriate pronunciation, intonation and stress.  
*Government* can be singular or plural.  
 When we think of the government as an organization, it's singular – *The government wants to close...*  
 When we think of all the members in the government as individuals making decisions, it's plural – *The government want to close...*  
 There are other singular / plural nouns in English, such as *family* and *team*.

### ACTIVITY 2 Now write a local newspaper report. Use the reporting verbs in brackets and put them in the past simple. Start like this. 13 mins

- 1 Read the introduction to the newspaper report. Show the pupils how it uses the reporting verbs in green.
- 2 The pupils write the rest of the report.
- 3 Choose pupils to read a section each of the report to the class.

**Answer:** *First, Rob Hall thanked everyone for coming. He pointed out that it was an important meeting. He explained that the government wanted to close their old, local hospital and other similar hospitals in the area. He said that they wanted to build one big, new, high-tech hospital for everyone. He went on to say that not everyone agreed with their plans. He added that some people in the community wanted to keep the local hospital. He introduced two people with different views.*

Malik Sharif began by saying that modern medicine was very, very expensive and it was simply not possible to provide the best services and equipment in every little town. He explained that the only way was to have one big hospital for everyone. He said that that hospital would be able to offer life-saving operations that the local hospital never could. He finished by saying that they could use the local hospital land to build new houses.

Chandra Shastri argued that the new hospital would be 50 kilometres away and that was much too far. She pointed out that most people don't need life-saving operations most of the time. She said they wanted a service that is good, but simpler and local. She ended by saying that they really wanted a more modern local hospital.

### ACTIVITY 3 Work in pairs. Do the tasks. 13 mins

- 1 Read the Unit task to the pupils.
- 2 Read the tasks to the pupils.
- 3 The pupils write down four messages for friends, one in each of the four categories.
- 4 In pairs, the pupils take turns to make a call and to answer the call as the parent of the friend.
- 5 The parent writes down the message.
- 6 When they have given all the messages, they compare messages to see if they are the same.
- 7 Choose pairs of pupils to act out their phone conversations to the class.

## Period 11

### Reading episode 8: Introduction 5 mins

- 1 Elicit the story so far from the pupils.
- 2 Help the pupils say what has happened so far, what problems Fogg has had and why Fix is following him around the world.

### Reading episode 8: Scanning 5 mins

- 1 Say *I'm going to ask some questions. Find the answers as quickly as you can.*
- 2 Ask the questions below and help the pupils to find the answers quickly, without reading the whole episode.  
*What time did the train for New York leave? (6:00 pm on 3rd December)*  
*How long was the train trip to New York going to take? (seven days)*  
*When did Fogg want to catch a ship across the Atlantic Ocean? (On 11th December)*  
*Why did the train stop for three hours on the trip? (Because 10–12 thousand buffalo were crossing the line)*

Where was the highest point of the railway trip? (In the Rocky Mountains)

How did they get over the broken bridge? (The driver went as fast as he could.)

- 3 During this activity, make use of the Notes about the episode (and the phonetic pronunciation) as appropriate.

### Reading episode 8: Intensive reading 20 mins

- 1 The pupils read the episode silently. Do not allow them to ask questions.
- 2 While they are reading, write the words and phrases from *Reader glossary* on page 96 on the board.
- 3 When they have finished, point to each of the words and phrases on the board. Help them to guess the meaning.
- 4 After going through all the words, allow the pupils to check the definitions on page 96.
- 5 Allow other questions about the text: set a limit to the number of questions you will allow – five is a reasonable number.
- 6 Choose pupils to tell the main points of the story to the class.

### Reading aloud 10 mins

- 1 The pupils read from line 19 *Ahead, there was a red signal*. Guide them to reading together, at the same speed.
- 2 Choose pupils to read a paragraph each, individually.
- 3 In pairs, the pupils read the final paragraphs to each other.

## Period 12

### ACTIVITY 1 Match sentence parts 1–8 and a–h to form a summary. 10 mins

- 1 Read number 1 to the pupils and show that it goes with f.
- 2 The pupils match the rest of the sentence parts.
- 3 Check the answers orally.

**Answers:** 1f 2c 3d 4a 5h 6g 7e 8b

### ACTIVITY 2 Work in pairs. Take turns to read out the summary, sentence by sentence. 5 mins

- 1 Ask individual pupils to read a sentence each from activity 1.
- 2 Show the pupils that the sentences combine to make a summary of the episode.
- 3 In pairs, the pupils take turns to read a sentence each of the summary.

### ACTIVITY 3 Create a role play. Work in groups. Role play the discussion by the red signal. Use words from the story where you can. Use your own where you cannot. 13 mins

- 1 With two pupils, act out the role play. Help the pupils to expand the notes and word cues.
- 2 In groups of three, the pupils act out the role play.

### A dialogue based on the story. 12 mins

- 1 If you want the pupils to produce the dialogue, read lines 26–41 to them. Explain that they are going to write the complete conversation after the travellers get across the bridge. Elicit ideas from the pupils and write their suggested dialogue on the board.
- 2 Alternatively, write this ready-made dialogue on the board:

Phileas Fogg	It worked! The driver is a genius!
Passepartout	Yes – but he's a crazy genius.
Aouda	I was very frightened.
Phileas Fogg	You are a very brave woman, Aouda. We are all very brave!
Passepartout	And very crazy too!
Phileas Fogg	Yes, but we're going to get to New York in time.
Passepartout	I hope so. I don't want any more adventures. But I think we're going to have another adventure very soon ...

Whichever dialogue you choose, follow these steps:

- 3 Practise the dialogue with two pupils. Help the pupils use appropriate intonation.
- 4 In groups of three, all the pupils practise the dialogue.
- 5 Call groups of three pupils up to the front to act out the dialogue to the class.

# Which way at 16?

**Aims:** to be able to use all types of conditional sentences, Type 0, Type 1, Type 2 and Type 3; to understand the differences in meaning and use between the types

**Key language:** *academic, apply, career, carpenter, determined, literary, practical, qualification, stream, such as, technical, vocational, whatever / ability, competitive, organize, scientific, specialize (in)*

*beyond, education, exist, general(ly) (speaking), generation, goods, limited, manager, opportunity, responsible(ly), stressful / decision, possibility, programmer, technician*

**Language structures:** Type 0, Type 1, Type 2 and Type 3 conditionals

**Materials:** Pupil's Book, CD

## Period 1

### Introduction 5 mins

- 1 Show the pictures to the pupils. Explain that in this unit they are going to be talking about making choices about careers.
- 2 Talk with the pupils about the choices they have to make at school. Ask them questions such as *When do you have to decide what subjects you are going to study? Do you know what you are going to decide? Why are you going to do those subjects?* etc. Help the pupils with the vocabulary they need to express their ideas.

### ACTIVITY 1 Listen and repeat. 5 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 14. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

### Word formation

- 4 Read the sets of words; help the pupils to work out which are adjectives, nouns and verbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

### CD 2 Audio 14

*academic apply career carpenter determined literary practical qualification stream such as technical vocational whatever / able ability compete competitive organization organize science scientific special specialize (in)*

### ACTIVITY 2 Look at the pictures and the passage heading. Answer the questions. 5 mins

- 1 Read the questions to the pupils.
- 2 Help the pupils to answer the questions.

**Answers:** 1 *They show different jobs.* 2 *It's probably about making important choices about your future life when you're 16.* 3 *mechanic, farmer, salesman, doctor, builder, waiter, shop assistant, carpenter, teacher*

### ACTIVITY 3 Listen and do the tasks. 10 mins

- 1 Read the questions to the pupils. Play recording 15. The pupils listen.
- 2 Play recording again. The pupils do the tasks.
- 3 Play recording again. The pupils check their answers.

### CD 2 Audio 15

**Woman:** *Which way now?*

*So you're in Grade 10, a year of hard work and important choices. Should you take the academic route? Or should you follow the vocational route to become a carpenter or a nurse perhaps?*

*If you lived in Germany or France, things would be organized differently. There, you would continue with most of your subjects until you graduated.*

*However, the Palestinian system offers choices, and these must match your interests and abilities. If you choose the right group of subjects, they'll carry you towards the right career. Choose badly, and you'll become bored and do badly.*

*With careful thinking, that shouldn't happen. If it did, you might leave school with weak qualifications and a future in a 'dead-end' job. It would be a disaster! So start thinking now.*

*Some people may say you should become a doctor or an engineer because they are 'good' jobs. Don't listen. A job will only be good if it is right for you!*

And remember this: people are respected if they do their work well – whatever their jobs.

Think carefully: what do you like and what are you good at? Sciences perhaps? If so, the academic route may be right, and you could become a scientist. Or you may enjoy working with your hands outdoors. If so, you might become a builder or a farmer and you will need the vocational route.

If you take the academic route, you'll enter either the scientific or literary streams. In one, you'll mostly do maths and sciences, and in the other, you'll study subjects such as history, Arabic and English. Then you'll be able to apply to university or college and specialize in just one or two subjects.

With the vocational route, you may go on to vocational college. There, you'll specialize in practical subjects like office or technical skills.

Whatever route you choose, be determined to be the best you can. In today's competitive world, you'll need to be!

**Answers:** 1 It's probably for Grade 10 students. 3 He wants them to choose for themselves.

#### ACTIVITY 4 Read and complete the statements. 10 mins

- 1 Read the statements to the pupils.
- 2 The pupils complete the statements individually.
- 3 Check the answers orally.

**Answers:** 1 decide what subjects to choose when they go into Grade 11. 2 a) academic route b) vocational route. 3 a) their interests are b) their abilities are 4 be determined to be the best you can

#### ACTIVITY 5 Work in pairs. Take turns to read out the passage, paragraph by paragraph. 5 mins

- 1 In pairs, the pupils take turns to read a paragraph each.
- 2 Choose a group of pupils to read one paragraph each to the class.

## Period 2

#### ACTIVITY 1 Replace with new words from period 1. Make any changes needed. 8 mins

- 1 Read number 1 to the pupils. Ask *What word means the same as 'person who works with wood'?* (carpenter)
- 2 The pupils complete the rest of the activity with the new words from period 1.

**Answers:** 1 carpenter 2 such as 3 organize 4 specialize 5 whatever 6 career

#### ACTIVITY 2 Add other new words from period 1. Make any changes needed. 8 mins

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

**Answers:** 1 ability, competitive 2 applied, qualifications 3 stream, literary 4 determined, technical 5 academic, vocational, practical

#### Now work in pairs. Check your work and then practise.

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

#### ACTIVITY 3 Read the passage again and answer the questions. 10 mins

- 1 The pupils read the passage again individually.
- 2 Read the tasks to the pupils.
- 3 Help the pupils to express their ideas.

**Answers:** 1 In Germany and France, you continue with most of your subjects until you graduate. In Palestine, you have to specialize. 2 If you take the academic route, you could become a scientist. If you take the vocational route, you could become a builder. 3 If a student chooses the wrong route, he could become bored and do badly at school. 4 It wouldn't be a good job if it isn't right for you.

#### ACTIVITY 4 Read the passage again and do the tasks. 7 mins

- 1 The pupils read the text again, individually.

#### Say what the underlined words refer to.

- 2 Read number 1 to the pupils and ask *What does 'that' refer to?* Help the pupils to work out the answer (*choosing the wrong group of subjects*).

**Answers:** 1 *choosing the wrong group of subjects* 2 *the literary stream* 3 *be determined to do the best you can*

#### Now say what the phrases mean.

- 3 Read number 1 to the pupils and ask *What does 'dead-end' job mean?* Help the pupils to say what it means (*a job that you will do all your life and that will never get better*).
- 4 The pupils work out what the other underlined phrase means.

**Answers:** 1 a job that you will do all your life and that will never get better 2 jobs that people respect

### ACTIVITY 5 Work in pairs. Think and discuss. 7 mins

- 1 Read the speech bubble to the pupils.
- 2 Have a conversation with a pupil. Ask other questions such as *What stream are you going to join? What sort of job do you want to do? Do you think it's good to specialize when you are 16?* etc.
- 3 In pairs, the pupils discuss schools streams, choosing subjects and jobs in Palestine.

## Period 3

### ACTIVITY 1 Read the examples. 15 mins

- 1 Read the example sentences to the pupils.

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

- 2 Read number 1 to the pupils. Elicit the answer (*a – may happen at any time*).
- 3 Repeat with the other sentences. Make sure the pupils understand the different meanings of the different types of conditional sentences.

**Answers:** 1a 2b 3a,b 4b 5b 6a 7b

### ACTIVITY 2 Form Type 0, 1 and 2 statements. Put the verbs in the correct tenses. 10 mins

- 1 The pupils follow the grammar rules in activity 1 to make different types of conditional sentences.

**Answers:** 1 *If I hear my favourite song I always feel like dancing.*  
2 *If I get any more news I will call you immediately.* 3 *If I lived in the USA I would probably watch American football.*

#### Now read out your complete statements.

- 2 Choose pupils to read the conditional sentences out to the pupils.

### ACTIVITY 3 Work in pairs. Form Type 0, Type 1 and 2 conditional questions and answers. 15 mins

- 1 In pairs, the pupils make questions and answers from the cues.
- 2 Choose pairs of pupils to say the questions and answers to the class.

**Answers:** 1 *What will you do if the weather is bad on Friday? If it rains, I will stay at home and tidy my room.* 2 *Where would you go if someone gave you money to go anywhere in the world? If that happened, I would visit China and I would also visit Japan.* 3 *If people at home want to watch different TV programmes, how do you decide? If we do not agree about TV programmes, Mum usually decides.*

## Period 4

### ACTIVITY 1 Listen and repeat. 10 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 16. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

### Word formation

- 4 Read the sets of words; help the pupils to work out which are adjectives, nouns and verbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

#### CD 2 Audio 16

*beyond education exist general generally speaking  
generation goods limited manager opportunity  
responsible responsibly stressful/  
decide decision possible possibility  
program programmer technical technician*

### ACTIVITY 2 Look at the first picture in the passage. Answer the questions. 5 mins

- 1 Show the picture and read the questions to the pupils.
- 2 Help the pupils to answer the questions.

**Answers:** 1 *Jenny is in the class, and they are all wearing uniforms, so they are probably students at Jenny's school.*  
2 *The woman is the visitor.* 3 *He is introducing the woman.*  
4 *They are listening.* 5 *She might talk about the choices they have to make about what to study at school.*

### ACTIVITY 3 Read and do the tasks. 5 mins

- 1 Read the tasks to the pupils.
- 2 The pupils read the text individually and do the tasks.
- 3 Discuss with the pupils the differences between what they predicted and what the texts are actually about.
- 4 Check the other answers orally.

**Answers:** 1 *(answers will vary)* 2 *They are very simple, hard lives with no choices.* 3 *life in 1900*



**ACTIVITY 4 Read and answer the questions. 10 mins**

- 1 Read the questions to the pupils.
- 2 The pupils read the text individually again and answer the questions.
- 3 Check the answers orally.

**Answers:** 1 *She means that you are responsible for your life and you must make good choices so that you can get the best out of life.* 2 *They didn't have any choices.* 3 *You would have had more choices and chances.* 4 *Because thousands of the jobs we have today hadn't been invented.* 5 *She wants them to choose responsibly.*

**ACTIVITY 5 Read the passage again and complete the notes. 10 mins**

- 1 The pupils go through the passage individually again, looking for the missing information.
- 2 The pupils complete the notes.
- 3 Check the answers orally.

**Answers:** 1700 – *People usually had no education – Very few choices / 1900 – Several years of education – More choices, but still limited / Today – At least ten years – Lots of choices*

- 4 Read the example question. Help a pupil to answer it.
- 5 Ask other questions, such as *Were there a lot of choices in 1700? What was better about 1900? What is good about life now?* etc.
- 6 In pairs, the pupils ask and answer questions.
- 7 Choose a pair of pupils to demonstrate their questions and answers to the class.

**Period 5****ACTIVITY 1 Add new words from period 4. Make any changes needed. 10 mins**

- 1 Read number 1 to the pupils. Ask *What's the missing word? (manager)*
- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 *manager* 2 *decision, technician*  
3 *programmer, possibility*

**ACTIVITY 2 Read and complete the summary. Add other new words from period 4. Make any changes needed.****10 mins**

- 1 Read the first sentence to the pupils. Ask *What's the missing word? (beyond)*
- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 *beyond* 2 *stressful* 3 *generation* 4 *education*  
5 *opportunities* 6 *limited* 7 *goods* 8 *exist* 9 *generally speaking* 10 *responsibly*

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

- 1 The pupils read the text again, individually.

**Say what the underlined words refer to.**

- 2 Read number 1 to the pupils and ask *What does 'before' refer to?* Help the pupils to work out the answer (*in the past*).
- 3 The pupils work out what the other underlined words refer to.

**Answers:** 1 *in the past* 2 *your parents' lives* 3 *the idea that it's harder to make decisions now than it used to be* 4 *the opportunity to make choices*

**Now say what the underlined phrases mean.**

- 4 Read number 1 to the pupils and ask *What does 'what if' mean?* Help the pupils to say what it means (*what would your life be like ...*).
- 5 The pupils work out what the other phrases mean.

**Answers:** 1 *What would your life be like ...* 2 *people who had a lot of money, people who were very brave* 3 *Now we're going to talk about the present time again.*

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

- 1 Read the speech bubbles to the pupils. Help the pupils to express their opinions.
- 2 Ask other questions such as *What sort of choices do you have to make now? How can you make a responsible choice? Should you listen to other people's opinions?* etc.
- 3 In pairs, the pupils discuss choices and how to make them
- 4 Choose pairs of pupils to tell the class what they discussed.

**Period 6****ACTIVITY 1 Complete the chart with these words. 20 mins**

- 1 Explain how the chart shows the choices that pupils must make in Year 10.
- 2 Help the pupils complete the chart.

**Answers:** a *academic* b *vocational* c *literary* d *scientific*  
e *vocational college* f *college / university*

**Now complete the description of the chart.**

- 3 The pupils complete the text with the words from the chart.

## UNIT 9

**Answers:** 1 vocational 2 academic 3 literary 4 scientific  
5 university 6 college 7 vocational college

### ACTIVITY 2 Form two-word nouns from this unit. Match words a–g to words 1–7. 20 mins

- 1 Read number 1 and show that it goes with f.
- 2 In pairs, the pupils match the other words.

**Answers:** 1f 2c 3b 4g 5a 6d 7e

### Now use two-word nouns to complete the following.

- 3 The pupils use the words they made to complete the sentences.
- 4 Check the answers orally.

**Answers:** 1 language teacher 2 computer programmers  
3 newspaper reporters 4 TV technician 5 business leaders  
6 shopping centre 7 science teacher

## Period 7

### ACTIVITY 1 Read the examples. 15 mins

- 1 Read the example sentences to the pupils.

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

- 2 Read number 1 to the pupils. Elicit the answer (*b – unreal*).
- 3 Repeat with the other sentences. Make sure the pupils understand that Type 3 conditional sentences are about things that happened in the past.

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

### ACTIVITY 2 Give the students' short answers. Choose from the blue and purple blocks. 15 mins

- 1 Read the question in the speech bubble to the pupils. Read the two possible answers.
- 2 Show the table to the pupils. Point out that the answers in blue are affirmative and the answers in purple are negative.
- 3 Ask the question in the speech bubble again. Help the pupils to make answers from the table, for example, *I would have been very poor. / I wouldn't have learnt to read or write.*

### Now make full Type 3 conditional statements about the students.

- 4 Read the example sentence to the pupils.
- 5 Help the pupils to make full statements using all the ideas in the table, for example *If they'd been alive in the early 1700s, they wouldn't have made much money.*

**Example answers:** *If they'd been born three centuries ago, I'm sure they would have been very poor. If they'd lived in the early 18th century, I guess they wouldn't have learnt to read or write.*

### ACTIVITY 3 Work in pairs. Make statements about yourselves in Palestine. 10 mins

- 1 Read the example statement to the pupils.
- 2 Help pupils to make other statements about earlier times in Palestine. They can use the ideas in the table in activity 2 or other ideas.
- 3 In pairs, the pupils make Type 3 conditional statements about themselves and earlier times in Palestine.
- 4 Choose pairs of pupils to say their statements to the class.

## Period 8

### ACTIVITY 1 Work in pairs. Match a–d to 1–4. Make statements with Type 0 conditionals. 10 mins

- 1 Read number 1 and show that it goes with d.
- 2 In pairs, the pupils match the other statements.
- 3 Read the statement about number 1 (see answers below).
- 4 Elicit the school subject for the other sentences: *geography, physics, maths.*
- 5 In pairs, the pupils make statements with *Here's an important fact about ...*
- 6 Choose a pair of pupils to say their statements to the class.

**Answers:** 1 d 2 b 3 a 4 c 1 *Here's an important fact in English. If you add e to words like hat and bit, it changes the sound of the letters a and i.* 2 *Here's an important fact in geography. If a storm's wind speed reaches 118 kph, it becomes a hurricane.* 3 *Here's an important fact in physics. If the temperature of water falls to 0°C, it turns into ice.* 4 *Here's an important fact in maths. If you measure from the outside to the centre of a circle, you can use  $\pi \cdot r^2$  to find its area.*

### ACTIVITY 2 Work in pairs. Ask and answer questions. Use Type 1 conditionals. 10 mins

- 1 Show the pupils the map. Ask example questions such as *What will I find if I turn left?*
- 2 Help the pupils to work out the answer (*You'll come to the police station.*)
- 3 In pairs, all the pupils ask and answer *What will I find if I turn ...? questions.*
- 4 Choose a pair of pupils to demonstrate their questions to the class.

**Example answers:** *What will I find if I go straight on? You'll get to the Palestine Hotel. What will I find if turn right? You'll reach the Souq.*

### ACTIVITY 3 Work in groups. Ask and answer questions. Use Type 2 conditionals. 10 mins

- 1 Choose two pupils and practise the conversation with them. Help them to make suitable Type 2 conditional replies: *If I could go anywhere, I would go ...*
- 2 Repeat with other pupils and the other ideas from the activity.
- 3 In groups of 3 or 4, the pupils ask and answer *What would you do if you could go anywhere?* questions.
- 4 Choose one group of pupils to demonstrate their questions and answers to the class.

### ACTIVITY 4 Work in pairs. Make statements about Disaster Dan. Use Type 3 conditionals. 10 mins

- 1 Show the pictures to the pupils. Help the pupils to make the Type 3 conditional sentence about the first picture (see answers below).
- 2 In pairs, the pupils make Type 3 conditional sentences about all the pictures.
- 3 Choose a pair of pupils to demonstrate their sentences to the class.

**Answers:** 1 *If he had been more careful, he wouldn't have broken the window.* 2 *If he had woken up earlier, he would have caught the bus.* 3 *If he had gone more slowly, he wouldn't have crashed into a wall.* 4 *If he had checked his map more often, he wouldn't have got lost in the mountains.*

## Period 9

### ACTIVITY 1 Listen for Jenny's abilities, interests and possible careers. Do the tasks. 15 mins

- 1 Choose pupils to read one column each from the table. Explain that first, the pupils will listen to information about Jenny Scott.
- 2 Play recording 17. The pupils listen.
- 3 Play recording again. The pupils write J next to the things that apply to Jenny.
- 4 Play recording again. The pupils check their answers.
- 5 Check the answers orally.

#### CD 2 Audio 17

Counsellor: *Hello, it's Jenny Scott, isn't it?*

Jenny: *That's right.*

Counsellor: *Please come and sit down.*

Jenny: *Thanks.*

Counsellor: *Let's start, shall we? Let's first look at section 1 in this chart. We need to think about your most important interests and abilities.*

Jenny: *Well, I think several are important for me.*

Counsellor: *For example?*

Jenny: *Well, for example, I'm interested in using language, and looking at section 2, I like writing reports and poems for the school magazine.*

Counsellor: *So shall we go on to possible careers in section 3? You could become a newspaper reporter, perhaps.*

Jenny: *I'm not sure. You see, I also like finding out how things work. For example, I enjoy studying wildlife.*

Counsellor: *Ah, yes, I see from your teacher's report that you're good at science. She thinks you should become a scientist.*

Jenny: *Well, I don't really agree with that. In fact, I think helping people is my most important area of interest.*

Counsellor: *All right. Helping people then. What about section 2 – leisure activities?*

Jenny: *I love looking after babies and small children. And I also do voluntary work every week.*

Counsellor: *Really? Let's talk more about that.*

Jenny: *I help at a school for children with special needs – children with various disabilities.*

Counsellor: *Very good. And have you had any special training?*

Jenny: *I had to learn some basic things like first aid.*

Counsellor: *That takes us to the third section again – possible careers. What about becoming a doctor? If you went into medicine, your sciences would help you, and you'd certainly help other people. What do you think?*

Jenny: *Mmm ... I'm not sure. I think it would be hard to get into medical college, and the training would be too long. You have to study for seven years!*

Counsellor: *Yes, it certainly is hard. So ... OK ... what about being a nurse? You could become a nurse after three years of training. And you would still use your sciences.*

Jenny: *That sounds like a good idea.*

Counsellor: *Good. Well, I think that's enough for today. I suggest you read this book about nursing, and then let's meet again next week.*

Jenny: *Thanks. This is helping me a lot!*

**Answers:** 1 *Interests / Abilities: Language, Finding out how things work, Helping people* 2 *Possible Leisure Activities: Writing poems or reports, Studying wildlife, Looking after children, Doing voluntary work* 3 *Possible careers: Newspaper reporter, Scientist, Doctor, Nurse*

6 Read the pairs of expressions in number 2 to the pupils.

7 Play recording 17 again. The pupils tick the expressions they hear.

8 Check the answers orally.

**Answers:** 1 A 2 B 3 B 4 B

**ACTIVITY 2 Practise your pronunciation: the sounds of o.**10 mins 

- 1 Say the 7 sounds of *o*, with the example words from the table. Make sure the pupils can hear the difference. Draw students' attention to the unusual sounds in 'work' and 'one' and explain that there are very few words with a similar sound in English.
- 2 Play recording 18. The pupils number the type of *o* sound they hear (1–5). Remind students that they will not match anything with 'work' or 'one' as there are no words in the box with the same sounds.
- 3 The pupils copy the words in the correct groups.
- 4 Play recording again. The pupils check their answers.
- 5 Check the answers orally.

**CD 2 Audio 18**

- 1 *lot go or come do work one*
- 2 *become college done don't important  
most other possible report short  
voluntary who won't*
- 3 *a Do you want to go to college?  
b It won't be possible to come to work next week.  
c You've done the most that you could in just one short report.*

**Answers:** 1 *lot, college, possible, voluntary* 2 *go, don't, most, won't* 3 *or, important, report, short* 4 *come, become, done, other* 5 *do, who*

- 6 The pupils underline the letter *o* in the sentences.
- 7 Play the sentences. The pupils listen and repeat chorally and individually.

**ACTIVITY 3 Work in pairs. Develop a role play. 15 mins**

- 1 Choose a pupil and ask questions about interests, abilities and leisure activities, as in the interview.
- 2 Help the pupil to express his / her ideas.
- 3 Suggest possible careers for the pupil. Help the pupil to express his / her opinions about the careers.
- 4 In pairs, the pupils interview each other, as in activity 1.
- 5 Choose pairs of pupils to act out their interviews in front of the class.

**Period 10****Optional Dictation 7 mins** 

- 1 Explain to the pupils that they should write the two short paragraphs they hear.
- 2 Play recording 19. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

**CD 2 Audio 19****Dictation**

- 1 *The Palestinian system requires choices, and these must match your interests and abilities. If you choose the right subjects, they'll carry you towards the right career.*
- 2 *Could you have become a TV technician or a computer programmer or a shopping centre manager? No, because these and thousands of other jobs had not yet been invented.*

**Answers:** see the Audio

**ACTIVITY 1 Look at the chart on page 42. Read Jenny's personal statement, paragraph 1. 7 mins**

- 1 Tell the pupils to look at the chart on page 42. They should remember the things that Jenny said were her interests and abilities, possible leisure activities and possible career.
- 2 Going back to page 43, choose pupils to read the first paragraph of Jenny's personal statement. Make sure the pupils see how it is derived from the information in the chart.

**ACTIVITY 2 Remember your own interview. Write a similar paragraph. 8 mins**

- 1 Read the Unit task to the pupils.
- 2 The pupils write the first section of their personal statement, using their own information from the page 42 chart.

**ACTIVITY 3 Prepare to write your personal statement. Do the tasks. 8 mins**

- 1 The pupils read the chart with Jenny's scores.
- 2 In pairs, they ask and answer questions about their own attitudes and feelings.
- 3 Show the pupils chart 2 and help the pupils relate the adjectives (*determined, flexible, responsible*) to Jenny's scores in chart 1.
- 4 The pupils give themselves scores for the adjectives. To distinguish their scores from Jenny's, they should use a different colour or underline instead of circling.

**ACTIVITY 4 Read Jenny's personal statement, paragraph 2. Write similarly about yourself. 10 mins**

- 1 The pupils read the second paragraph of Jenny's personal statement. Make sure they see how it is related to the scores she gave herself.
- 2 The pupils write their own second paragraph, about themselves. They should base their paragraph on the scores they gave themselves in chart 2.
- 3 Choose pupils to read their personal statements to the class.



## Period 11

### Reading episode 9: Introduction 5 mins

- 1 Elicit the story so far from the pupils.
- 2 Show the picture to the pupils and elicit ideas about the story. Ask questions such as *What is happening in the picture? Are the travellers in danger? What is Aouda doing?* etc.

### Reading episode 9: Scanning 5 mins

- 1 Say *I'm going to ask some questions. Find the answers as quickly as you can.*
- 2 Ask the questions below and help the pupils to find the answers quickly, without reading the whole episode.  
*Where were they when the Sioux attacked them? (in Nebraska)*  
*What was the name of the next station? (Fort Kearney Station)*  
*After the attack, were any of the passengers dead? (No)*  
*How many people were missing? (Three)*  
*What is Fogg going to do at the end of the episode? (He's going to find Passepartout, alive or dead.)*
- 3 During this activity, make use of the Notes about the episode as appropriate.

### Reading episode 9: Intensive reading 20 mins

- 1 The pupils read the episode silently. Do not allow them to ask questions.
- 2 While they are reading, write the words and phrases from *Reader glossary* on page 96 on the board.
- 3 When they have finished, point to each of the words and phrases on the board. Help them to guess the meaning.
- 4 After going through all the words, allow the pupils to check the definitions on page 96.
- 5 Allow other questions about the text: set a limit to the number of questions you will allow – five is a reasonable number.
- 6 Choose pupils to tell the main points of the story to the class.

### Reading aloud 10 mins

- 1 The pupils read from line 23 *Many of the passengers were hurt ...* Guide them to reading together, at the same speed.
- 2 Choose pupils to read a paragraph each, individually.
- 3 In pairs, the pupils read the final paragraphs to each other.

## Period 12

### ACTIVITY 1 Match sentence parts 1–8 and a–h to form a summary. 10 mins

- 1 Read number 1 to the pupils and show that it goes with g.
- 2 The pupils match the rest of the sentence parts.
- 3 Check the answers orally.

**Answers:** 1g 2d 3c 4h 5e 6b 7a 8f

### ACTIVITY 2 Work in pairs. Take turns to read out the summary, sentence by sentence. 9 mins

- 1 Ask individual pupils to read a sentence each from activity 1.
- 2 Show the pupils that the sentences combine to make a summary of the episode.
- 3 In pairs, the pupils take turns to read a sentence each of the summary.

### ACTIVITY 3 Complete the map. Add these details. 9 mins

- 1 Show the map to the pupils. Read the list of places in the box to them.
- 2 Help the pupils to complete the label for Fort Kearney.
- 3 The pupils complete the rest of the labels.
- 4 Call pupils to the front to draw the map on the board and write the labels.

**Answers:** 1 Rocky 2 Utah 3 Wyoming 4 Nebraska  
5 Kearney 6 New York 7 the Atlantic Ocean 8 Plains

### A dialogue based on the story. 12 mins

- 1 If you want the pupils to produce the dialogue, read lines 26–33 to them. Explain that they are going to write the complete conversation between Aouda and Phileas Fogg. Elicit ideas from the pupils and write their suggested dialogue on the board.
- 2 Alternatively, write this ready-made dialogue on the board:

Aouda	Where is Passepartout?
Phileas Fogg	I think he is one of the missing people.
Aouda	That's terrible. He has saved my life twice.
Phileas Fogg	Yes, he's a hero. We're all alive because of him.
Aouda	What can we do?
Phileas Fogg	I will find him, dead or alive.

Whichever dialogue you choose, follow these steps:

- 3 Practise the dialogue with a pupil. Help the pupil use appropriate intonation.
- 4 In pairs, all the pupils practise the dialogue.
- 5 Call a pair of pupils up to the front to act out the dialogue to the class.



# Healthy eating – healthy body

**Aims:** to be able to use articles and quantifiers (*the, a / an, zero articles, some, any*) with countable and uncountable nouns; to be able to use (*in order*) *to, so that* to talk about purpose

**Key language:** *balanced, calorie, contain, diet, fuel, likely, make up for, nutrient, on the other hand, overweight, pie, portion, teenager (teen) / daily, surprising(ly)*

& (*and*), *average, bean, bone, calcium, carbohydrate, consist of, fibre, pasta, pineapple, protein, spinach, vitamin, yogurt / base, filling, gram, strengthen, strength, topping*

**Language structures:** countable and uncountable nouns with articles and quantifiers; conjunctions (*in order*) *to, so that*

**Materials:** Pupil's Book, CD

## Period 1

### Introduction 5 mins

- 1 Show the picture to the pupils. Explain that in this unit they are going to be talking about food and how what we eat affects our health.
- 2 Talk with the pupils about healthy and unhealthy food. Ask them questions such as *What sort of food should we eat to be healthy? What sort of food should we avoid? Do you eat healthy food?* etc. Help the pupils with the vocabulary they need to express their ideas.

### ACTIVITY 1 Listen and repeat. 5 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 20. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

### Word formation

- 4 Read the sets of words; help the pupils to work out which are adjectives, nouns and adverbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

### CD 2 Audio 20

*balanced calorie contain diet fuel likely  
make up for nutrient on the other hand overweight  
pie portion teenager (teen) /  
day daily surprised surprising surprisingly*

### ACTIVITY 2 Look at the picture and do the tasks. 5 mins

- 1 Show the picture and the menu to the pupils.
- 2 Read the tasks to the pupils. Help them to express their ideas.  
The units of currency in the United States are dollars and cents. So for \$2.50, we say *Two dollars fifty cents*, or *Two dollars fifty*. Cents are also called *pennies*.

**Answers:** 1 *They've ordered chicken pieces, large burger, standard size cola, large fizzy orange, standard fries and large fries* 2 *It'll cost \$12.20.* 3 *(pupils' own answers)*

### ACTIVITY 3 Listen and answer the questions. 10 mins

- 1 Read the questions to the pupils. Play recording 21. The pupils listen.
- 2 Play recording again. The pupils answer the questions.
- 3 Play recording again. The pupils check their answers.

### CD 2 Audio 21

**Woman:** *How to be healthier (1)*  
*By Ellen Grant*

*American teenagers seem healthy enough but, in fact, many are not. For example, the numbers who do sports or other energetic activities are falling. Even more importantly, more and more young Americans do not eat well. This is a problem. And a large part of the problem is junk food – the junk food that most of us eat more and more.*

*And there's another big diet problem: too many teens don't eat when they should. Take Carrie Choi. Carrie is 15 and she hasn't eaten breakfast since she was in third grade. 'I don't have time,' she says. 'I have to be on the school bus at 7:15 am. Anyway,' she adds, 'I'm really not hungry at that time of day.' More and more young Americans talk like Carrie. They are the 20% of US teenagers who don't eat breakfast. They are creating real problems for themselves – and perhaps even killing themselves.*

*Your body is like a car. Cars need fuel – and we need food. Your body uses most of yesterday's supply by morning and then it needs more. People who forget this and miss breakfast may suffer headaches, and they will certainly be low on energy. On the other hand, scientists say, people who eat a proper breakfast learn better, behave better and are generally healthier.*

Moreover, people who miss breakfast are especially likely to make up for it later with large portions of things that contain lots of unhealthy fat and calories – a burger perhaps or a pie and some fries. Not surprisingly, 17% of American teenagers are now very overweight. Dangerous ‘killer’ conditions often follow in later life – heart disease, for example.

The answer is to eat a healthy breakfast and a balanced daily diet that gives our bodies the nutrients that they need. And of course to get more exercise.

**Answers:** 1 She’s worried about American teenagers.  
2 They’re doing less exercise. 3 They don’t have breakfast.  
4 They’re eating more large portions of unhealthy food.  
5 Their weight is increasing.

#### ACTIVITY 4 Read and do the tasks. 10 mins

- 1 Read the tasks to the pupils.
- 2 The pupils do the questions individually.
- 3 Check the answers orally.

**Answers:** (the pupils’ answers will vary)

#### ACTIVITY 5 Work in pairs. Take turns to read out the passage, paragraph by paragraph. 5 mins

- 1 In pairs, the pupils take turns to read a paragraph each.
- 2 Choose a group of pupils to read one paragraph each to the class.

## Period 2

#### ACTIVITY 1 Replace with new words from period 1. Make any changes needed. 8 mins

- 1 Read number 1 to the pupils. Ask *What word means the same as ‘However’? (On the other hand)*
- 2 The pupils complete the rest of the activity with the new words from period 1.

**Answers:** 1 *On the other hand* 2 *overweight* 3 *daily*  
4 *Surprisingly*

#### ACTIVITY 2 Add other new words from period 1. Make any changes needed. 8 mins

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

**Answers:** 1 *pie* 2 *teenagers, teens* 3 *diet, portions*  
4 *nutrients, balanced* 5 *calories, make up for* 6 *likely, contains, fuel*

#### Now work in pairs. Check your work and then practise.

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

#### ACTIVITY 3 Read the passage again and say what these numbers refer to. 10 mins

- 1 The pupils read the text again, silently.
- 2 Read the numbers to the pupils. Help the pupils to work out what they refer to.

**Answers:** 1 *Carrie’s age* 2 *the time that Carrie has to be on the school bus* 3 *the percentage of teenagers who don’t have breakfast in the US* 4 *the percentage of American teenagers who are very overweight*

#### ACTIVITY 4 Read and answer the questions. 7 mins

- 1 The pupils read the text again, silently.
- 2 Read the questions to the pupils. Help the pupils to answer them.

**Answers:** 1 *Because it means they aren’t healthy.* 2 *They make up for it later by eating large amounts of unhealthy food.* 3 *People who eat breakfast don’t get so many headaches, they have more energy, they learn better, they behave better and they are generally healthy.* 4 *By eating large portions of unhealthy food later.* 5 *They may get dangerous ‘killer’ conditions like heart disease.*

#### ACTIVITY 5 Work in pairs. Role play Ellen Grant and Carrie Choi. 7 mins

- 1 Arrange the pupils in pairs. The pupils take the roles of Ellen and Carrie.
- 2 Read the conversation with a pupil. Help the pupil to reply appropriately.
- 3 In pairs, the pupils practise the conversation.

## Period 3

#### ACTIVITY 1 Read the examples. 10 mins

- 1 Read the example sentences to the pupils.

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

- 2 Read number 1 to the pupils. Elicit the answer (*a – something new*).
- 3 Repeat with the other sentences. Make sure the pupils understand that the way we use *a, the, some* and zero article depends on whether the things are single, countable or uncountable. It also depends on whether what we are talking about is a new idea or not.

**Answers:** 1a 2b 3a 4a 5b 6b 7b

### ACTIVITY 2 Work in pairs. Make generic statements about the types of food below. Make the nouns plural where needed. 10 mins

- 1 Read the example generic statements to the pupils.
- 2 Help the pupils to make other generic statements using the words and expressions in the boxes.
- 3 In pairs, the pupils make generic statements about food.
- 4 Choose pupils to say their statements to the class.

### ACTIVITY 3 Work in pairs. Say what Tim and Sarah are going to buy. Use *a/an* or *some*. 10 mins

- 1 Read the example to the pupils.
- 2 In pairs, the pupils say what Tim and Sarah are going to buy.
- 3 Choose pupils to say their sentences to the class.

### ACTIVITY 4 Work in pairs. Say where Tim and Sarah have put their shopping. Use *the*. 10 mins

- 1 Show the picture to the pupils. Ask questions such as *Where have they put the melon? (They've put it on the chair.)*
- 2 In pairs, the pupils ask and answer questions about where the shopping has been put in the kitchen.
- 3 Choose pairs of pupils to ask their questions and answers about the shopping to the class.

## Period 4

### ACTIVITY 1 Listen and repeat. 10 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 22. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

### Word formation

- 4 Read the sets of words; help the pupils to work out which are adjectives, nouns and verbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

#### CD 2 Audio 22

& (and) average bean bone calcium carbohydrate  
 consist of fibre pasta pineapple protein spinach  
 vitamin yogurt /  
 basic base fill filling kilogram gram  
 strong strengthen strength top topping

### ACTIVITY 2 Look at the picture in the passage and do the tasks. 5 mins

- 1 Show the picture and read the tasks to the pupils.
- 2 Help the pupils to do the tasks. For number 4, ask questions such as *Do you eat mostly food from the top? What type of food do you eat mostly?* etc.
- 3 Choose pupils to tell the class about which types of food in the pyramid they mostly eat.

**Answers:** 1 *It's the food pyramid.* 2 *Example answer: fats, oils, sugars, fruit, vegetables, dairy, meat, carbohydrates*  
 3 *(Pupils' own answers)* 4 *(Pupils' own answers)*

### ACTIVITY 3 Read and do the tasks. 5 mins

- 1 Read the tasks to the pupils.
- 2 The pupils read the text individually and do the tasks.
- 3 Check the other answers orally.

**Answers:** 1 *Because we need different amounts of different types of food.* 2 *Because we need a lot of the ones at the bottom, and less of the ones higher up.* 3 *It has something from all the food groups.* 4 *To stop eating burger and fries and to eat a pyramid pizza.*

### ACTIVITY 4 Read and answer the questions. 10 mins

- 1 Read the questions to the pupils.
- 2 The pupils read the text individually again and answer the questions.
- 3 Check the answers orally.

**Answers:** 1 *Because it has calcium, which they need for strong bones.* 2 *Because you need carbohydrates for quick energy.*  
 3 *They provide fibre, which our stomachs need to work well.*  
 4 *Because we get a lot of sugar from other sources, so we don't need extra sugar.*

**ACTIVITY 5 Work in pairs. Think and discuss. 10 mins**

- 1 Pupils think about their own eating habits and discuss them in pairs.

**Answers:** *They contain meat and carbohydrate, which we need. They also contain fats and oils, and we don't need more of those.*

**Period 5****ACTIVITY 1 Add new words from period 4. Make any changes needed. 5 mins**

- 1 Read number 1 to the pupils. Ask *What's the missing word? (filling)*
- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 filling 2 pineapple 3 average, grams  
4 base, toppings

**Now work in pairs. Check your work and then practise.**

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

**ACTIVITY 2 Read and complete the summary. Add other new words from period 4. 5 mins**

- 1 Read the first sentence to the pupils. Ask *What's the missing phrase? (consists of)*
- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 consists of 2 yogurt 3 carbohydrates 4 calcium  
5 bones 6 beans 7 protein 8 strength 9 spinach 10 fibre  
11 vitamin 12 pasta

**ACTIVITY 3 Read and say what these numbers refer to.**

**10 mins**

- 1 The pupils read the text silently.
- 2 Read number 1 to the pupils and ask *What is it? (It's the number of food groups.)*
- 3 The pupils work out the meaning of the other numbers.

**Answers:** 1 Six is the number of food groups. 2 50 is the number of basic nutrients that are needed for good health. 3 30 is the number of grams of meat or vegetables in one portion. 4 2–4 is the number of portions of fruit you should have each day.

**ACTIVITY 4 Look at the text and Food Pyramid in period 4. Make statements about these types of food. 10 mins**

- 1 Read the food items in the box to the pupils.

- 2 Read the statements about bananas to the pupils.
- 3 Choose another food item and help the pupils to make statements about it.
- 4 Repeat with the other food items.

**ACTIVITY 5 Work in pairs. Think and discuss. 10 mins**

- 1 Read the speech bubbles to the pupils. Help the pupils to express their opinions.
- 2 Ask other questions such as *Why are burgers and fat not good for you? Why is it not good to have a lot of chocolate / ice cream / soft drinks? Why is it difficult to stop eating unhealthy food / junk food?* etc.
- 3 In pairs, the pupils discuss the problems of healthy eating and not putting on weight.
- 4 Choose pairs of pupils to tell the class what they discussed.

**Period 6****ACTIVITY 1 Complete the table with nouns and adjectives from the Unit 10 passages. 10 mins**

- 1 Show the first noun to the pupils (*base*). Ask *What is the adjective? (basic)*
- 2 The pupils complete the adjective and noun pairs. If necessary, they can look for the words in the passages in this unit.
- 3 Call pupils up to the front to complete the table on the board.

**Answers:** *base, basic / activity, active / day, daily / energy, energetic / strength, strong / health, healthy*

**ACTIVITY 2 Complete the following. Use pairs of words from activity 1. Make any changes needed. 10 mins**

- 1 The pupils complete the sentences with pairs of words.
- 2 Check the answers orally.

**Answers:** 1 energetic, energy 2 day, daily 3 base, basic  
4 health, healthy 5 strength, strong 6 active, activities

**ACTIVITY 3 Cross out the word that does not fit each group. Then add one from Unit 10. 10 mins**

- 1 Show the pupils the word that has been crossed out in column 1. Help the pupils to understand why it does not fit the rest of the group.
- 2 Help the pupils to find the other words that don't fit in each column.
- 3 The pupils find one word more for each column in the passages in this unit.
- 4 Call pupils to the front to write one column each of the chart on the board.

**Answers:** (answers may vary) Meals: *feed, breakfast*; Parts of the day: *yesterday, morning*; Vegetables: *pineapple, spinach*; Types of food that provide protein: *fibre, eggs*; People at different ages: *scientists, teenagers*

**ACTIVITY 4 Complete the following. Use words from activity 3. Make any changes needed. 10 mins**

- 1 The pupils complete the sentences with words from activity 3.
- 2 Check the answers orally.

**Answers:** 1 *teenagers, adults* 2 *lunch, dinner* 3 *fish, meat*  
4 *morning, afternoon* 5 *Potatoes, onions*

## Period 7

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

- 1 Read the example sentences to the pupils.

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

- 2 Read number 1 to the pupils. Elicit the answer (*b – purpose*).
- 3 Repeat with the other sentences.

**Answers:** 1 *b* 2 *b* 3 *b* 4 *b* 5 *a* 6 *b*

**ACTIVITY 2 Match purposes a–e to actions 1–5. Make statements with *to*, *in order to* and *so as to*. 5 mins**

- 1 Read action number 1 to the pupils and help them to match it with a purpose (*e*).
- 2 Help the pupils to join the two *Yesterday I went into town to do some shopping.*
- 3 Repeat with the other sentences.

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

**ACTIVITY 3 Work in pairs. Use your answers to activity 2. 10 mins**

- 1 Read the example conversation to the pupils.
- 2 Have another conversation with another pupil, for example, *I saw you yesterday. You were going round to the butcher's.*
- 3 Help the pupil to make a suitable reply: *Oh yes. I went round to the butchers to buy some meat.*
- 4 In pairs, the pupils have conversations about all the places.
- 5 Choose pairs of pupils to say one conversation each to the class.

**ACTIVITY 4 Match purposes a–g to needs 1–7. Make statements with *so that*. 10 mins**

- 1 Read needs number 1 to the pupils and help them to match it with a purpose (*c*).
- 2 Help the pupils to join the two *You need carbohydrates so that you can produce quick energy.*
- 3 Repeat with the other sentences.

**Answers:** 1 *c* 2 *g* 3 *d* 4 *f* 5 *a* 6 *e* 7 *b*

**ACTIVITY 5 Work in pairs. Use your answers to activity 4. 5 mins**

- 1 Read the example conversation to the pupils.
- 2 Have another conversation with another pupil, for example, *Does it really matter if we don't get lots of exercise?*
- 3 Help the pupil to make a suitable reply: *Oh yes. We need it so that we can get fit.*
- 4 In pairs, the pupils have conversations about all the requirements.
- 5 Choose pairs of pupils to say one conversation each to the class.

## Period 8

**ACTIVITY 1 Write U (uncountable) or C (countable) after the correct word. 10 mins**

- 1 Read the first word (*apple*). Ask *Is it countable or uncountable?* (*countable*)
- 2 The pupils write C next to the word.
- 3 The pupils write C next to the countable words and U next to the uncountable words.
- 4 Check the answers orally.

**Answers:** *apple C, bread U, egg C, hummus U, onion C, orange C, potato C, rice U, tomato juice U, yogurt U*

**ACTIVITY 2 Make positive and negative statements about the list. Use *some* and *any*. 10 mins**

- 1 Show the list to the pupils. Read the example sentences.
- 2 Elicit more sentences about the things on the list. For example, *There isn't any milk.*
- 3 The pupils make sentences about everything on the list.

**Answers:** *There are some oranges but there isn't any orange juice. There is some olive oil but there aren't any olives. There isn't any milk but there is some yogurt. There are some apples but there aren't any pears.*



**ACTIVITY 3 Complete the conversations with the nouns in brackets. Make them a) singular or plural and b) indefinite, definite or generic, as necessary. 10 mins**

- 1 Read number 1 to the pupils. Ask *What are the missing words? (some ice cream, things like ice cream)*
- 2 The pupils complete the rest of the conversations individually.

**Answers:** 1 *some ice cream, things like ice cream* 2 *some fruit, any apples, some oranges, the table, the kitchen, an orange* 3 *burgers, junk food, the burgers, a new place, a burger, some fries*

**Now work in pairs. Check your work and then practise.**

- 3 In pairs, the pupils check their answers.
- 4 In pairs, all the pupils practise the conversations.
- 5 Choose a pair of pupils to demonstrate their conversations to the class.

**ACTIVITY 4 Complete the rules. Add *so that*. 10 mins**

- 1 Read the phrases in the box to the pupils.
- 2 Read the first rule (*Always check the dates on packets of food ...*) to the pupils. Help them to match it with a phrase from the box.
- 3 The pupils match the phrases and combine them with *so that*.

**Answers:** 1 *Always check the dates on packets of food so that you use it before it gets old.* 2 *Always check everything in the fridge so that you can see what you need to buy.* 3 *Always write a shopping list so that you will remember to buy everything that you need.* 4 *Always check before you start cooking a dish so that you've got everything necessary to make it.* 5 *Always tidy up as you prepare food so that your kitchen doesn't become a mess.* 6 *Always wash the dishes after a meal so that they will be clean and ready for the next time.*

## Period 9

**ACTIVITY 1 Listen to part 1. Number the menu sections that the speakers talk about 1-4 10 mins** 

- 1 Read the menu sections to the pupils. Explain that when they listen, they must number these sections in the order they hear about them.
- 2 Play recording 23. The pupils listen.
- 3 Play recording again. The pupils number the sections.
- 4 Check the answers orally.

## CD 2 Audio 23

### Part 1

- Tony: *Well, Adnan, it's really good of you and your family to bring Jenny and me to a Palestinian restaurant like this.*
- Adnan: *We're really happy to show you some of our traditional dishes.*
- Salwa: *And the food here is very good. I like coming here. It gives me a nice rest from cooking at home.*
- Basim: *It's good, Mum, but it isn't as good as your home cooking!*
- Salwa: *Thank you, Basim!*
- Adnan: *Well now, we'd better look at the menu.*
- Jenny: *Can I ask you about the different kinds of food? I'm really going to need a lot of help!*
- Tony: *Me, too, Adnan.*
- Adnan: *No problem.*
- Tony: *What are the dishes on this page?*
- Adnan: *These are all traditional kinds of meat dish. This one is maqlubeh, the next one is molokhia, and the other one is msakhan.*
- Jenny: *They look nice. But what about this page at the end? What are these?*
- Basim: *They're both delicious kinds of sweet. There's knafeh, and the second one is ma'moul.*
- Salwa: *You can try them at the end of the meal.*
- Jenny: *Great!*
- Tony: *And here's another page. What are these?*
- Adnan: *They're popular kinds of vegetable dish.*
- Salwa: *There's mtabel and there's mjadara. You should try them, too.*
- Jenny: *And what have we got back here on the first page of the menu?*
- Basim: *They're all well-known types of starter.*
- Adnan: *There's falafel. Then there's labanah. And there's also hummus.*
- Tony: *So many things to choose from! I think you'll have to choose for us, Adnan.*

**Answers:** Starters 4, Meat dishes 1, Vegetable dishes 3, Sweets 2

**Now listen again. Number the items that the speakers talk about 1-10.** 

- 5 Read the dishes to the pupils.
- 6 Play recording 23. The pupils number the dishes in the order they hear them.
- 7 Check the answers orally.

**Answers:** *falafel 8, knafeh 4, hummus 10, labanah 9, ma'moul 5, maqlubeh 1, molokhia 2, mtabel 6, mjadara 7, msakhan 3*

**ACTIVITY 2 Listen to part 2. Connect the starter to the descriptions with lines.** 10 mins 

- 1 Read the names of the starters and the descriptions to the pupils.
- 2 Play recording 24. The pupils listen.
- 3 Play recording again. The pupils match the starters with the descriptions.
- 4 Check the answers orally.

**CD 2 Audio 24**

**Part 2**

*Waiter: Would you like to order now?*  
*Adnan: I'm sorry, we're not quite ready to order everything yet. But we can get some things to start with, can't we?*

*Waiter: Yes, of course.*  
*Adnan: Let's order some starters.*  
*Salwa: That's a good idea.*  
*Adnan: I think you should try some falafel.*  
*Jenny: What is that exactly?*  
*Basim: It's a traditional kind of starter.*  
*Salwa: I'm sure you'll like it. It's made from chickpeas.*  
*Adnan: And let's have some shawerma.*  
*Tony: What's that like?*  
*Salwa: It's a delicious type of starter.*  
*Basim: Have you ever had it, Jenny? It consists of thin pieces of meat.*

*Jenny: Hmm ... I know the name. Yes, I have had it – back in England. And it was great! You usually get it in a flat bread sandwich, don't you?*

*Basim: That's right.*  
*Adnan: Good, and next, I think we should get some sambousek.*

*Tony: What is that exactly?*  
*Salwa: It's a well-known type of starter.*  
*Basim: I think you'll enjoy it. It's a three-cornered pie.*  
*Adnan: And then I think we'd better have some sfeeha.*  
*Jenny: What's that like?*  
*Adnan: It's a popular kind of starter.*  
*Salwa: I'm sure you'll like it. It's a flat, round piece of bread with a meat, tomato and onion topping.*

**Answers:** *Falafel – traditional kind of starter, is made from chickpeas; Shawerma – delicious type of starter, consists of thin pieces of meat; Sambousek – well-known type of starter, is a three-cornered pie; Sfeeha – popular kind of starter, is a flat, round piece of bread with a meat, tomato and onion topping*

**Now work in pairs. Make statements.**

- 5 Say *Falafel is ...* and elicit the statement from the pupils.
- 6 In pairs, the pupils talk about the starters. Encourage them to add information to the descriptions.
- 7 Choose pupils to say their descriptions to the class.

**ACTIVITY 3 Listen to part 2 again. Tick (✓) the expressions that you hear.** 5 mins 

- 1 Read the pairs of expressions to the pupils.
- 2 Play recording 24 again. The pupils tick the expressions they hear.
- 3 Check the answers orally.

**Answers:** 1 B 2 A 3 B 4 A

**ACTIVITY 4 Practise your pronunciation: strong and weak sounds together.** 10 mins 

- 1 Read sentence number 1 to the pupils. Show them that the most important words are underlined – they are the strong sounds. The other words are not so important – they are the weak sounds.
- 2 Play recording 25. The pupils underline the strong sounds and mark the weak sounds with •.
- 3 Play recording again. The pupils check their answers.
- 4 Check the answers orally.
- 5 Play recording again. The pupils repeat the sentences chorally and individually.

**CD 2 Audio 25**

- 1 *I think you should try some falafel.*
- 2 *It's a traditional kind of starter.*
- 3 *And it consists of thin pieces of meat.*

**Answers:**

2 *It's a traditional kind of starter.*

• • • – • • • – •

3 *And it consists of thin pieces of meat.*

• • – • • – • –

**ACTIVITY 5 Work in groups. Read and act out the conversation.** 5 mins

- 1 Read the conversation to the pupils. Help them use strong and weak sounds appropriately.
- 2 In pairs, the pupils read the conversation.
- 3 As they read, circulate round the class and help them to use strong and weak sounds.
- 4 Choose pairs of pupils to act out the conversation in front of the class.

**Period 10**

**Optional Dictation** 7 mins 

- 1 Explain to the pupils that they should write the two sentences they hear.
- 2 Play recording 26. The pupils listen.
- 3 Play recording again. The pupils write the sentences.

- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

## CD 2 Audio 26

### Dictation

- 1 People who miss breakfast are especially likely to make up for it later with large portions of things that contain lots of unhealthy fat and calories.
- 2 Your body needs calcium so that it will grow strong bones, it needs carbohydrates in order to produce quick energy and it also needs protein to develop strength.

**Answers:** see the Audio

### ACTIVITY 1 Expand and write out the statements as topic sentences for four paragraphs. 7 mins

- 1 Read the first set of cues to the pupils. Help the pupils to turn the cues into a sentence.
- 2 The pupils write all the cues as sentences.
- 3 Check the answers orally.

**Answers:** 1 Falafel is a traditional kind of starter. 2 Shawerma is a delicious type of starter. 3 Sambousek is a well-known type of starter. 4 Sfeeha is a popular kind of starter.

### ACTIVITY 2 Work in pairs. Expand and match the clauses to topic sentences 1–4. 8 mins

- 1 Read the first set of cues and help the pupils expand it. Ask *What is it?* (shawerma)
- 2 The pupils expand the rest of the cues and join the two sentences with *and*. Then they match the sentences to the topic sentences from activity 1.

**Answers:** 2 It consists of thin pieces of meat and you usually get it in a flat bread sandwich. 1 It is made from chickpeas and you can buy it in a flat bread sandwich or just in a bag. 4 It is a flat, round piece of bread and it comes with mixed meat, onion and onion topping 3 It is a three-cornered pie and people fill it with meat or spinach.

### Now continue paragraphs 1–4 with these sentences. Add the missing words.

- 3 The pupils add the sentences to the topic sentences.

### ACTIVITY 3 Work in pairs. Match the pictures to your paragraphs 1–4. 8 mins

- 1 The pupils match the texts so far to the pictures.
- 2 Check the answers orally.

**Answers:** 1 c 2 a 3 d 4 b

- 3 The pupils write the last set of cues as the final sentences of each text.

**Answers:** a It is now well known in other countries and this special type of sandwich is very common in England, for example. b It looks a bit like pizza, and in fact, people sometimes wrongly call it that. c Its shape is different in different places and in Ramallah, for example, it is round. d It is very filling and it looks quite like the three-sided Indian pie called a samosa.

**Example final text:** Falafel is a traditional kind of starter. It is made from chickpeas and you can buy it in a flat bread sandwich or just in a bag. The shape is different in different places and in Ramallah, for example, it is round.

### ACTIVITY 4 Work in pairs. Do the tasks. 10 mins

- 1 In pairs, the pupils choose a dish to write about. They can look at the dishes from period 9 activity 1 for ideas (apart from falafel, which has already been written about).
- 2 The pupils take turns to be a host and a visitor in a restaurant. The hosts suggests the dish and explains what it is.
- 3 Individually, the pupils write a description of the dish, as if they were the visitor.
- 4 Choose pupils to read their descriptions to the class.

## Period 11

### Reading episode 10: Introduction 5 mins

- 1 Elicit the story so far from the pupils.
- 2 Show the picture to the pupils and elicit ideas about the story. Ask questions such as *What sort of weather is it? What are they doing? Why is Passepartout shooting at the wolves?* etc.

### Reading episode 10: Scanning 5 mins

- 1 Say *I'm going to ask some questions. Find the answers as quickly as you can.*
- 2 Ask the questions below and help the pupils to find the answers quickly, without reading the whole episode. *How many soldiers went with Fogg to rescue Passepartout? (30)*  
*When did Fogg come back with Passepartout? (at 7:00 the next morning)*  
*What day and time did Fogg have to be in New York? (9:00 pm, 11th December)*  
*How fast did they travel in the sledge? (up to 40 mph)*  
*Did they catch the ship in New York? (No)*
- 3 During this activity, make use of the Notes about the episode (and the phonetic pronunciation) as appropriate.

**Reading episode 10: Intensive reading 20 mins**

- 1 The pupils read the episode silently. Do not allow them to ask questions.
- 2 While they are reading, write the words and phrases from *Reader glossary* on page 96 on the board.
- 3 When they have finished, point to each of the words and phrases on the board. Help them to guess the meaning.
- 4 After going through all the words, allow the pupils to check the definitions on page 96.
- 5 Allow other questions about the text: set a limit to the number of questions you will allow – five is a reasonable number.
- 6 Choose pupils to tell the main points of the story to the class.

**Reading aloud 10 mins**

- 1 The pupils read from line 21 *There was no time to lose ...*  
Guide them to reading together, at the same speed.
- 2 Choose pupils to read a paragraph each, individually.
- 3 In pairs, the pupils read the final paragraphs to each other.

**Period 12****ACTIVITY 1 Look at the map on page 45. Say what part of the journey Episode 10 is about. 2 mins**

- 1 The pupils work out where the travellers went on the map from page 45 in this episode.
- 2 Call pupils to the front to draw the map and the route on the board.

**ACTIVITY 2 Answer the groups of questions with one sentence. 10 mins**

- 1 Read number 1 to the pupils and show them that the answer contains the answers to all the parts of the question.
- 2 The pupils write the rest of the answers.
- 3 Check the answers orally.

**Answers:** (answers may vary) 1 *After the fight, Fogg went south with 30 soldiers to rescue Passepartout.* 2 *The engine driver was well enough to go back and get the carriages, then the passengers got on the train and the train went to New York.* 3 *Aouda waited at the station with Fix and the bag of money until 7:00 the following morning.* 4 *Fogg and the others travelled two hundred miles on a sledge at 40 miles per hour.* 5 *When they got to Chicago the next day, they got off the train and got on another train to New York.* 6 *When they got to New York, they were terribly sad and disappointed because their ship had already left, and as they were exhausted too, they went to the St Nicholas Hotel.*

**ACTIVITY 3 Work in pairs. Take turns to read out the summary, sentence by sentence. 5 mins**

- 1 Ask individual pupils to read a sentence each from activity 2.
- 2 Show the pupils that the sentences combine to make a summary of the episode.
- 3 In pairs, the pupils take turns to read a sentence each of the summary.

**ACTIVITY 4 Work in pairs. Complete Fogg's diary of travel events. 7 mins**

- 1 Show the first note to the pupils.
- 2 In pairs, the pupils complete the notes.
- 3 Check the answers orally.

**Answers:** 8th December, afternoon: *went to look for Passepartout after he disappeared in the attack* / 9th December, 7:00 am: *came back to Fort Kearney*; Then: *went on a sledge to Omaha, Nebraska* / 9th December, afternoon: *arrived in Omaha*; Then: *caught a train to Chicago* / 10th December: *arrived in Chicago*; Then: *got on a train to New York* / 11th December, 9:00 pm: *The China left for England*; 11:15 pm: *we arrived in New York*

**ACTIVITY 5 Work in pairs. Take turns to read out the diary, entry by entry. 4 mins**

- 1 In pairs, the pupils read an entry each from the diary.

**A dialogue based on the story. 12 mins**

- 1 If you want the pupils to produce the dialogue, read lines 28–29 to them. Explain that they are going to write the complete conversation when the travellers arrive at the port in New York. Elicit ideas from the pupils and write their suggested dialogue on the board.
- 2 Alternatively, write this ready-made dialogue on the board:

Phileas Fogg	Here is the port. What time is it?
Passepartout	It's 11:15.
Phileas Fogg	Perhaps the boat is going to leave late. Perhaps it's still here.
Aouda	I hope so.
Passepartout	Let's ask that man.
Phileas Fogg	Excuse me, we want to catch the <i>China</i> to England.
Man	I'm sorry, the <i>China</i> left at 9:00.
Phileas	Oh no!

Whichever dialogue you choose, follow these steps:

- 3 Practise the dialogue with three pupils. Help the pupils to use appropriate intonation.
- 4 In groups of four, all the pupils practise the dialogue.
- 5 Call a group of four pupils up to the front to act out the dialogue to the class.



# Strange events

**Aims:** to understand the difference in structure of defining and non-defining relative clauses; to be able to use all types of relative clauses with subject and object relative pronouns

**Key language:** *among, appear, by far, describe, edge, fake, frightening, hump, increase, monster, mysterious, object, still (adj), Loch Ness, the Loch Ness Monster / depth, film, fisherman, warn*

*carry out, echo, fan, gather, genuine, meanwhile, record (v), shark, steady/ily, surface, thorough(ly) / creature, mystery, underwater*

**Language structures:** defining and non-defining relative clauses

**Materials:** Pupil's Book, CD

## Period 1

### Introduction 5 mins

- 1 Show the pictures to the pupils. Explain that in this unit, they are going to talk about the Loch Ness Monster. Explain that this is a mysterious animal that some people think lives in Loch Ness in Scotland.
- 2 Talk with the pupils about the Loch Ness Monster. Ask them questions such as *Have you heard of the Loch Ness Monster? What have you heard about it? Do you think it is a real animal?* etc. Help the pupils with the vocabulary they need to express their ideas.

### ACTIVITY 1 Listen and repeat. 5 mins

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

### Word formation

- 4 Read the sets of words; help the pupils to work out which are adjectives, nouns and verbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

### CD 3 Audio 1

*among appear by far describe edge fake  
frightening hump increase monster mysterious  
object still Loch Ness the Loch Ness Monster /  
deep depth film film fish(er) + man fisherman  
warning warn*

### ACTIVITY 2 Look at the pictures and read the heading.

**Then do the tasks. 5 mins**

- 1 Show the pictures to the pupils.
- 2 Read the tasks to the pupils. Help them to express their ideas.

**Answers:** (example answers) 1 *It's a big lake. It looks cold and mysterious. There's a castle.* 2 *They seem to show a strange animal in the water.* 3 *Nessie is probably the nickname of this strange animal. The article is about people trying to find this animal.*

### ACTIVITY 3 Listen and do the tasks. 10 mins

- 1 Read the tasks to the pupils. Play recording 2. The pupils listen.
- 2 Play recording again. The pupils do the tasks.
- 3 Play recording again. The pupils check their answers.
- 4 The pupils may ask about the meaning of *loch*; it is the word for *lake* in Gaelic, the ancient language of Scotland.

### CD 3 Audio 2

**Man:** *Finding Nessie*

*Among Scotland's mountains, there is an enormous lake that often looks dark and a little frightening. It is over 35 kilometres long and nearly 300 metres deep, and it contains more water than all Britain's many other lakes put together. Its name is Loch Ness.*

*And the cold, mysterious depths of Loch Ness may contain something even more mysterious – the Loch Ness Monster. There are stories of lake monsters from around the world, but the most famous by far is 'Nessie'.*

*The earliest report that we have goes back 1,500 years. We also know that children were often warned against playing near the water's edge because of the giant 'water horse'. And it wasn't just imagined. Take the words of a local fisherman that the monster suddenly approached one day in 1885: he described it as the biggest thing that he had ever seen in his life.*

*In the early 1930s, new roads were built around the lake. Suddenly, many more people could see the lake – and its monster. The number of reports increased rapidly.*

*Most people who saw it reported a small head on a long neck and behind that one or two humps.*



Sometimes it was still and sometimes it moved rapidly. Then in 1934, the first photo was published and 'Nessie' became famous.

Of course, there were suggestions that people were really just seeing a group of birds perhaps, or a dead tree. It was later also shown that the famous photo was a fake. However, there were other photos that seemed real. Moreover, people continued seeing things that no one could explain.

The most determined researcher was Tim Dinsdale, an engineer who gave up his career to find Nessie. In 1960, he finally filmed an object which appeared to be the real thing. When this was shown on TV, there was huge interest. This time, the world was ready to explore the lake properly.

**Answers:** 1 pupils' own answers 2 There have been stories for about 1,500 years. 3 A small head on a long neck and behind that one or two humps. 4 Because an object which appeared to be the real thing was filmed.

#### ACTIVITY 4 Read and do the tasks. 10 mins

- 1 Read the tasks to the pupils.
- 2 The pupils answer the questions individually.
- 3 Check the answers orally.

**Answers:** 1 They were warned about playing near the water because there was a giant 'water horse' in the water. 2 New roads were built around the lake, so it was easier to get there and to look for Nessie. 3 Some people said it was just a group of birds or a dead tree. 4 Because he gave up his career to find Nessie.

#### ACTIVITY 5 Work in pairs. Take turns to read out the passage, paragraph by paragraph. 5 mins

- 1 In pairs, the pupils take turns to read a paragraph each.
- 2 Choose a group of pupils to read one paragraph each to the class.

### Period 2

#### ACTIVITY 1 Replace with new words from period 1. Make any changes needed. 8 mins

- 1 Read number 1 to the pupils. Ask *What word means the same as 'risen'? (increased)*
- 2 The pupils complete the rest of the activity with the new words from period 1.

**Answers:** 1 increased 2 frightening 3 mysterious 4 among 5 depths 6 appears

#### ACTIVITY 2 Add other new words from period 1. Make any changes needed. 8 mins

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

**Answers:** 1 by far, fakes 2 film, warned 3 monster, fisherman 4 object, edge 5 describe, humps, still

#### Now work in pairs. Check your work and then practise.

- 3 In pairs, the pupils compare their answers.
- 4 The pupils practise the mini-dialogues in pairs.

#### ACTIVITY 3 Read again and complete the notes. 10 mins

- 1 The pupils read the passage again silently.
- 2 Help the pupils to complete the notes.

**Answers:** (bottom row) The monster was first reported. / The monster approached a fisherman. / New roads were built round the lake and so many more people could see the lake and because of that the number of reports increased rapidly. / The first photo of Nessie was published. / An object was filmed.

#### ACTIVITY 4 Work in pairs. Ask and answer questions about your notes. 7 mins

- 1 Demonstrate the dialogue with a pupil. Help the pupil to answer the questions and to ask other questions.
- 2 In pairs, the pupils ask and answer questions.

#### ACTIVITY 5 Work in pairs. Think and discuss. 7 mins

- 1 Read the example conversation to the pupils.
- 2 Have the conversation with a pupil. Ask the pupil other questions, such as *Would you try to take a photo? Would you run and tell people about the monster? Why would you be frightened?* etc.
- 3 The pupils discuss the Loch Ness Monster in pairs.

### Period 3

#### ACTIVITY 1 Read the examples. 15 mins

- 1 Read the example sentences to the pupils.
- 2 Ask students questions about the new pattern to try and elicit from the students how the new pattern is formed, and when it is used. For example, ask how each set of sentences is connected and why.

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

- 3 Read number 1 to the pupils. Elicit the answer (*a – necessary*).
- 4 Repeat with the other sentences.

**Answers:** 1a 2a 3b 4a 5b 6b 7a

### ACTIVITY 2 Form sentences with relative clauses about the last part of the main clause. Match the sentence halves and add *who* or *which*. 10 mins

- 1 Show the pupils how to make a sentence with beginning number 1.
- 2 The pupils make the rest of the sentences.

**Answers:** 1 *Loch Ness is a large lake which reaches across the north of Scotland.* 2 *Things used to be seen by people who lived and worked near the lake.* 3 *There is an ancient story of a man who a huge monster approached.* 4 *From 1933, there were new roads which people used to get to the lake.*

### ACTIVITY 3 Form sentences with relative clauses about the first part of the main clause. Match the sentence halves and add *who* or *which*. 15 mins

- 1 Show the pupils how to make a sentence with beginning number 1.
- 2 The pupils make the rest of the sentences.

**Answers:** 1 *Most tourists who go looking for the monster do not see Nessie.* 2 *Most objects which people see in the lake are something else.* 3 *Sometimes a tree which is lying in the water looks like Nessie.* 4 *But thousands of visitors who you can often see around the loch still hope to see the real thing.*

## Period 4

### ACTIVITY 1 Listen and repeat. 10 mins

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

### Word formation

- 4 Read the sets of words; help the pupils to work out which are adjectives, nouns, verbs and prepositions.
- 5 Show the pupils how we change one form into another, for each of the sets.

### CD 3 Audio 3

*carry out echo fan gather genuine meanwhile  
record shark steady steadily surface thorough  
thoroughly/  
create creature mysterious mystery  
under + water underwater*

### ACTIVITY 2 Look at the photos in the passage and the heading. Do the tasks. 5 mins

- 1 Show the photos and read the tasks to the pupils.
- 2 Help the pupils to do the tasks.

**Answers:** 1 *It appears to show some sort of large animal.* 2 *There's a line of boats on a lake.* 3 *Perhaps these are both in Loch Ness.* 4 *Because we still don't know if the Loch Ness Monster exists or not.*

### ACTIVITY 3 Read and do the tasks. 5 mins

- 1 Read the tasks to the pupils.
- 2 The pupils read the text individually and do the tasks.
- 3 Discuss with the pupils the differences between what they predicted and what the texts are actually about.
- 4 Check the other answers orally. You may want to explain the names: *Deepscan – deep + scan – a deep examination;* *Urquhart [ˈɜːkət] – the name of a castle on the north side of the lake, where there have been many sightings.*

**Answers:** 1 *(answers will vary)* 2 *Because experts said it was genuine.* 3 *four* 4 *Ordinary visitors see the Loch Ness Monster quite regularly.*

### ACTIVITY 4 Read and answer the questions. 10 mins

- 1 Read the questions to the pupils.
- 2 The pupils read the text individually again and answer the questions.
- 3 Check the answers orally.

**Answers:** 1 *Scientists and money were being brought together to study Nessie.* 2 *They recorded a number of underwater echoes.* 3 *Because in 1976 a team of scientists came from Chicago.* 4 *It could only cover the deep centre of the loch.* 5 *It studied all the life in the lake.* 6 *That there were four more contacts with a large creature in the lake.* 7 *They took a photo of the Loch Ness monster by accident.*

### ACTIVITY 5 Work in pairs. Role play Chris and Melissa's moment of surprise. 10 mins

- 1 Read the parts of the example conversation to the pupils.
- 2 Choose a pair of pupils to act out the first two exchanges of the conversation.

## UNIT 11

- 3 Help the pupils to express themselves and to use appropriate intonation to show surprise.
- 4 In pairs, the pupils practise the conversation.
- 5 Choose a pair of pupils to demonstrate the conversation to the pupils.

### Period 5

#### ACTIVITY 1 Read and complete the summary. Add new words from period 4. Make any changes needed. 10 mins

- 1 Read sentence number 1 to the pupils. Ask *What word is missing? (mystery)*
- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 *mystery* 2 *creature* 3 *underwater* 4 *carry out*  
5 *thoroughly* 6 *gather* 7 *genuine* 8 *fans* 9 *recorded*  
10 *echoes* 11 *shark* 12 *surface* 13 *Meanwhile*  
14 *steadily*

#### ACTIVITY 2 Read the passage again and complete the notes. 10 mins

- 1 The pupils copy the table in their notebooks, then they read the text individually again.
- 2 The pupils complete the table with notes.
- 3 Check the answers orally.

**Answers:** 1960 / *students from Oxford and Cambridge* / *recorded a number of underwater echoes* // 1976 / *Dr Robert Rines and his team* / *took photo of a creature below the water surface* // 1987 / *Operation Deepscan* / *made three strong contacts* // 1992–93 / *Project Urquhart* / *four more contacts with a large creature*

#### ACTIVITY 3 Work in pairs. Use your notes to give a short summary. 10 mins

- 1 Read the sentence to the pupils and help them to complete it.
- 2 Help the pupils to make the next sentence, using their notes from activity 2.
- 3 In pairs, the pupils write a summary of the scientific research on the Loch Ness Monster.
- 4 Choose a pair of pupils to read their summary to the class.

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

- 1 Read the speech bubbles to the pupils. Help the pupils to answer the questions.
- 2 Ask other questions such as *Why would / wouldn't you want to go to Loch Ness? Would you look for the Loch Ness monster? What would you do if you saw it?* etc.
- 3 Help the pupils to express their opinions.

- 4 In pairs, all the pupils discuss what they would see as a tourist in Britain and whether they would go to Loch Ness or not.
- 5 Choose pairs of pupils to tell the class what they discussed.

### Period 6

#### ACTIVITY 1 Write N (noun), V (verb) or A (adjective) after the correct word. 10 mins

- 1 Read the first word (*depth*). Ask *Is it a noun, a verb or an adjective? (a noun)*
- 2 The pupils write N next to the word.
- 3 The pupils write N, V or A next to the words as appropriate.
- 4 Check the answers orally.

**Answers:** *depth* N, *mysterious* A, *suggest* V, *operation* N, *interest* N, *creature* N, *deep* A, *mystery* N, *suggestion* N, *operate* V, *interesting* A, *create* V

#### ACTIVITY 2 Use pairs from activity 1 to complete the following. Make any changes needed. 10 mins

- 1 Read number 1 and ask *What are the missing words? (mystery, mysterious)*
- 2 The pupils complete the rest of the missing words.
- 3 Check the answers orally.

**Answers:** 1 *mystery, mysterious* 2 *suggested, suggestions*  
3 *interest, interesting* 4 *Operation, operate* 5 *deep, depth*  
6 *creature, created*

#### ACTIVITY 3 Study the chart and complete the paragraphs. 10 mins

- 1 Read the phrases in the box to the pupils.
- 2 The pupils complete the text with the phrases.
- 3 Check the answers orally.

**Answers:** 1 *continued steadily, a rate of, per decade, rose rapidly, an average of, per year* // *fell suddenly, an average of, per decade, increased dramatically, a rate of, per year*

#### ACTIVITY 4 Work in pairs. Ask and answer questions about the chart. 10 mins

- 1 Ask one of the questions to a pupil. Help the pupil to reply appropriately.
- 2 In pairs, the pupils ask and answer the questions.
- 3 Choose a pair of pupils to say their questions and answers to the class.

## Period 7

### ACTIVITY 1 Read the examples. 15 mins

- 1 Read the example sentences to the pupils.

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

- 2 Read number 1 to the pupils. Elicit the answer (*b – do not require*).
- 3 Repeat with the other sentences.

**Answers:** 1 b 2 b 3 b 4 a 5 b 6 a 7 b

### ACTIVITY 2 Match 1–5 to a–e and turn a–e into non-defining relative clauses. Add commas and *who* or *which* as subject. 15 mins

- 1 Read number 1 to the pupils and help them to match it to e.
- 2 Help the pupils to join the two parts: *The film was taken by Tim Dinsdale, who was a determined researcher.*
- 3 Repeat with the other sentences.

**Answers:** 1 e *The film was taken by Tim Dinsdale, who was a determined researcher.* 2 d *The 1960 study was done by students, who worked in their holidays.* 3 b *Dr Rines led the 1976 research team, who took a famous photo.* 4 a *Operation Deepscan needed 19 boats, which had to move in a line.* 5 c *Each had some powerful equipment, which was used to record echoes.*

### ACTIVITY 3 Match 1–5 to a–e and turn a–e into non-defining relative clauses. Add commas and *who* or *which* as object. 10 mins

- 1 Read number 1 to the pupils and help them to match it to e.
- 2 Help the pupils to join the two parts: *Tim Dinsdale went on many trips to Loch Ness, which he spent looking for the monster.*
- 3 Repeat with the other sentences.

**Answers:** 1 e *Tim Dinsdale went on many trips to Loch Ness, which he spent looking for the monster.* 2 d *He finally managed to film the monster, which he saw as it was swimming along the lake.* 3 b *He showed his films to some friends in the TV world, who he had known for a long time.* 4 a *His friends were very interested in the film, which they wanted to show on national television.* 5 c *But first they sent the film to various experts, who they asked to examine it thoroughly.*

## Period 8

### ACTIVITY 1 Complete the answers. Add *who* or *which*.

10 mins

- 1 Read the first conversation to the pupils. Ask *What's the missing word? (who)*
- 2 The pupils complete all the conversations with *who* or *which*.
- 3 Check the answers orally.

**Answers:** 1 *who* 2 *which* 3 *who* 4 *which*

### ACTIVITY 2 Make true statements with relative clauses.

10 mins

- 1 Help the pupils make a sentence about calcium with *which*.
- 2 The pupils make the rest of the sentences with *which*.
- 3 Check the answers orally.

**Answers:** 1 *Calcium is a nutrient which helps build strong bones.*  
2 *Carbohydrates are nutrients which give you quick energy.*  
3 *Protein is a nutrient which builds the body.* 4 *Vitamins are nutrients which help the body work well and grow.*

### ACTIVITY 3 Work in pairs. Ask and answer the questions.

#### Answer with relative clauses. 10 mins

- 1 Read the sentences in the box to the pupils.
- 2 Ask a question from the table, for example *What do you remember about the Rammal family?*
- 3 Help the pupils to choose the correct answer. *They're the ones that Jenan first met when the twins were born.*
- 4 In pairs, the pupils ask and answer questions from the table.

**Answers:** *What can you remember about Samar Rammal? He's the one who Jenan interviewed for the magazine Young World. What do you remember about Waleed? He's the one who the doctors saved in an emergency operation. What can you remember about Deema? She's the one who Jenan looked after on the day of the operation.*

- 5 Choose a pair of pupils to demonstrate their questions and answers to the class.

### ACTIVITY 4 Form sentences with non-defining relative clauses. Add commas and *who* or *which* as subject or object. 10 mins

- 1 Read sentence number 1. Ask *What does it go with? (c)*
- 2 Help the pupils to combine 1 and c (see answers below).
- 3 The pupils combine all the sentences.
- 4 Check the answers orally.



**Answers:** 1c The Scott family are from Manchester, which is a city in north-west England. 2e Dr Scott was planning to work with Dr Adnan Maqdisi and his team, who he has known for many years. 3b Dr Maqdisi runs an important farm research centre, which lies a short way from Jericho. 4a Earlier this year, we also learned about Jenny Scott, who was hoping to join her dad in Palestine. 5d Also in Unit 1, Jenan Rashidi made contact with Dr Maqdisi, who she wanted to interview for Young World.

## Period 9

### ACTIVITY 1 Listen to part 1. Answer the questions.

10 mins 

- 1 Read the questions to the pupils.
- 2 Play recording 4. The pupils listen.
- 3 Play recording again. The pupils answer the questions.
- 4 Check the answers orally.

### CD 3 Audio 4

#### Part 1

James: Hello. Edinburgh 6-7-4-3-double-2.  
 Jenan: Er ... hello. Is that Mr McCaskill?  
 James: Correct. James McCaskill. How can I help you?  
 Jenan: My name is Jenan Rashidi, and I work for Young World, a magazine for teenagers. I'm hoping to interview some people who've recently reported seeing the Loch Ness Monster.  
 James: Ah, yes, and I'm one of them. Are you going to write about Nessie in your magazine?  
 Jenan: That's right. I want to write a report about the monster, and I'd like to include some of the things that people have been seeing.  
 James: Well, I'm happy to talk about it.  
 Jenan: Do you have time to talk now?  
 James: Sure. Why not?

**Answers:** 1 Jenan Rashidi, Young World Magazine 2 She wants to interview someone who has recently seen the Loch Ness Monster. She wants to write a report about the monster in the magazine.

### ACTIVITY 2 Listen to part 2. Complete the notes. 10 mins



- 1 Show the table to the pupils and point out the information they have to listen for. Explain that Aug in the table is the abbreviated form of August; months are sometimes abbreviated to just their first three letters – Jan, Feb, Mar, etc.
- 2 Play recording 5. The pupils complete the notes.
- 3 Play recording again. The pupils check their answers.
- 4 Call pupils to the front to complete sections of the table on the board.

### CD 3 Audio 5

#### Part 2

Jenan: Well, first, could I take some details, please?  
 James: Sure.  
 Jenan: Thank you. Now, it's Mr James McCaskill, isn't it?  
 James: That's right.  
 Jenan: But can I just make sure that I've got the family name right? Could you spell it for me, please?  
 James: It's capital-M-small-c-capital-C-a-s-k-i-double-l.  
 Jenan: So that's capital-M-small-c-capital-C-a-s-k-i-double-l.  
 James: That's it.  
 Jenan: And have you got a mobile phone number?  
 James: Yes, it's 0-double-7-6-5 ... 7-8-5-double-6-9.  
 Jenan: Let me just read that back to you. I've got 0-double-7-6-5 ... 7-8-5-double-6-9.  
 James: Right.  
 Jenan: And what's your email address?  
 James: It's all small letters – lower case – j-m-double-c-a-s-k-i-double-l-91-@-c-t-internet.com.  
 Jenan: Sorry, but could you just say that again, please?  
 James: Sure. It's j-m-double-c-a-s-k-i-double-l-91-@-c-t-internet.com.  
 Jenan: Right, I've got that. Now, about the monster. Can you tell me what date you saw it?  
 James: Yes, it was Wednesday, the 7th of August. I'll never forget that day.  
 Jenan: Hmm ... Wednesday, the 7th of August. And about what time did you see it?  
 James: It was at about 6:00 p.m. I was riding my bike along the road beside the lake, and suddenly, there it was!  
 Jenan: Was it out in the middle of the lake?  
 James: No, it was quite close to the water's edge.  
 Jenan: I see ... Quite close to the water's edge, you say ... And can you describe it? What did it look like?  
 James: Yes, it had a long thin neck, and it had a hump – one hump.  
 Jenan: Mm ... a long thin neck, and one hump. OK.  
 James: And I would say it was about six metres long.  
 Jenan: So ... it was about six metres long. And what about its movements?  
 James: Well, it remained very still for about ... a minute maybe, and then it swam away slowly, towards the south-west.  
 Jenan: Mm ... still for one minute, then it swam away slowly ... towards the south-west. And what happened then?  
 James: Well, finally, it sank underwater – and it was gone!  
 Jenan: Finally sank underwater. ... Excellent! Thank you very much for a very interesting report, Mr McCaskill.  
 James: You're very welcome.



**Answers:** James McCaskill, 07765785669, jmccaskill91@btinternet.com, Wednesday 7th August, 6:00 pm, quite close to the water's edge, long thin neck, one hump, about 6 metres long, remained still for about one minute, then swam away slowly towards the south-west, finally sank underwater

### ACTIVITY 3 Listen to part 2 again. Tick (✓) the expressions that you hear. 5 mins

- 1 Read the pairs of expressions to the pupils.
- 2 Play recording 5 again. The pupils tick the expressions they hear.
- 3 Check the answers orally.

**Answers:** 1 B 2 A 3 A 4 B

### ACTIVITY 4 Practise your pronunciation: intonation in requests and questions. 10 mins

- 1 Play recording 6. Help the pupils to identify which questions rise at the end and which questions fall.
- 2 Play recording again. The pupils mark the rises and falls.
- 3 Check the answers orally.

### Now listen again and repeat.

- 4 Point out to the pupils that this activity summarizes all the rising and falling intonation activities they have done in Level 10.
- 5 Point out that all question types rise at the end, except *wh* questions, which fall.
- 6 Play recording 6 again. The pupils repeat the sentences chorally and individually.

**Answers:** 1 ↗ 2 ↗ 3 ↗ 4 ↘

### CD 3 Audio 6

- 1 *It's Mr James McCaskill, isn't it?*
- 2 *Could you spell it for me, please?*
- 3 *Have you got a mobile phone number?*
- 4 *What's your email address?*

### ACTIVITY 5 Work in pairs. Read and act out the parts of Jenan and James. 5 mins

- 1 Read the conversation to the pupils. Help them identify questions with rising or falling intonation.
- 2 In pairs, the pupils read the conversation.
- 3 As they read, circulate round the class and help them to use appropriate intonation.
- 4 Choose pairs of pupils to act out the conversation in front of the class.

## Period 10

### Optional Dictation 7 mins

- 1 Explain to the pupils that they should write the two short paragraphs they hear.
- 2 Play recording 7. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

### CD 3 Audio 7

#### Dictation

- 1 *The cold, mysterious depths of Loch Ness may contain the mysterious Loch Ness Monster. There are stories of lake monsters from around the world, but the most famous by far is 'Nessie'.*
- 2 *That summer, some research was carried out by students from Oxford and Cambridge, who recorded a number of underwater echoes. These suggested a large creature in the lake.*

**Answers:** see the Audio

### ACTIVITY 1 Match the words to the abbreviations. 3 mins

- 1 Show the first word in the box (*metre*) and help them to match it the abbreviation (*m*).
- 2 The pupils match the words with the abbreviations.
- 3 Check the answers orally.

**Answers:** 1 and 2 before midday 3 after midday  
4 Wednesday 5 Saturday 6 August 7 September  
8 south 9 north-east 10 south-west 11 metre  
12 kilometres per hour

### ACTIVITY 2 Continue Jenan's report. Expand her notes from period 9, activity 2. 5 mins

- 1 Read the introduction to Jenan's report.
- 2 The pupils complete the rest of the report.

### ACTIVITY 3 Continue Jenan's paragraph. Expand these notes. 8 mins

- 1 The pupils use the information in the table to write the final part of the report.
- 2 Choose individual pupils to read the whole paragraph to the class.

### ACTIVITY 4 Prepare to give a report. Do the tasks. 17 mins

- 1 Read the Unit task to the pupils.
- 2 The pupils think of unusual things they have seen. They write notes under the headings *Date & Time*, *Where*, *Description* and *Movement*.

- 3 Circulate and help the pupils with any words they need. Also help them to use only the necessary words in their notes; encourage them to leave out articles and other unnecessary words.

**ACTIVITY 5 Work in pairs. Tell each other your stories.**

10 mins

- 1 In pairs, the pupils tell their story to each other. Circulate and encourage the pupils to ask each other questions to get more details about the stories.
- 2 The pupils write a paragraph about their story.
- 3 Choose pupils to read their paragraphs to the class.

**Period 11**

**Reading episode 11: Introduction 5 mins**

- 1 Elicit the story so far from the pupils.
- 2 Show the map to the pupils and elicit ideas about the story. Ask questions such as *How are they travelling from New York? Where is the ship going to land? What city are they going to be in at the end of this episode?*

**Reading episode 11: Scanning 5 mins**

- 1 Say *I'm going to ask some questions. Find the answers as quickly as you can.*
- 2 Ask the questions below and help the pupils to find the answers quickly, without reading the whole episode. *What was the name of the boat they travelled on? (The Henrietta) What did Phileas Fogg buy for £12,000? (The Henrietta) Where did they land in Ireland? (Queenstown) What time did they arrive in Liverpool? (11:40) What did Fix do? (He arrested Fogg.)*
- 3 During this activity, make use of the Notes about the episode (and the phonetic pronunciation) as appropriate.

**Reading episode 11: Intensive reading 20 mins**

- 1 The pupils read the episode silently. Do not allow them to ask questions.
- 2 While they are reading, write the words and phrases from *Reader glossary* on page 96 on the board.
- 3 When they have finished, point to each of the words and phrases on the board. Help them to guess the meaning.
- 4 After going through all the words, allow the pupils to check the definitions on page 96.
- 5 Allow other questions about the text: set a limit to the number of questions you will allow – five is a reasonable number.
- 6 Choose pupils to tell the main points of the story to the class.

**Reading aloud 10 mins**

- 1 The pupils read from line 20 *But then, at the exact moment when ...* Guide them to reading together, at the same speed.
- 2 Choose pupils to read a paragraph each, individually.
- 3 In pairs, the pupils read the final paragraphs to each other.

**Period 12**

**ACTIVITY 1 Complete Phileas Fogg's diary and notes. 12 mins**

- 1 Read the first part to the pupils.
- 2 In pairs, the pupils complete the notes.
- 3 Call pupils to the front to write the notes on the board.

**Answers:** 1 *nine days, 13 hours and 45 minutes* 2 *New York, Henrietta* 3 *started giving the sailors money* 4 *the Henrietta, £12,000* 5 *everything wooden, the engines running* 6 *December* 7 *Queenstown* 8 *train, Dublin* 9 *steamer* 10 *Liverpool* 11 *Fix* 12 *I was free* 13 *six hours* 14 *the Reform Club, six hours fifteen mins*

**ACTIVITY 2 Work in pairs. Ask and answer questions about the race to Britain. 16 mins**

- 1 Elicit ideas for questions to ask Phileas Fogg about this part of his trip.
- 2 Write the pupils' suggestions on the board.
- 3 In pairs, the pupils choose roles, then ask and answer the questions.

**A dialogue based on the story. 12 mins**

- 1 If you want the pupils to produce the dialogue, read lines 29–32 to them. Explain that they are going to write the complete conversation when Fogg gets out of prison. Elicit ideas from the pupils and write their suggested dialogue on the board.
- 2 Alternatively, write this ready-made dialogue on the board:

Phileas Fogg	I've got six hours and 15 minutes to get to the Reform Club.
Passepartout	How long does it take to get to London from here?
Phileas Fogg	Six hours.
Aouda	Perhaps you can do it!
Phileas Fogg	It's going to be very difficult.
Aouda	Don't give up now!
Phileas	You're right. Let's go to the station!

- Whichever dialogue you choose, follow these steps:
- 3 Practise the dialogue with two pupils. Help the pupils to use appropriate intonation.
  - 4 In groups of three, all the pupils practise the dialogue.
  - 5 Call a group of three pupils up to the front to act out the dialogue to the class.

# Talking about tomorrow's world

**Aims:** to be able to use the future passive with *will* and *going to*; to be able to use modals *can / could, have to, must* and *should* with the passive

**Key language:** *actual(ly), all over, avoid, cruel, fail, improve, oppress, particular(ly), starve, survive, true / decrease, disastrous, force (v), peaceful(ly), prevention*

*achieve, atmosphere, available, coal, despite, form, fossil fuel, gas, manage, pressure, resource / effective, growth, pollute, use (n)*

**Language structures:** passive forms, all tenses, including future with *will* and *going to*; passive forms with modals *can / could, have to, must* and *should*

**Materials:** Pupil's Book, CD

## Period 1

### Introduction 5 mins

- 1 Show the pictures to the pupils. Explain that in this unit they will be talking about the future and what will happen in the future.
- 2 Talk with the pupils about all the things that could possibly happen. Ask them questions such as *Do you think we have enough food? Do you think there will be more wars or fewer wars? Do you think we will find new forms of energy?* etc. Help the pupils with the vocabulary they need to express their ideas.

### ACTIVITY 1 Listen and repeat. 5 mins

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 8. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

### Word formation

- 4 Read the sets of words; help the pupils to work out which are adjectives, nouns and verbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

### CD 3 Audio 8

*actual actually all over avoid cruel fail improve  
oppress particular(ly) starve survive true /  
disaster disastrous force force  
increase decrease peace peaceful peacefully  
prevent prevention*

### ACTIVITY 2 Look at the next page. Answer the questions.

5 mins

- 1 Show the webpage to the pupils.
- 2 Read the questions to the pupils. Help them to express their ideas. They may need to use the map at the beginning of the book to find the countries.

**Answers:** 1 On the internet. 2 left picture = 'future good' (a calm and pleasant, unpolluted Earth); right picture = 'future terrible' (a polluted Earth where bad things happen) 3 About the future of the Earth. 4 It's a page where people can discuss and give opinions about important issues. These people are expressing their ideas. 5 Australia, Ireland, Japan, Kenya, Palestine

### ACTIVITY 3 Listen and do the task. 10 mins

- 1 Read the questions to the pupils. Play recording 9. The pupils listen.
- 2 Play recording again. The pupils do the task.
- 3 Play recording again. The pupils check their answers.

### CD 3 Audio 9

**Narrator:** *Say it how you see it.com*

*This week's discussion:*

*Future good – or future terrible?*

**Rosa:** *I think the future looks disastrous for human beings. Why are people so cruel to each other? There are wars everywhere and people are killing and oppressing other people all over the planet. We've been given this wonderful world to live in, but we just can't learn to live in it peacefully!*

**Liam:** *It's true. All these terrible wars are tragic and horrible. But remember: since the United Nations was set up in 1945, another huge world war has at least been avoided. And one day, who knows? Maybe smaller ones will be prevented, too. But meanwhile, what about all the people who die of disease every day? Especially children.*

**Hisako:** *Yes, we often see terrible pictures on the news, particularly after earthquakes and other disasters. But it isn't all bad, is it? They say basic medical care*

and disease prevention are improving all the time. That means more people are surviving than ever before, which is great. But that creates another problem, doesn't it? With more and more people, how is everyone going to be fed? Are millions who are being saved by medicine today going to starve tomorrow?

**Simu:** Good question – especially as our climate is going horribly wrong in many places. Parts of Africa are getting hotter and drier and our traditional crops often fail to grow properly. So while our population is increasing, food production is decreasing. That means millions of people will soon be forced to leave their land and become refugees. Scientists call it climate change, but actually it's climate disaster! What's going to be done about it?

**Basim:** Well, crops are being developed to grow in harder conditions, so something is being done about it. But if things get worse, will that 'something' be enough? I really don't know.

**Answers:** Rosa a Liam a, b Hisako b, c, d Simu d, e Basim f

#### ACTIVITY 4 Read and do the task. 10 mins

- 1 Read the task to the pupils.
- 2 The pupils do the task individually.
- 3 Check the answers orally.

**Answers:** 1 a Rosa, Simu b Liam, Hisako c Basim

#### ACTIVITY 5 Work in pairs. Take turns to read out the passage, starting with the heading. 5 mins

- 1 In pairs, the pupils take turns to read one post each.
- 2 Choose a group of pupils to read one post each to the class.

### Period 2

#### ACTIVITY 1 Replace with new words from period 1. Make any changes needed. 10 mins

- 1 Read number 1 to the pupils. Ask *What word means the same as 'a fact'?* (true)
- 2 The pupils complete the rest of the activity with the new words from period 1.

**Answers:** 1 true 2 particularly 3 improving 4 survive 5 decreased 6 actually

#### ACTIVITY 2 Read and complete the summary. Add other new words from period 1. 10 mins

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

**Answers:** 1 disastrous 2 cruel 3 oppress 4 peacefully 5 all over 6 avoided 7 prevention 8 starve 9 fail 10 force

#### ACTIVITY 3 Read the passage again and answer the questions. 10 mins

- 1 The pupils read the passage again individually.
- 2 Read the questions to the pupils.
- 3 Help the pupils to express their ideas.

**Answers:** 1 Another huge world war has been avoided.  
2 Basic medical care and disease prevention are improving.  
3 They are worried about how people will be fed in the future.  
4 Because parts of Africa are getting hotter and drier and traditional crops often fail to grow properly. 5 People will become refugees. 6 Because his father works at the Farm Research Centre.

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

- 1 Read the text to the pupils. Explain that the Amish communities are mainly in NE USA; they are descended from groups of European immigrants who wanted to live very simple lives. Most speak a kind of German among themselves, called Pennsylvania Dutch.
- 2 Ask the pupils questions such as *Do you agree with the Amish? Do you think we should lead simpler lives? Would you like to live without modern technology / modern medicine / cars / planes / computers etc.?*
- 3 In pairs, the pupils discuss Amish opinions.

### Period 3

#### ACTIVITY 1 Read the examples. 15 mins

- 1 Read the example sentences to the pupils.

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

- 2 Read number 1 to the pupils. Elicit the answer (*a – be*).
- 3 Repeat with the other sentences. Make sure the pupils understand that all tenses of the passive use *be* in some form.

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

**ACTIVITY 2 Change to present, perfect and passive forms.****Add by + agent if necessary. 15 mins**

- 1 Read sentence number 1 to the pupils. Help them to change it to the passive voice.
- 2 The pupils change the rest of the sentences to the passive voice.
- 3 Check the answers orally.

**Answers:** 1 *By the end of World War II, 85 million people had been killed.* 2 *Hundreds of great cities in many countries had been destroyed.* 3 *A new organization to prevent future wars was required by the world's leaders.* 4 *As a result, the United Nations was created by a group of 50 countries in 1945.* 5 *The UN building was constructed in New York between 1945 and 1952.* 6 *All over the world since 1945, the UN's protection has been needed by people in danger.* 7 *Today, UN operations are carried out in many places.* 8 *Clearly, the UN is needed now as much as we have ever needed it.*

**ACTIVITY 3 Change to future passive forms. Add by + agent if necessary. 10 mins**

- 1 Choose a pair of pupils to read the conversation.
- 2 Read number 1 to the pupils. Help them to change it to the passive voice.
- 3 The pupils change the rest of the conversation to the passive voice.
- 4 Ask a pair of pupils to read the conversation, in the passive voice, to the class.

**Answers:** 1 *Many new kinds of crops are going to be developed by food scientists. They are going to be designed to grow in hotter, drier conditions than today.* 2 *Millions more people are going to be saved by better health care. The world's worst diseases are also going to be defeated.* 1 *One day, the United Nations will be turned into a much stronger organization. All wars will be stopped from starting by this new world government.* 2 *New homes for our species will be built on the planet Mars. Space stations millions of kilometres from Earth will also be constructed by thousands of space travellers.*

**Period 4****ACTIVITY 1 Listen and repeat. 10 mins** 

- 1 Point to each of the words and say them. Check the meaning with the pupils.
- 2 Play recording 10. The pupils listen.
- 3 Play recording again. Pause after each word. The pupils repeat the words chorally and individually.

**Word formation**

- 4 Read the sets of words; help the pupils to work out which are adjectives, nouns and verbs.
- 5 Show the pupils how we change one form into another, for each of the sets.

**CD 3 Audio 10**

*achieve atmosphere available coal despite  
form fossil fuel gas manage pressure resource/  
effect effective grow growth  
pollution pollute use use*

**ACTIVITY 2 Look at the chart, the pictures and the passage title. Then do the tasks. 5 mins**

- 1 Show the chart, pictures and title to the pupils. Read the tasks to the pupils.
- 2 Help the pupils to do the tasks.

**Answers:** 1 *World Average Surface Temperature 1880–2010. It shows that the temperature has gone up a lot.* 2 *They show the desert area near to the River Nile, and farmers trying to hold back the desert from their crops.* 3 *The farm may become part of the desert and the farmer will not be able to grow food there.* 4 *Because the temperature of the ground is increasing all the time.* 5 *The title of the article means that this century is very dangerous because we are going to have a lot of problems with climate change.*

**ACTIVITY 3 Read and number the paragraph 'headings' in order. 5 mins**

- 1 Read the paragraph headings to the pupils.
- 2 The pupils read the text individually.
- 3 The pupils identify the first heading (*Why we humans ... etc.*).
- 4 The pupils number the rest of the headings in the correct order.

**Answers:** left column: 4, 7, 5, 2 right column: 3, 6, 1

**ACTIVITY 4 Read and answer the questions. 10 mins**

- 1 Read the questions to the pupils.
- 2 The pupils read the text individually again and answer the questions.
- 3 Check the answers orally.



**Answers:** 1 Because if we don't, our future will be terrible.  
 2 We have more technology than ever to help us. 3 Because we have to work together. 4 Health care and a healthy diet.  
 5 The population is going up very fast and the climate is changing. 6 The population will be decreasing steadily.  
 7 Because we have been burning fossil fuels, which have polluted the Earth's atmosphere.

### ACTIVITY 5 Work in pairs. Think and discuss. 10 mins

- 1 Read the situation to the pupils. Ask them the questions and help them to express their answers.
- 2 Ask other questions, such as *What can you do to make your life better? Are you worried? Is it hard work?* etc.
- 3 In pairs, the pupils discuss the situation.
- 4 Choose pairs of pupils to tell the class what they talked about.

## Period 5

### ACTIVITY 1 Replace with new words from period 4. Make any changes needed. 5 mins

- 1 Read number 1 to the pupils. Ask *What word means the same as 'succeeded in getting'?* (achieved)
- 2 The pupils complete the rest of the activity with the new words from period 4.

**Answers:** 1 achieved 2 available 3 forms 4 atmosphere

### ACTIVITY 2 Read and complete the summary. Add other new words from period 4. Make any changes needed.

5 mins

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

**Answers:** 1 Despite 2 effective 3 growth 4 pressure  
 5 resources 6 use 7 managed 8 fossil fuels 9 coal  
 10 gases 11 polluting

### ACTIVITY 3 Read the passage and do the tasks. 10 mins

- 1 Read the tasks to the pupils.
- 2 The pupils read the text individually and do the tasks.
- 3 Check the answers orally.

**Answers:** 1 working together 2 killing and oppressing other humans 3 climate change 4 clean forms of energy

### ACTIVITY 4 Read the passage again and do the tasks.

10 mins

- 1 The pupils read the text again, individually.

### Say what the underlined words refer to.

- 2 Read number 1 to the pupils and ask *What does 'It' refer to?* Help the pupils to work out the answer (*working together, making peace, not war*).

**Answers:** 1 working together, making peace, not war  
 2 be made available to all 3 the century after this one

### Now say what the underlined words and phrase mean.

- 3 Read number 1 to the pupils and ask *What does 'has' mean?* Help the pupils to say what it means (*must*).
- 4 The pupils work out what the other underlined words and phrases mean.

**Answers:** 1 must 2 What will happen? 3 the population

### ACTIVITY 5 Work in pairs. Think and discuss. 10 mins

- 1 Read the speech bubble to the pupils. Ask them for their opinions, for example, *Do you agree / disagree? Why do you agree / disagree? What is the problem with this point of view? What is your point of view?* etc.
- 2 In pairs, all the pupils discuss climate change and what can / should be done about it.
- 3 Choose pairs of pupils to talk about what they discussed to the class.

## Period 6

### ACTIVITY 1 Add the correct 'umbrella' words. Then add more words below. 20 mins

- 1 Elicit ideas for the 'umbrella words' (categories) from the pupils.
- 2 Elicit other words for the second group.

**Answers:** (example answers) 1 fossil fuels: coal, natural gas;  
 vegetables: beans, potatoes, peas

### Now add three words beneath each 'umbrella' word.

- 3 Elicit ideas for words for each category.

**Answers:** (example answers) emergency workers: firefighter, paramedic, policeman; natural disasters: earthquake, wildfire, flood

### Now create your own 'word umbrellas' in your vocabulary notebook.

- Elicit ideas for 'umbrella' words (*transport, furniture, places in a town*, etc.) and write them on the board.
- Pupils choose words and write 'word umbrellas' in their notebooks.
- Call pupils to the front to write their 'word umbrellas' on the board.

### ACTIVITY 2 Use groups of words from activity 1 to complete the sentences. 10 mins

- Read number 1 to the pupils and ask *What are the missing words?* (see answers below)
- The pupils complete all the sentences.
- Check the answers orally.

**Answers:** (example answers) 1 *firefighters, paramedics, policemen* 2 *coal, natural gas, oil* 3 *potatoes, beans, peas* 4 *hurricanes, earthquakes, floods*

### ACTIVITY 3 Complete the statements with pairs of opposites. Make any changes needed. 10 mins

- Read the words in the left box and elicit the opposites for each word from the right box.
- Read number 1 and ask *What are the missing words?* (see answers below)
- The pupils complete the statements with pairs of opposites.
- Check the answers orally.

**Answers:** 1 *safe, dangerous* 2 *wars, peace* 3 *failed, succeeded* 4 *prevented, allowed* 5 *negative, positive* 6 *increased, decreased*

## Period 7

### ACTIVITY 1 Read the examples. 15 mins

- Read the example sentences to the pupils.

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

- Read number 1 to the pupils. Elicit the answer (*b – will + be*).
- Repeat with the other sentences.

**Answers:** 1 *b* 2 *b* 3 *b*

### ACTIVITY 2 Change the underlined sections. Use modal passive forms. 15 mins

- Read number 1 and the example answer to the pupils.

- Help the pupils to change the underlined sections of the other sentences to the passive.

**Answers:** 1 *They've broken the machine and it can't be repaired.*  
2 ... *the vehicle might be damaged* 3 *People shouldn't be allowed to work ...* 4 *The whole job has to be finished ...*  
5 *The equipment mustn't be used ...* 6 *you would be taught ...*

### ACTIVITY 3 Complete each sentence with a suitable modal verb and the verb in brackets in the passive form. Make the changes needed. 10 mins

- Read the modal verbs in the box to the pupils.
- Show the pupils how the first sentence has been completed using a modal verb.
- Help the pupils to complete the rest of the sentences. In connection with the phrase *international peace-keepers*, explain that the United Nations does not have its own army; instead it must ask member countries to supply the soldiers it needs. These soldiers wear blue helmets to identify themselves.

**Answers:** *can't be allowed / must be stopped / should be asked / shouldn't be given / must be sent / will have to be organized / could be avoided / could be brought / can't be expected*

## Period 8

### ACTIVITY 1 Use the passive with *going to*. Turn the comments into a formal report. 15 mins

- Read the situation to the pupils.
- Help the pupils turn the first sentence of the speech bubble into the passive (see answers below).
- The pupils turn all the comments into a formal report by changing the verbs to the passive form.

**Answer:** *First, a team of rescue workers is going to be sent. Food and clean water are also going to be supplied. Then, several emergency camps are going to be set up. At the same time, medical help for everyone is going to be provided. Later, the villages are going to be rebuilt on higher ground. Also, a new flood warning system is going to be developed.*

### ACTIVITY 2 Use the passive with *will*. Turn the comments into a formal report. 15 mins

- Help the pupils turn the first sentence of the speech bubble into the passive (see answers below).
- The pupils turn all the comments into a formal report by changing the verbs to the passive form.

**Answers:** One day, our first city in space will be constructed, and it will be designed in the shape of a huge wheel. One section of the wheel will be used for high-tech factories and another part will be kept for food production. The third part will be needed for people to live in and about 10,000 people will be invited to move there and become the first humans to live in deep space.

### ACTIVITY 3 Produce formal public notices. Put the modal verbs in the passive. 10 mins

- 1 Read the first instructions and the formal notice to the pupils.
- 2 The pupils turn the rest of the instructions into formal notices with the passive voice.

**Answer:** 1 Rooms should be left empty by 10 am on the day that guests depart. All bills have to be paid before you depart. 2 Ten books can be borrowed at one time. Books can be kept for three weeks. 3 All equipment must be turned off at the end of work. If any piece of equipment does not operate correctly, it should be reported immediately. 4 Customers will be allowed 28 days to return new products and get their money back. Products that have been opened and used cannot be accepted.

### Now say where you might see these pairs of formal notices.

- 3 Read the first pair of notices to the pupils. Ask *Where would you see that?*
- 4 Help the pupils to work out a suitable location.
- 5 The pupils work out locations for all the pairs of notices.

**Answers:** 1 A hotel 2 A library 3 An office 4 A shop

## Period 9

### ACTIVITY 1 Listen and do the tasks. 10 mins

- 1 Choose pupils to read one point each about climate change.
- 2 Play recording 11. The pupils listen.
- 3 Play recording again. The pupils number the points in the order they hear them.
- 4 Check the answers orally.

#### CD 3 Audio 11

##### Part 1

**Nandy:** Hello, and welcome to Head to Head. I'm Yasmin Nandy, and please welcome Dr Harry Honda, who studies the future.

**Honda:** Good evening.

**Nandy:** Now, Dr Honda, let's start with something that you talk about in your new book, *The most dangerous century*. Let's discuss climate change.

**Honda:** Yes, I think it's very important to talk about that.

**Nandy:** I completely agree with you. It seems clear that the climate really is changing.

**Honda:** Yes, very clear. Just look at the melting sea ice in the far north.

**Nandy:** But in the past, the Earth has been a lot warmer than it is now, and it's been a lot colder, too. Just think of the Ice Ages.

**Honda:** That's certainly true.

**Nandy:** So I want to suggest that this climate change is happening naturally. In other words, yes, climate change is happening, but it's natural climate change. So nature is the cause.

**Honda:** I'm sorry, but I can't agree with you there. All right, part of the climate change may be happening naturally. But almost all climate scientists now accept that today's climate change is mostly man made. They agree that the atmosphere is being polluted by gases from burning fossil fuels like oil. That's the main cause of climate change. And humans are the ones who are doing the burning.

**Nandy:** People say that temperatures are rising, but some scientists say that they haven't been increasing in recent years.

**Honda:** I partly agree with you about that. But if you look at the changes over 30, 50 or 100 years, the direction is always up.

**Nandy:** And what other results are we seeing?

**Honda:** All kinds of things. Bigger storms and more rain in some places. Other places are getting drier and hotter, and so food production is falling. And that's really important. We have to take action so that pollution will be reduced.

**Nandy:** So what can be done in order to make that happen? Perhaps energy use could be reduced. In a lot of the richer countries there's a lot of waste. Perhaps people would be more careful if prices were much, much higher.

**Honda:** Reducing waste is certainly part of the answer, but the big problem is that more and more countries are getting richer, and then they also want to use more and more energy.

**Nandy:** So what's the answer?

**Honda:** Clean forms of energy must be developed and used far more, and then those polluting fossil fuels will be used far less.

**Answers:** Problems: 1 Important causes: 3, 2 Results: 4, 5 Actions: 7, 8 Purpose: 6

- 5 Choose pupils to read one point each about population growth.
- 6 Play recording 12. The pupils listen.
- 7 Play recording again. The pupils number the points in the order they hear them.

## 8 Check the answers orally.

**CD 3 Audio 12****Part 2**

**Nandy:** Well, let's move on to another important area that you discuss in your book – human population and the way that it keeps growing and growing.

**Honda:** Yes, human population growth has an effect on many other things, including climate change. The more people there are, the more pollution there is. And the more pollution there is, the more climate change there is.

**Nandy:** But why is the population growing? Is it because there are fewer wars now, so fewer people are dying violently now than in the past? If so, population growth is a good thing, isn't it?

**Honda:** You're right, and that's certainly one cause, but it isn't the most important one. The most important reason for population growth today is that better health care is being given to people around the world.

**Nandy:** How is that changing things?

**Honda:** Well, first, more children are surviving than used to happen.

**Nandy:** And that's a wonderful thing, isn't it?

**Honda:** It certainly is. In the old days, children often died before they were a year old. Now, far more survive. And better health care for older people means that they are living longer.

**Nandy:** So that's a very good thing, too, isn't it?

**Honda:** Yes, but the problem is that our world can't go on supporting a population that just goes on rising. More and more people need more and more food, water, energy and many other things. And we just can't continue like that.

**Nandy:** Then we have to control the population so that fewer resources will be needed.

**Honda:** Exactly.

**Nandy:** Perhaps everyone should be like the Chinese – have smaller families by law.

**Honda:** Well, that may become necessary in some places, but there is another way.

**Nandy:** What's that?

**Honda:** As countries develop and get richer, families naturally have fewer children.

**Nandy:** Really!

**Honda:** Yes, families have to give each child more education to have the best possible chance to do well in life. That means they can't afford to have many children.

**Nandy:** So you're saying that family size could be allowed to fall naturally.

**Honda:** Yes, and in lots of places that's already happening. In fact, the population is now falling in several countries – Japan and Italy, for example.

**Nandy:** And is that going to happen in other countries, too?

**Honda:** Yes, and so we're going to see the human population stop rising by the end of this century and then start slowly falling.

**Nandy:** That sounds like very good news! Thank you, Dr Honda.

**Answers:** Problems: 1 Important causes: 3, 2

Results: 4, 5 Actions: 7, 8 Purpose: 6

### ACTIVITY 2 Listen to part 1 again. Tick (✓) the expressions that you hear. 10 mins

- 1 Read the expressions to the pupils.
- 2 Play recording 11 again. The pupils tick the expressions they hear.
- 3 Check the answers orally.

**Answers:** 1 B 2 A 3 B 4 B

### ACTIVITY 3 Practise your pronunciation: the sounds of a.

10 mins 

- 1 Say the six a sounds and words to the pupils. Make sure the pupils can hear the difference. Draw students' attention to the sound in 'want'. Tell them that it is an unusual sound in English, and that there are not many other words with that sound.
- 2 Play recording 13, number 1. The pupils listen and repeat the sounds.
- 3 Play recording 13, number 2. The pupils number the type of a sound they hear (1–5).
- 4 The pupils copy the words in the correct groups. Remind students that they will not find another word with the same sound as 'want' in this exercise.
- 5 Play recording again. The pupils check their answers.
- 6 Check the answers orally.

**CD 3 Audio 13**

1 that age far talk climate want

2 about call can can't change happen made  
past warm

**Answers:** 1 that, can, happen 2 age, change, made 3 far, can't, past 4 talk, call, warm 5 climate, about



**ACTIVITY 4 Work in pairs. Read and act out the dialogue.**

10 mins

- 1 Read the conversation to the pupils. Help them find words with the different sounds of *a*.
- 2 In pairs, the pupils read the conversation.
- 3 As they read, circulate round the class and help them to pronounce *a* sounds correctly.
- 4 Choose pairs of pupils to act out the conversation in front of the class.

**Period 10****Optional Dictation 7 mins** 

- 1 Explain to the pupils that they should write the two short paragraphs they hear.
- 2 Play recording 14. The pupils listen.
- 3 Play recording again. The pupils write the sentences.
- 4 Play recording a third time. The pupils check their sentences.
- 5 Call pupils to the front to write their sentences on the board.

**CD 3 Audio 14****Dictation**

- 1 *I think the future looks disastrous. Why are people so cruel to each other? There are wars everywhere, and people are killing and oppressing other people all over the planet.*
- 2 *For many years, people have been burning fossil fuels – coal, oil and natural gas – to provide energy. That has polluted Earth's atmosphere with various gases that are now causing climate change.*

**Answers:** see the Audio**ACTIVITY 1 Work in pairs. Add your school's address, the date and the following to a formal letter. 7 mins**

- 1 Help the pupils to add the school's address to the letter.
- 2 Help the pupils choose words and phrases to add to the first part of the letter.
- 3 Read the first part of the main text letter to the pupils. Ask *What is the correct connector? (in order to)*
- 4 The pupils complete the letter, choosing the correct connectors.
- 5 Call pupils to the front to write the sections of the letter on the board.

**Answers:** 1 *in order to* 2 *because* 3 *As a result,* 4 *and* 5 *For example,* 6 *On the other hand,* 7 *so that* 8 *to*

- 6 Help the pupils choose words and phrases to end the letter.
- 7 Choose a pupil to read the complete letter on the board to the class.

**ACTIVITY 2 Write a letter about population growth. Use your period 9, activity 1 notes. 13 mins**

- 1 Read the Unit task to the pupils.
- 2 The pupils look at period 9, activity 1 again.
- 3 They familiarize themselves with the ideas about population growth.
- 4 The pupils write a letter to the United Nations about population growth.
- 5 Choose pupils to read their letters to the class.

**ACTIVITY 3 Work in groups. Discuss the list of problems for Palestine and Palestinians. 13 mins**

- 1 Arrange the pupils in groups of four or five.
- 2 The pupils discuss each of the problems, their causes and results.
- 3 The pupils arrange the problems in order of importance for Palestine. They can add other relevant problems if they wish.
- 4 Each group presents their most important problem to the class. They should prepare notes in three stages:
  - Stating the problem
  - Describing the causes and results
  - Discussing the actions
- 5 Arrange a class vote to decide the best speakers.

**Period 11****Reading episode 12: Introduction 5 mins**

- 1 Elicit the story so far from the pupils.
- 2 Show the picture to the pupils and elicit ideas about the story. Ask questions such as *Who are these people? Where are they? What are they waiting for?* etc.

**Reading episode 12: Scanning 5 mins**

- 1 *Say I'm going to ask some questions. Find the answers as quickly as you can.*
- 2 Ask the questions below and help the pupils to find the answers quickly, without reading the whole episode.
 

*What time did the train arrive in London? (8:50)*

*What did Phileas Fogg want to do on Monday? (He wanted to marry Aouda.)*

*What was the problem with doing that? (He couldn't marry her because it was Sunday.)*

*What did he do when he discovered his mistake? (He went to the Reform Club.)*

*What did his friends do? (They gave him £20,000.)*
- 3 During this activity, make use of the Notes about the episode (and the phonetic pronunciation) as appropriate.



**Reading episode 12: Intensive reading 1** 20 mins

- 1 The pupils read the episode silently. Do not allow them to ask questions.
- 2 While they are reading, write the words and phrases from *Reader glossary* on page 96 on the board.
- 3 When they have finished, point to each of the words and phrases on the board. Help them to guess the meaning.
- 4 After going through all the words, allow the pupils to check the definitions on page 96.
- 5 Allow other questions about the text: set a limit to the number of questions you will allow – five is a reasonable number.
- 6 Choose pupils to tell the main points of the story to the class.

**Reading aloud** 10 mins

- 1 The pupils read from line 29 *Fogg left home quickly and went ...* Guide them to reading together, at the same speed.
- 2 Choose pupils to read a paragraph each, individually.
- 3 In pairs, the pupils read the final paragraphs to each other.

**Period 12****ACTIVITY 1 Match sentence parts 1–6 and a–f to start a summary.** 10 mins

- 1 Read number 1 to the pupils and show that it goes with c.
- 2 The pupils match the rest of the sentence parts.
- 3 Check the answers orally.

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

**ACTIVITY 2 Match sentence parts 7–12 and g–l to complete the summary.** 10 mins

- 1 Read number 7 to the pupils and show that it goes with l.
- 2 The pupils match the rest of the sentence parts.
- 3 Check the answers orally.

**Answers:** 7l 8k 9i 10g 11j 12h

**ACTIVITY 3 Work in pairs. Take turns to read out the whole summary, sentence by sentence.** 8 mins

- 1 Ask individual pupils to read a sentence each from activity 1 and activity 2.
- 2 Show the pupils that the sentences combine to make a summary of the episode.
- 3 In pairs, the pupils take turns to read a sentence each of the whole summary.

**A dialogue based on the story.** 12 mins

- 1 If you want the pupils to produce the dialogue, read lines 29–35 to them. Explain that they are going to write the complete conversation at the Reform Club when Fogg walks in. Elicit ideas from the pupils and write their suggested dialogue on the board.

# Grade 10B English Test

## Teacher's Notes

### Part I (35 minutes – 20 marks)

#### I Speaking (15 minutes – 10 marks)

##### ACTIVITY 1 Decide what you should say: a), b) or c).

(2 marks)

**Answers:** 1 b 2 c

##### ACTIVITY 2 Mark the stress in each word. (3 marks)

**Answers:** *disability, disabled, generation, mysterious, qualification, vocational*

##### ACTIVITY 3 Match a)–e) to (1)–(5) to complete the dialogue. (5 marks)

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

## II Listening and Dictation (20 minutes – 10 marks)

In listening tests, play each recording twice. With longer passages, pause every now and then to give the pupils enough time to listen and write the answers. Allow the pupils to make notes while they listen.

##### ACTIVITY 4 Listen and make notes. (6 marks)

### CD 3 Audio 15

*Ian:* Hello?  
*Sue:* Oh, hello. Is that Mr Probert?  
*Ian:* Speaking. How can I help you?  
*Sue:* Oh, good. My name is Sue Lee, and I'm a newspaper reporter.  
*Ian:* Oh, yes?  
*Sue:* Yes, and I'm calling about your recent report ...  
*Ian:* About the Loch Ness Monster?  
*Sue:* That's right. I'd like to ask you a few questions, if I may.  
*Ian:* Well, OK, but I haven't got much time.  
*Sue:* Don't worry. This won't take long.  
*Ian:* Well, go ahead then.

*Sue:* Thanks, well, first, can I check that I've got your name right. I've got Mr Jan Probert.  
*Ian:* No, it's not Jan. It's Ian – I-a-n.  
*Sue:* I-a-n. Thanks ... And then P-r-o-b-e-r-t.  
*Ian:* No, sorry. It's P-r-o-b-e-double-t.  
*Sue:* Oh, right. P-r-o-b-e-double-t.  
*Ian:* That's it.  
*Sue:* Now, about the event. What date did you see it?  
*Ian:* That was on the 21st of May. A beautiful day, it was.  
*Sue:* The 21st of May then. And what time did you see the monster?  
*Ian:* It was at about a quarter past nine in the morning.  
*Sue:* So ... 9:15 am. And where exactly did you see it?  
*Ian:* It was about 200 metres from the castle.  
*Sue:* About 200 metres from the castle. Good. And can you describe it? What did it look like?  
*Ian:* It had a long, thin neck, and a small head.  
*Sue:* Long, thin neck ... small head. OK. And my last question is this. How did it move?  
*Ian:* Well, it swam slowly south-east ...  
*Sue:* Swam slowly ... south-east, you say.  
*Ian:* Right. And then it disappeared underwater.  
*Sue:* Mm ... disappeared underwater.  
*Ian:* Yes, and that was it.  
*Sue:* Well, thank you very much Mr Probert. You've been very helpful.

**Answers:** 2 Ian Probert 3 21st May 4 9:15 am 5 about 200 metres from the castle 6 long, thin neck, small head 7 swam slowly south-east, then disappeared

##### ACTIVITY 5 Listen and write down what you hear.

(4 marks) 

### CD 3 Audio 16

- 1 Everyone was shocked and anxious to hear that Waleed was suffering from a dangerous heart condition, but we were very relieved when the doctors were able to operate successfully.
- 2 Although career decisions today can be stressful, this is certainly better than the situation several generations ago when not many people had much education and opportunities were very limited.

**Answers:** see Audio

**Part II (35 minutes – 30 marks)****I Vocabulary (15 minutes – 15 marks)****ACTIVITY 1 Complete the sentences with these pairs.**

(5 marks)

**Answers:** 1 possible, possibility 2 surprising, surprised  
3 effect, effective 4 development, developing 5 deep, depth

**ACTIVITY 2 Replace with other words that you know. Make any changes needed. (5 marks)**

**Answers:** 1 prevent 2 connected 3 such as 4 likely  
5 survived

**ACTIVITY 3 Choose the correct connectors to complete the paragraph. (5 marks)**

**Answers:** 1 so 2 As a result 3 in order to 4 Although  
5 Moreover

**II Language (20 minutes – 15 marks)****ACTIVITY 1 Choose the correct forms to complete the sentences. (5 marks)**

**Answers:** 1 c 2 b 3 d 4 d 5 b

**ACTIVITY 2 Write the sentences again. Use the words in brackets. (10 marks)**

**Answers:** 1 Ann wants to know if I'm going to have a party.  
2 He said that he had been too excited to work that day.  
3 We need carbohydrates so that we can get quick energy in the morning.  
4 This road has been built in less than a year.  
5 Many people are going to be forced to move away by climate change.

**Part III (35 minutes – 35 marks)****I Reading (15 minutes – 20 marks)**

Read more about human population growth (Unit 12) and do the tasks.

**ACTIVITY 1 List details from the passage. (12 marks)**

**Answers:** 1 3 billion 2 9 billion 3 10 billion 4 a food  
b clean water 5 a Japan b Germany c Italy 6 1.5  
7 1.4 billion 8 23.5 million 9 100,000 people 10 more than  
1 kilometre high 11 25% 12 a shops b schools c cinemas  
d hospitals e parks

**ACTIVITY 2 Answer these questions. (8 marks)**

**Answers:** 1 Because there isn't enough food and clean water for everyone. 2 In China, it's controlled by law; in countries like Germany, people make the decision to have fewer children. 3 It has too little space, and a sky city wouldn't take up much space on the ground. 4 Because the population of Shanghai is rising very fast.

**II Writing (20 minutes – 15 marks)****ACTIVITY 1 Write three very short paragraphs about yourself.****Test – Around the World in 80 Days**

(15 marks)

**Episode 7: Together again in Japan****Complete the statements. (3 marks)**

**Answers:** 1 he saw Fogg and Aouda in the audience. 2 they weren't going to visit any more British colonies. 3 it was one of the fastest ships in the world.

**Episode 8: By train from San Francisco****Decide a) who said the following, b) who to and c) where.**

(2 marks)

**Answers:** 1 Fogg said it to Passepartout in San Francisco.  
2 Passepartout said it to the other passengers near the broken bridge.

## Episode 9: An attack in 'the Wild West'

**Make corrections (two per sentence). (3 marks)**

**Answers:** 1 A large number of Sioux attacked the train on its way across the Great Plains. 2 Passepartout climbed under the carriages to the front of the train to make it stop. 3 The Sioux disappeared because soldiers came running to the train to help, but Passepartout had disappeared, so Fogg decided to try and find him.

## Episode 10: The race to New York

**Complete the statements. (2 marks)**

**Answers:** 1 Fogg decided to go to Omaha on a sledge. 2 their ship had already left for England.

## Episode 11: The race to Britain

**Complete the statements. (2 marks)**

**Answers:** 1 he needed to burn all the wooden parts in order to reach England instead of Bordeaux. 2 that he needed to get on a train immediately to reach London by the evening.

## Episode 12: All's well that ends well

**Write brief answers. (3 marks)**

**Answers:** 1 Because he had lost all his money and he was very unhappy. 2 Aouda asked Fogg to marry her. 3 He discovered that Fogg and Aouda couldn't get married the next day because the next day was Sunday, so there was still time to get to the Reform Club on Saturday.

# Grade 10A English Test 1

## Teacher's Notes

### Part I (35 minutes – 20 marks)

#### I Speaking (15 minutes – 10 marks)

##### ACTIVITY 1 Decide what you should say: a), b) or c). (2 marks)

Answers: 1 b 2 c

##### ACTIVITY 2 Write the past simple forms in the correct group. (3 marks)

Answers: 1 smashed, helped 2 destroyed, saved 3 started, needed

##### ACTIVITY 3 Match a–e to 1–5 to complete the dialogue. (5 marks)

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

## II Listening and Dictation (20 minutes – 10 marks)

In listening tests, play each recording twice. With longer passages, pause every now and then to give the pupils enough time to listen and write the answers. Allow the pupils to make notes while they listen.

##### ACTIVITY 4 Listen and make notes. (6 marks)

### CD 3 Audio 17

- Man: Why are you interested in this job?  
Woman: Because I'm interested in working with the law – in fact, I studied Law at university – and I've worked a lot with refugees.  
Man: What have you been doing since you graduated?  
Woman: First I worked as a magazine editor ...  
Man: Was that here in London?  
Woman: No, that was in Paris. Then I became interested in Palestine, so I worked there for three years.  
Man: What did you do in Palestine?  
Woman: I was a newspaper reporter.  
Man: And after that?

Woman: I came back to England – that was two years ago. Since I came back, I've been working here in London.

Man: What have you been doing?

Woman: I've been working as the director of a refugee centre.

Man: That sounds like hard work!

Woman: Yes, it is – but it's very interesting.

Answers: 1 magazine editor 2 Paris 3 newspaper reporter 4 Palestine 5 director of a refugee centre 6 London

##### ACTIVITY 5 Listen and write down what you hear. (4 marks)

### CD 3 Audio 18

- 1 When I arrived home at six, my mother was making dinner. My brother had gone out earlier. 'I'm glad he's gone out to see his friends,' she said.
- 2 Mahmoud Darwish was born in 1942. In 1948 he had to leave Palestine and he became a refugee in Lebanon. He died in Palestine in 2008.

Answers: see Audio

## Part II (35 minutes – 30 marks)

### I Vocabulary (15 minutes – 15 marks)

##### ACTIVITY 1 Complete the sentences with the words in the box. (5 marks)

Answers: 1 position 2 appointment 3 laboratory 4 apartment 5 steep

##### ACTIVITY 2 Complete the sentences. Use other grammatical forms of the words in brackets. (5 marks)

Answers: 1 protection 2 explosion 3 usually 4 destructive 5 discovery

##### ACTIVITY 3 Choose the correct two-part verbs to complete the paragraph. Write them in the correct form. (5 marks)

Answers: 1 showed me round 2 took me out 3 deal with 4 settle in 5 gave up



**II Language (20 minutes – 15 marks)**

**ACTIVITY 1 Choose the correct forms to complete the sentences. (5 marks)**

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

**ACTIVITY 2 Write the sentences again. Use the words in brackets. (10 marks)**

**Answers:** 1 This book was written by my grandfather. 2 It was such difficult homework that I phoned my friend for help. 3 My sister isn't as tall as my brother. 4 Basim is too young to drive a car. 5 I still haven't finished my homework.

**Part III (35 minutes – 35 marks)**

**I Reading (15 minutes – 20 marks)**

Read about Marie Curie and do the tasks.

**ACTIVITY 1 Complete the notes about the passage. (6 marks)**

**Answers:** 1 1100, 1795 2 1795, 1918 3, 4, 5 Russia, east / Prussia, north-west / Austria / south-west

**ACTIVITY 2 Is this information in the text? Write Yes or No. (6 marks)**

**Answers:** 1 Yes 2 Yes 3 No 4 No 5 Yes 6 No

**ACTIVITY 3 Write T (true) or F (false). (8 marks)**

**Answers:** 1 F 2 F 3 T 4 F 5 F 6 T 7 F 8 F

**II Writing (20 minutes – 15 marks)**

**ACTIVITY 1 Write three very short paragraphs about the weather in Palestine. (15 marks)**

**Test – Around the World in 80 Days (15 marks)**

**Episode 1: The adventure begins**

**Complete the statements. (2 marks)**

**Answers:** 1 a circus acrobat and a firefighter 2 Phileas Fogg and Passepartout got on it / had got on it.

**Episode 2: East to India**

**Are the statements true or false? (3 marks)**

**Answers:** 1 F 2 F 3 T

**Episode 3: Saving Aouda**

**Write brief answers. (3 marks)**

**Answers:** 1 Fogg, Passepartout and Sir Francis Cromarty 2 Because they thought Passepartout was the dead man. 3 Because Fogg gave him the elephant.

**Episode 4: The route to Singapore**

**Make corrections (two per sentences). (3 marks)**

**Answers:** 1 Passepartout recognized his shoes when he saw them in the court-room. 2 Fogg went straight to the port to catch a boat that was going to Hong Kong. 3 The Rangoon sailed through the Straits of Malacca on Wednesday afternoon, 30th October.

**Episode 5: Mr Fogg misses the boat**

**Decide a) who said the following, b) who to and c) where. (2 marks)**

**Answers:** 1 Fix said it to Passepartout when they were in Hong Kong. 2 Fogg said it to ship-owners when he was in the port.

**Episode 6: A storm at sea**

**Complete the statements. (2 marks)**

**Answers:** 1 The General Grant was a fast, modern steamship on its way from Shanghai to San Francisco. 2 If the sea was calm and the wind in the right direction they could sail 800 miles in just over 96 hours / they could get to Shanghai in time.

**Test 1**  
**Part I (35 minutes – 20 marks)**  
**I Speaking (15 minutes – 10 marks)**

**1 Decide what you should say: a), b) or c).** (2 marks)

- 1** You want to say that you finished your homework earlier than you expected.
- a) I've just finished my homework.
  - b) I've already finished my homework.
  - c) I've never finished my homework.
- 2** You want to say that you can't buy a ticket because you haven't got enough money.
- a) They're very expensive.
  - b) They aren't expensive enough.
  - c) They're too expensive.

**2 Write the past simple forms in the correct group.** (3 marks)

destroy   smash   start   help   save   need

1 /t/ liked

2 /d/ called

3 /ɪd/ wanted

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3 Match a–e to 1–5 to complete the dialogue.** (5 marks)

- a) since we left university
- b) to see you again
- c) like a good job
- d) straight to Palestine
- e) from somewhere

Amy      Khalid? I know that name 1 \_\_\_\_\_.

Khalid    It's Amy, isn't it? We were on the same course at university.

Amy      That's right! It's really good 2 \_\_\_\_\_.

Khalid    What have you been doing 3 \_\_\_\_\_?

Amy      I've been working in London. What about you?

Khalid    When I left university, I came 4 \_\_\_\_\_ . Now I'm the director of this institute.

Amy      That sounds 5 \_\_\_\_\_.

**II Listening and Dictation (20 minutes – 10 marks)**

**4 Listen and make notes.** (6 marks)

University: Law

Jobs 1 \_\_\_\_\_ in 2 \_\_\_\_\_ 3 \_\_\_\_\_ in 4 \_\_\_\_\_ 5 \_\_\_\_\_ of a \_\_\_\_\_ in 6 \_\_\_\_\_

**5 Listen and write down what you hear.** (4 marks)

**Part II (35 minutes – 30 marks)**  
**I Vocabulary (15 minutes – 15 marks)**

**1 Complete the sentences with the words in the box.**

(5 marks)

apartment   appointment   laboratory   position   steep

- 1 My uncle has a very good \_\_\_\_\_ at the university.
- 2 Basim has an \_\_\_\_\_ with the director at 2 o'clock.
- 3 His sister is a scientist and she works in a \_\_\_\_\_.
- 4 We live in an \_\_\_\_\_ near the town centre.
- 5 He got tired running up the hill because it was \_\_\_\_\_.

**2 Complete the sentences. Use other grammatical forms of the words in brackets.**

(5 marks)

- 1 Firefighters always wear \_\_\_\_\_ when they go to fight a fire. (protect)
- 2 Before the fire, there was a very loud \_\_\_\_\_. (explode)
- 3 My father \_\_\_\_\_ walks to the office. (usual)
- 4 The hurricane caused a very \_\_\_\_\_ flood. (destroy)
- 5 Madame Curie is famous for the \_\_\_\_\_ of radium. (discover)

**3 Choose the correct two-part verbs to complete the paragraph. Write them in the correct form.**

(5 marks)

settle in   take someone out   show someone round   deal with   give up

The first day at my new job was great. The director 1 \_\_\_\_\_ me \_\_\_\_\_ and at lunchtime he 2 \_\_\_\_\_ me \_\_\_\_\_ to a local restaurant. However, on the second day, I had to 3 \_\_\_\_\_ a very difficult situation. The next two months were terrible. I couldn't 4 \_\_\_\_\_ and after that I 5 \_\_\_\_\_ and left.

**II Language (20 minutes – 15 marks)**

**1 Choose the correct forms to complete the sentences.**

(5 marks)

- 1 When my friends arrived, my brother \_\_\_\_\_ gone out.  
a) have                      b) has                      c) had                      d) will have
- 2 If you had phoned me earlier, I \_\_\_\_\_ at home.  
a) will be                      b) would be                      c) am                      d) would have been
- 3 I wasn't strong \_\_\_\_\_ to carry all those boxes.  
a) more                      b) enough                      c) so                      d) that
- 4 The riddle was \_\_\_\_\_ difficult to understand.  
a) too                      b) very                      c) enough                      d) such
- 5 It was \_\_\_\_\_ hot day that we didn't go out.  
a) such                      b) so                      c) so that                      d) such a

**2 Write the sentences again. Use the words in brackets.**

(10 marks)

- 1 My grandfather wrote this book. (book was)
- 2 The homework was so difficult that I phoned my friend for help (such)
- 3 My brother is taller than my sister. (as ... as)
- 4 Basim isn't old enough to drive a car. (young)
- 5 I haven't finished my homework yet. (still)

**Part III (35 minutes – 35 marks)**  
**I Reading (15 minutes – 20 marks)**

**Read about Marie Curie and do the tasks.**

Madame Curie is best known for her scientific discoveries, but there is another important side to her life, which is connected with the sad history of her country, Poland. For hundreds of years from 1100, Poland was a separate, independent nation. However, since 1795 it had not been an independent nation. It was divided into three parts, and each part was controlled by a different country. The east part was controlled by Russia, the north-west part was controlled by Prussia, and the south-west part was controlled by Austria.

Marie Curie loved her country and she wanted the three parts to become one country again. She wanted Poland to be an independent country and, although she lived in France for most of her life, she always remembered her country. She spoke French with her husband, but she spoke Polish as often as she could with her children and she often returned to Poland. Unfortunately it would have been difficult for her to work as a scientist in Poland.

There was one very special way she could help her country. In 1898 she discovered a new metal and she had to choose a name for it. She called it Polonium because Polonia is the Polish word for the country we call Poland. By calling her metal Polonium, she made people think about her country and its difficult situation.

Marie Curie lived to see her dream come true. In 1918, after the First World War, Poland became one country again. In her own way, Marie Curie had helped to make that happen.

**1 Complete the notes about the passage.**

(6 marks)

- 1 Poland was an independent nation from about \_\_\_\_\_ to \_\_\_\_\_.
- 2 It was divided into three parts from \_\_\_\_\_ to \_\_\_\_\_.
- 3 \_\_\_\_\_ controlled the \_\_\_\_\_ part.
- 4 \_\_\_\_\_ controlled the \_\_\_\_\_ part.
- 5 \_\_\_\_\_ controlled the \_\_\_\_\_ part.

**2 Is this information in the text? Write Yes or No.**

(6 marks)

- 1 The year that Madame Curie discovered Polonium. \_\_\_\_\_
- 2 The name of Poland in the Polish language. \_\_\_\_\_
- 3 Madame Curie's age when Poland became an independent country. \_\_\_\_\_
- 4 Why Poland was divided into three parts in 1795. \_\_\_\_\_
- 5 What language she used with her husband. \_\_\_\_\_
- 6 The last time she went to Poland. \_\_\_\_\_

**3 Write T (true) or F (false).**

(8 marks)

- 1 In 1500, Poland was controlled by three countries. \_\_\_\_\_
- 2 All of the countries which used to control Poland still exist. \_\_\_\_\_
- 3 Madame Curie made an important discovery in 1898. \_\_\_\_\_
- 4 Madame Curie kept politics and science completely separate. \_\_\_\_\_
- 5 Madame Curie always spoke French in France. \_\_\_\_\_
- 6 It was easier for her to work as a scientist in France. \_\_\_\_\_
- 7 Madame Curie never visited Poland after she left the country. \_\_\_\_\_
- 8 Poland was an independent country during the First World War. \_\_\_\_\_

**II Writing (20 minutes – 15 marks)**

**1 Write three very short paragraphs about the weather in Palestine.**

(15 marks)

Paragraph 1: Write about the different types of weather in each season and in different parts of Palestine.

Paragraph 2: Write about the type of weather in Palestine that you don't like and why you don't like it.

Paragraph 3: Write about the type of weather in Palestine that you like, why you like it, and what you do in that type of weather.



## Test – Around the World in 80 Days (15 marks)

### Episode 1: The adventure begins

Complete the statements. (2 marks)

- 1 Passepartout had worked as ... \_\_\_\_\_
- 2 The train left the station five minutes after ... \_\_\_\_\_

### Episode 2: East to India

Are the statements true or false? (3 marks)

- 1 Mr Fix followed Fogg from London to Suez. \_\_\_\_\_
- 2 Mr Fix couldn't arrest anyone in Suez because he wasn't British. \_\_\_\_\_
- 3 Passepartout had a fight with some priests in Bombay. \_\_\_\_\_

### Episode 3: Saving Aouda

Write brief answers. (3 marks)

- 1 Who rode on the elephant? \_\_\_\_\_
- 2 Why were the people in the temple afraid when they saw Passepartout standing up? \_\_\_\_\_
- 3 Why was the guide happy when Fogg said goodbye to him? \_\_\_\_\_

### Episode 4: The route to Singapore

Make corrections (two per sentences). (3 marks)

- 1 Fogg recognized his shoes when he saw them on the train. \_\_\_\_\_
- 2 Fogg went straight to the court-room to catch a boat that was going to Calcutta. \_\_\_\_\_
- 3 The *Rangoon* sailed past Singapore on Thursday afternoon, 30th October. \_\_\_\_\_

### Episode 5: Mr Fogg misses the boat

Decide a) who said the following, b) who to and c) where. (2 marks)

- 1 'Come and have a coffee with me.' \_\_\_\_\_
- 2 'I'm looking for a boat to take me to Yokohama.' \_\_\_\_\_

### Episode 6: A storm at sea

Complete the statements. (2 marks)

The *General Grant* was ... \_\_\_\_\_  
If the sea was calm and the wind in the right direction ... \_\_\_\_\_

# Grade 10B English Test 2

## Teacher's Notes

### Part I (35 minutes – 20 marks)

#### I Speaking (15 minutes – 10 marks)

##### ACTIVITY 1 Decide what you should say: a), b) or c). (2 marks)

Answers: 1 c 2 a

##### ACTIVITY 2 Write the words in the box in the group with the same a sound. (3 marks)

Answers: 1 atmosphere, rapidly 2 fall, law 3 lake, population

##### ACTIVITY 3 Match a–e to 1–5 to complete the dialogue. (5 marks)

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

### II Listening and Dictation (20 minutes – 10 marks)

In listening tests, play each recording twice. With longer passages, pause every now and then to give the pupils enough time to listen and write the answers. Allow the pupils to make notes while they listen.

##### ACTIVITY 4 Listen and make notes. (6 marks)

#### CD 3 Audio 19

Man: Good morning. I'd like my daughter to start at your school.

Woman: Can I take your name, please?

Man: Peter Green.

Woman: And your daughter's name?

Man: Angela.

Woman: And your address?

Man: 18, High Hill Road

Woman: And can you give me a phone number?

Man: 09157 450 231

Woman: That's 09157 450 231.

Man: That's right.

Woman: How old is your daughter?

Man: She's 14.

Woman: Does she have any brothers or sisters?

Man: No, it's just her.

Woman: Does she have any disabilities or special needs?

Man: Yes – she uses a wheelchair.

Woman: OK. I'll pass this information on to the Principal and she'll get back ...

Answers: Angela, 18 High Hill Road, 09157-450-231, 14, none, uses a wheelchair

##### ACTIVITY 5 Listen and write down what you hear. (4 marks)

#### CD 3 Audio 20

1 This house was built by my grandfather. The doors and windows were made by my cousin. It was rebuilt by my father after it was destroyed by an earthquake.

2 Jenan has become good friends with Samar. She has loved seeing the babies grow. Recently, Waleed has been having worrying problems. His parents are worried about him.

Answers: see Audio

### Part II (35 minutes – 30 marks)

#### I Vocabulary (15 minutes – 15 marks)

##### ACTIVITY 1 Complete the following with these pairs. Make any changes needed. (5 marks)

Answers: 1 important / importance 2 introduce / introduction  
3 worry / worrying 4 surprising / surprised 5 develop / development

##### ACTIVITY 2 Replace with other words that you know. (5 marks)

Answers: 1 basic 2 overweight 3 teenagers 4 stressful  
5 opportunity

##### ACTIVITY 3 Complete with these verbs. Make any necessary changes. (5 marks)

Answers: 1 put off 2 carried out 3 pointed out 4 make up  
for 5 consist of

**II Language (20 minutes – 15 marks)****ACTIVITY 1 Choose the correct forms to complete the sentences. (5 marks)**

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

**ACTIVITY 2 Write the sentences again. Use the words in brackets. (10 marks)**

**Answers:** 1 We got up early so that we could take some good photos. 2 It was such a cold morning that I put on a thick sweater. 3 He asked me where my computer was. 4 She asked me if I knew the answer. 5 She wanted to know the time.

**Part III (35 minutes – 35 marks)****I Reading (15 minutes – 20 marks)****Read about the deep sea and do the tasks.****ACTIVITY 1 Complete the notes from the passage. (12 marks)**

**Answers:** 1 70% 2 97% 3 5% 4 230,000 5 more than 2 million 6 about 1800 metres 7 more than 10,000 metres 8 0°C to 3°C 9 400°C 10 300 11 2 metres 12 volcanic heat

**ACTIVITY 2 Answer these questions. (8 marks)**

**Answers:** 1 To attract animals they can eat 2 To frighten other animals 3 They don't need oxygen or sunlight. 4 They get energy from volcanic heat. 5 It needs a special type of transport. 6 You can't stay there for long periods. 7 It's extremely expensive. 8 It's dangerous.

**II Writing (20 minutes – 15 marks)****ACTIVITY 1 Write three very short paragraphs about one of your favourite places in Palestine.****Test – Around the World in 80 Days**

(15 marks)

**Episode 7: Together again in Japan****Decide a) who said the following, b) who to and c) where. (2 marks)**

**Answers:** 1 The circus master said it to Passepartout at the circus. 2 Passepartout said it to Fix on the General Grant.

**Episode 8: By train from San Francisco****Complete the statements. (3 marks)**

**Answers:** 1 There was a red signal because the train had to stop. 2 Passepartout didn't want to walk because it would take a long time and they would miss the boat. 3 They saw that the bridge had been very weak because it fell after they went across it.

**Episode 9: An attack in 'the Wild West'****Write questions for the answers. (2 marks)**

**Answers:** 1 Why did the carriages slow down and stop? 2 Why was Aouda crying?

**Episode 10: The race to New York****Make corrections (two per sentence). (3 marks)**

**Answers:** 1 Fogg asked Fix to look after Aouda when he went to rescue Passepartout. 2 Fogg, Aouda and Fix travelled the 200-mile journey to Omaha on a sledge. 3 They arrived in Chicago on 10th December and immediately got on a train to New York.

**Episode 11: The race to Britain****Complete the statements. (3 marks)**

**Answers:** 1 The captain agreed to take them to Bordeaux because Fogg offered him a lot of money. 2 They managed to get to Queenstown because they burnt everything on the boat. 3 As soon as Fogg got off the boat in Liverpool, Fix arrested him.

**Episode 12: All's well that ends well****Write brief answers. (2 marks)**

**Answers:** 1 He went there to apologize and to say to Fogg that he was free. 2 Because the police had just arrested the robber.

## Test 2

### Part I (35 minutes – 20 marks) I Speaking (15 minutes – 10 marks)

#### 1 Decide what you should say: a), b) or c).

(2 marks)

- 1 You agree with some points a person has made, but you disagree with others.
- a) I'm afraid I can't agree with you.
  - b) I completely agree with you.
  - c) I partly agree with you.
- 2 A tourist wants to ask you about your town. You want to say that you will be happy to help him.
- a) Sure. Why not?
  - b) You're very welcome.
  - c) This is helping me a lot.

#### 2 Write the words in the box in the group with the same *a* sound.

(3 marks)

fall rapidly atmosphere population lake law

1 /æ/ that

2 /ɔ:/ talk

3 /eɪ/ age

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### 3 Match a–e to 1–5 to complete the dialogue.

(5 marks)

- a) You've got it
- b) just after the school
- c) sure we will
- d) Enjoy your visit
- e) What can I do?

Boy Excuse me, but can you help us, please?

Man I'll try. 1 \_\_\_\_\_

Boy Could you tell us the way to the market?

Man Go straight along this street. It's 2 \_\_\_\_\_.

Boy Straight along and go past the school.

Man 3 \_\_\_\_\_.

Boy Thank you very much.

Man No problem. 4 \_\_\_\_\_.

Boy I'm 5 \_\_\_\_\_.

## II Listening and Dictation (20 minutes – 10 marks)

### 4 Listen and make notes.

(6 marks)

Father's name: Peter Green

Daughter's name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number: \_\_\_\_\_

Age: \_\_\_\_\_

Brothers / Sisters: \_\_\_\_\_

Other information: \_\_\_\_\_

### 5 Listen and write down what you hear.

(4 marks)

## Part II (35 minutes – 30 marks)

### I Vocabulary (15 minutes – 15 marks)

#### 1 Complete the following with these pairs. Make any changes needed.

(5 marks)

surprised / surprising   introduction / introduce   develop / development   worry / worrying   importance / important

- 1 It's \_\_\_\_\_ to plan your revision. I hope you understand the \_\_\_\_\_ of that.
- 2 First, the principal is going to \_\_\_\_\_ the new speaker. After the \_\_\_\_\_, the speaker will start.
- 3 I don't usually \_\_\_\_\_ about the future, but I think climate change is very \_\_\_\_\_.
- 4 My friend's excellent grade in the test was very \_\_\_\_\_. I think he was more \_\_\_\_\_ than anyone.
- 5 It takes time to \_\_\_\_\_ your ideas. The longer you take, the better the \_\_\_\_\_ will be.

#### 2 Replace with other words that you know.

(5 marks)

- 1 My uncle teaches a ~~very simple~~ \_\_\_\_\_ carpentry course.
- 2 You can't run fast if you are ~~very heavy~~ \_\_\_\_\_.
- 3 This book is suitable for ~~boys and girls between 13 and 19~~ \_\_\_\_\_.
- 4 Like most people, I find that exams are ~~the sort of thing that makes me anxious~~ \_\_\_\_\_.
- 5 I've won a prize – a trip to France. It's a fantastic ~~chance~~ \_\_\_\_\_ for me!

#### 3 Complete with these verbs. Make any necessary changes.

(5 marks)

carry out   consist of   put off   make up for   point out

Omer went into hospital for an operation. Unfortunately the operation was 1 \_\_\_\_\_ and he went home. However, two weeks later, the doctors 2 \_\_\_\_\_ the operation. Omer 3 \_\_\_\_\_ that it was the middle of the school term. Now he has to 4 \_\_\_\_\_ the time he didn't go to school. He also has to do exercises every day, which 5 \_\_\_\_\_ short periods of walking and running.



## II Language (20 minutes – 15 marks)

### 1 Choose the correct forms to complete the sentences.

(5 marks)

- 1 He wanted \_\_\_\_\_ where the teacher was.  
a) know                      b) knows                      c) to know                      d) knowing
- 2 We've got \_\_\_\_\_ sandwiches.  
a) a lot of                      b) much                      c) any                      d) how many
- 3 If I \_\_\_\_\_ French, I would go to France.  
a) speak                      b) spoke                      c) speaking                      d) spoken
- 4 Sfeeha, \_\_\_\_\_ is a type of *muqalibat*, is delicious.  
a) which                      b) who                      c) that                      d) where
- 5 We got up early in \_\_\_\_\_ catch the train.  
a) so                      b) order to                      c) time                      d) to

### 2 Write the sentences again. Use the words in brackets.

(10 marks)

- 1 We got up early in order to take some good photos. (so that)
- 2 It was so cold in the morning that I put on a thick sweater. (such)
- 3 'Where is your computer?' he asked me. (He asked me)
- 4 'Do you know the answer?' she asked. (She asked me)
- 5 'Can you tell me the time?' she said. (She wanted)

## Part III (35 minutes – 35 marks)

### I Reading (15 minutes – 20 marks)

#### Read about the deep sea and do the tasks.

We can't be sure if the Loch Ness Monster really exists, but there are parts of the world where animals that are as strange as Nessie do exist. The world's oceans are home to some of the strangest animals we know.

The oceans cover about 70% of the world, and they have 97% of the water in the world. Only a very small part of the oceans – about 5% – has been explored. Scientists know 230,000 types of creatures that live there, but there may be more than two million. Some of the most mysterious are in the deep sea, between 1800 metres and more than 10,000 metres under the water, and scientists have only recently discovered them.

No sunlight can get down to the deep sea, but there are animals that have lights. Some of them use their lights to frighten other animals; others use them to attract animals that they can eat. Some of them even have lights that shine in different, moving patterns.

Most of the deep sea is very cold, usually between 0 and 3 degrees. However, there are some parts where the water is very hot, up to 400 degrees, because there are volcanic openings called vents in the floor of the sea. Around those vents scientists have discovered 300 new types of animals so far, including animals like giant tubes more than two metres long. These animals are different to all other animals on earth because they don't need oxygen or sunlight; they get all their energy from the volcanic heat.

It isn't easy to explore the deep sea. Scientists have to go down in a special type of transport, and they can't stay down for long periods. It's extremely expensive and it can be dangerous – but it's one of the most amazing experiences we can have.

**1 Complete the notes from the passage.**

(12 marks)

- 1 Oceans are \_\_\_\_\_ of the surface of the earth.
- 2 About \_\_\_\_\_ of the water in the world.
- 3 So far, we have explored \_\_\_\_\_.
- 4 Scientists have studied \_\_\_\_\_ types of animal in the sea.
- 5 Scientists think there may be \_\_\_\_\_ types.
- 6 Deep Sea starts at \_\_\_\_\_.
- 7 Deep Sea goes down to \_\_\_\_\_.
- 8 Temperature: mostly from \_\_\_\_\_ to \_\_\_\_\_.
- 9 Near vents, temperature can be up to \_\_\_\_\_.
- 10 In the hot parts, at least \_\_\_\_\_ types of animal.
- 11 Some of these animals up to \_\_\_\_\_ long.
- 12 Vent animals get energy from \_\_\_\_\_.

**2 Answer these questions.**

(8 marks)

Give two reasons why some animals in the deep sea have lights.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

Write two ways that the animals around the deep sea vents are different to all other animals.

- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

Give four reasons why exploring the deep sea is difficult.

- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

**II Writing (20 minutes – 15 marks)**

**1 Write three very short paragraphs about one of your favourite places in Palestine.**

Paragraph 1: Give the name of the place and write about where it is and what is there.

Paragraph 2: Write about why it is a special place for you and what you like about it.

Paragraph 3: Write about how often you go there and what you do when you are there.

## Test – Around the World in 80 Days (15 marks)

### Episode 7: Together again in Japan

Decide a) who said the following, b) who to and c) where. (2 marks)

- 1 You must be very still. You mustn't move. \_\_\_\_\_
- 2 I'm very angry with you. You wanted me to miss the boat in Hong Kong. \_\_\_\_\_

### Episode 8: By train from San Francisco

Complete the statements. (3 marks)

- 1 There was a red signal because ... \_\_\_\_\_
- 2 Passepartout didn't want to walk because ... \_\_\_\_\_
- 3 They saw that the bridge had been very weak because ... \_\_\_\_\_

### Episode 9: An attack in 'the Wild West'

Write questions for the answers. (2 marks)

- 1 Because they had come away from the rest of the train. \_\_\_\_\_
- 2 Because she thought something terrible had happened to Passepartout. \_\_\_\_\_

### Episode 10: The race to New York

Make corrections (two per sentence). (3 marks)

- 1 Fogg asked Fix to look after the money when he went to rescue Aouda. \_\_\_\_\_
- 2 Fogg, Aouda and the 30 soldiers travelled the 40-mile journey to Omaha on a sledge. \_\_\_\_\_
- 3 They arrived in Chicago on 11th December and immediately got on a train to China. \_\_\_\_\_

### Episode 11: The race to Britain

Complete the statements. (3 marks)

- 1 The captain agreed to take them to Bordeaux because ... \_\_\_\_\_
- 2 They managed to reach Queenstown because ... \_\_\_\_\_
- 3 As soon as Fogg got off the boat in Liverpool, ... \_\_\_\_\_

### Episode 12: All's well that ends well

Write brief answers. (2 marks)

- 1 Why did Fix go to the prison at 2:30? \_\_\_\_\_
- 2 How did Fix know that Fogg wasn't the robber? \_\_\_\_\_



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