THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION
إدارة المناهج والكتب المدرسية

Action Pack 7

Seventh Grade

Teacher's Book

Virginia Paris

York Press
Educational Research Center
A Sayegh Company

Acknowledgements

The publishers and the writers would like to acknowledge the contribution made by the Review and Adaptation Committee appointed by the Ministry of Education of the Hashemite Kingdom of Jordan, through their guidance and valued assessment of the materials, to the development of the *New Action Pack 7* course**.**

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قررت وزارة التربية والتعليم تدريس هذا الكتاب في مدارس المملكة الأردنية الهاشمية بموجب قرار مجلس التربية والتعليم رقم ٢٠١١/٤ في جلسته بتاريخ ٢٠١١/٧/٢١ بدءًا من العام الدراسي ٢٠١١/٢٠١٢م.

The Ministry of Education has decided to adopt this book for Jordanian schools in accordance with the approval of the Board of Education decision No. 4/2011 in its meeting on 21/7/2011 for the 2011/2012 academic year.

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ISBN: 978-614-406-189-3
Printed 2011

York Press
322 Old Brompton Road,
London SW5 9JH, England

Pearson Education Ltd
Edinburgh Gate, Harlow,
Essex CM20 2JE, England
and associated companies throughout the world.

House of Education Ltd
Woodbourne Hall,
P.O. Box 916,
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Tortola,
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Scope & Sequence

FIRST SEMESTER

Module	Structures	Functions and Activities	Vocabulary
1 What do you do?	Present Simple for describing actions *He runs/She works.* Using *not* with *do/does* *He does not ...* Using *do/does* to ask questions *Do you/Does he ... ?* Using the linking words *and* and *but* *Fadi and Omar like rally driving but not mountain biking.*	• **Identifying job routines** • **Asking about routines** • **Reporting the dangers of jobs** • **Inquiring about a job or sport** • **Comparing jobs and sports** • **Following instructions to make a periscope** Revising the time, the days of the week, and the adverbs of time and frequency Talking/Listening about jobs, activities and routines; Reading about reasons for choosing dangerous jobs/activities; Writing an email; Pronouncing words ending with *-s* correctly	**Jobs:** artist, fireman, fisherman, flight attendant, journalist, miner, nurse, pilot, policeman, stuntman **Risky sports:** horse riding, mountain biking, rally driving, rock climbing, rock fishing, scuba diving
2 Fighting global warming	Imperative – affirmative and negative *Walk/Don't play.* Present Simple with adverbs of frequency *always, sometimes, never*	• **Identifying issues related to global warming** • **Predicting the future of global warming** • **Warning against contributing to global warming** • **Giving advice to slow down global warming** • **Advising people how to recycle** • **Recommending that students join the Kids Ecology Club** • **Proposing projects to help the environment** Talking/Listening about global warming; Reading/Talking about what one can do to save the Earth; Responding to a questionnaire; Reading about recycling; Making an advertising campaign project; Making a poster about recycling at school	**Climate change:** atmosphere, drought, Earth, environment, flood, global warming, pollution, storm, temperature, to rain **Recycling:** aluminium, junk mail, ecology, to preserve, to recycle, to reuse
3 Visiting places	Countable and uncountable nouns *restaurant/tea* *There is/are; some/any* affirmative, negative, interrogative *There are some restaurants. There aren't any policemen.* *Are there any vegetables?* ***How much/How many*** *How much cheese do you need?* *How many areas are there in Souk Jara?*	• Identifying what can be bought in a market • Expressing preferences about what to find in a museum • Giving directions • **Reporting about museums** • **Identifying features of a place** • **Proposing an eco-friendly transportation plan for a town** Pronouncing words ending with *-s* correctly; Reading leaflets and maps; Reading/Talking about places; Writing a brochure for a place	**Markets:** antique, food, handicrafts, homemade, inexpensive, market, outdoor, restaurant, shop, street, theatre, trader, traditional, traffic **Museums:** gallery, ground floor, mummy, museum, souvenir shop, treasure, underground station, upper floor

SECOND SEMESTER

Module	Structures	Functions and Activities	Vocabulary
4 Wonders of the ancient world	Past Simple (*to be*) *was/were* Past Simple – affirmative (regular vebs) *explored, lived* Past Simple – negative, interrogative *Petra didn't lose its ancient glory. Did archaeologists build the Pyramids?*	• **Discussing topics related to the wonders of the ancient world** • **Describing historical places in the Middle East/Jordan** • **Identifying people's reasons for preferring places** • **Expressing preferences for places to visit** • **Comparing places** • **Following instructions to make a diorama of the favourite wonder of the world** Listening/Talking about ancient wonders of the world; Reading about Petra as a world wonder; Reading about the list of the Seven Wonders of the world; Pronouncing words ending with *-d* correctly; Writing a report	Seven Wonders: location, to attract, to bury, to decide, to disappear, to receive, to visit, to vote, unique, wonders Historical places: ancient, archaeologist, centre, civilisation, famous, historian, journey, monument, Nabatean, to construct, to discover, to explore, to welcome, traveller, visitor
5 Elementary, my dear Watson!	Past Simple (irregular verbs) *sit, stand, think, give* The comparative *older, wiser, more/less famous* The superlative *the oldest, the hottest, the most famous* Regular and irregular comparatives and superlatives *good/better than/the best; bad/worse than/ the worst*	• **Describing issues related to detectives** • **Identifying qualities of a detective** • **Responding to a narrative** • **Predicting events in a story** • **Suggesting solutions to problematic events** • **Following instructions to write a detective story** Listening/Reading about detection for gist and details; Discussing a story; Solving a mystery; Writing a detective story	Qualities: intelligent, kind, logical, pleasant, professional, wise Detecting: conclusion, method, police officer, ransom, suspect, to cover up, to investigate, to kidnap, victims
6 I'm having fun!	Present Continuous – affirmative, negative, and interrogative *I'm resting. I'm not studying. Are you watching TV?*	• **Identifying issues related to adventure tourism and ecotourism** • **Describing places to visit in one's country** • **Narrating the events of a holiday** • **Expressing opinions about reasons for travel** • **Evaluating one's own actions** • **Comparing events** • **Designing a tourist brochure** Talking about holidays and travel; Listening/Reading about travel for gist and details; Conversing about an ideal holiday; Writing a newspaper article	Tourism: adventure holiday, beach holiday, ecotourism, sandcastle, tourism Holiday activities: to lie, to relax, to rest, to sunbathe, to swim

Introduction

Action Pack is an English course for upper-basic-level students in Jordan. This level is for Grade 7. Each level of *Action Pack* includes a Student's Book, an Activity Book, a Teacher's Book and a cassette.

These materials are based on the General Framework and Outcomes of English Curricula in Jordan, where this language is regarded as a foreign language. In accordance with the English Curricula Outcomes of the Jordanian Ministry of Education, the *Action Pack* materials have approached these skills in an integrated way in terms of the tasks and activities for both learners and teachers. Therefore, the outcomes appearing at the beginning of each module harmonise with and are relevant to the integration of these skills and interactivity between learners and teachers.

Key components of *Action Pack 7*

The Student's Book

Action Pack 7 has an extremely flexible approach. It can be used according to a school timetable that offers from three to five periods per week.

The Student's Book consists of six modules, each of which is divided into six sections: *Presentation and Outcomes, Theme, Skills focus, Communication Workshop, Language Development and Project.*

Module Presentation and Outcomes

Outcomes

Every module starts with a list of outcomes so students always know what they are going to learn. This list is presented by a robot who demonstrates the topic of the module by the screen on the front of his body and by another feature on his head or in his hands (e.g. Module 1: a picture of an airport on the screen and a pilot's cap on the head).

This list of outcomes helps students evaluate their performance at the end of each module.

Before you start

The teacher asks a series of questions that helps students focus on the module theme, encouraging discussion and class participation.

Dictionary work

This task promotes students' autonomy and encourages them to be responsible for their own learning. The words in the Dictionary pages provide the active vocabulary for the lesson and are recycled in the following lessons and modules. Listening to new words as they are played on the cassette encourages students to pronounce them correctly.

Module Theme

Before you start

Students use the notes they have taken in the previous lesson in a new situation. Sometimes dictionary work is part of this section.

Reading

Students read about the module theme. They are encouraged to expand upon the information and the vocabulary learnt in the previous lesson.

Grammar

Action Pack 7 teaches grammar in context and encourages students to work out the grammar rules themselves. In the *Language Development* section, students check their hypotheses.

Over to you ...

Students can find this at the end of the Grammar section. It provides a way for students to apply the vocabulary and the grammar that they have learnt to their own life experiences.

Skills focus

The four skills – reading, listening, speaking and writing – are the centre of this section, emphasising practice and production of language. This section provides plenty of opportunities for students to develop critical-thinking skills and express their own opinions.

Find the words

This exercise enhances students' reading skills and helps them build vocabulary by words they have previously learnt from their definition. The words are afterwards found in the reading on the following page.

What do you think?

These are usually quotations or proverbs which provide an opportunity for light discussion and cultural comparison.

Communication Workshop

The aim of this section is for students to actively practise and recycle the vocabulary and grammar learnt in the module and in previous ones. Developing students' self-sufficiency, autonomy and responsibility is one of the main objectives of *Action Pack 7*, but promoting solidarity and a healthy group work atmosphere is no less important. Most of the activities of this section are based on group and pair work.

Language Development

This section consolidates the grammar and vocabulary that students have encountered in the module. The aim of consolidation in *Action Pack 7* is to develop grammatical knowledge and lexical accuracy. The *Language Development* section also provides a good opportunity to revisit the difficult words and structures introduced in the module.

Those boxes are found at the end of every *Language Development* section of every module. They are generally problem-solving exercises based on the theme of the module. Students will have to do research on the Internet to know the answer to some of them. Refer to page 122 of the Teacher's Book for more details and examples about problem solving.

Project

Each module ends with a project that students do in pairs or in groups. Refer to page 120 of the Teacher's Book for more details and examples about project-based learning.

Before you start

Students learn what materials they need in order to do the project.

Your task is ...

Students learn what the aim of the project is.

A Your first assignment / B Your second assignment

Students learn the steps they need to go through to do their project.

Revision

There are two revision sections, one after every third module. These are designed to help students check their progress in a relaxed atmosphere. These activities can also be done after every module, depending on the teacher's and students' needs. A global *Progress check* at the end of each revision lesson enables each student to record his or her progress after recycling and decide whether or not they need any further practice.

Reading for Fun

An abridged short story offers students access to a literary work at an appropriate level and also gives them a sense of achievement. Notes about the source of the story and exercises to develop the four skills provide opportunities for further practice.

It is recommended that you teach this section at the end of the year.

Grammar Notes

Detailed notes of the grammatical structures students have learnt during the year, presented in the appropriate language and to be used for revision, are provided at the end of the Student's Book.

The Activity Book

The main purpose of the Activity Book is to practise the grammar and vocabulary learnt in the module. The modules are divided into different sections.

I remember ...

This section helps teachers identify students' strong and weak points at the beginning of the year and later to evaluate what they have learnt throughout the year.

First section

The exercises in this section are based on recognition of the vocabulary and structures introduced in the module. They are especially devised for weaker students in multi-level groups.

Second section

The exercises in this section present a higher degree of complexity as they require actual use of the vocabulary and structures introduced in the module.

Third section

This section is to be done as further practice, building on the *Communication Workshop* in the Student's Book.

Fourth section

This section focuses on writing. Different types of discourse are introduced. The use of punctuation marks, conjunctions or linking words and spelling are presented and practised here.

What I have learnt

At the end of each module there is a test of the vocabulary and grammar taught, which helps students assess their own learning and make them aware of what points they need to revise.

The Teacher's Book

The Teacher's Book provides clear instructions for, as well as the answers to, the exercises in the Student's Book and in the Activity Book, as well as the audioscripts of the dialogues and other listening activities in each module.

The objective boxes at the beginning of each lesson highlight the outcomes that the students are expected to reach. They help you choose the exercises which are best for classroom use and for homework, and the best point at which to stop the development of a module, depending on the number of hours you have.

Optional activities appear at the end of each section and can be used if you have spare time at the end of a lesson, or if you feel your students need extra practice.

The Class Cassette

The class cassette includes all the dialogues and other listening activities in the Student's Book and in the Activity Book.

Key Features

Flexibility

Action Pack 7 is an extremely flexible course especially designed to be used within a school language-learning context. It can accommodate courses of three to five periods per week.

Topic-based modules

Action Pack 7 consists of thematic modules based on a carefully graded language syllabus and a restricted application of Content and Language Integrated Learning (CLIL). This approach makes it possible for students to develop all four language skills: listening, speaking, reading and writing, while using them to learn about subjects such as geography, history, ecology and literature.

Students have the opportunity to listen, read, talk and write about unusual jobs and activities (Module 1), ecology and the environment (Module 2), markets, museums, and other places in the city (Module 3), ancient cities and wonders of the world (Module 4), great detectives (Module 5) and travelling on Earth (Module 6).

Within each module, there are six sections which develop different aspects of the module's theme. These sections are organised around the development of the four language skills: listening, speaking, reading and writing. For example, in Module 4, the Past Simple is introduced to talk about ancient cities and ancient, as well as modern, wonders of the world. Students then write a report on a world wonder of their choice, making a project and an oral presentation on it.

Collaborative learning

In *Action Pack 7*, the teaching of English is viewed as a process of developing and enhancing students' ability to learn effectively as individuals and collaboratively in groups. Individual, pair and group work tasks are carefully combined. Refer to page 121 of the Teacher's Book for more details and examples about collaborative learning.

Multi-level approach

The existence of different levels of experience and knowledge of English among students is often one of the sources of tension in the classroom.

The Activity Book helps to improve this situation by providing extra practice at two different levels (First section – recognition; Second section – production). It complements the material in the Student's Book by providing clear and complete writing rules (spelling, use of capitals and punctuation marks, linking words, style, etc.) which helps those students who need extra help in developing their writing skills.

Careful and frequent evaluation and assessment

Students' learning is a continuous process which has to be constantly assessed, so their progress should be continually recorded. This is why, at the end of the *Revision Lessons* which occur after every third module, students are asked to keep a record of their own evaluation by filling in the *Progress check*.

Moreover, the Activity Book provides you with the tools you need to evaluate students' achievements. It includes:

- An Entrance Test, *I remember...*, which provides you with the points your students need to reinforce or learn before being able to tackle *Action Pack 7*.
- A self-assessment table at the end of every module.

At the end of the Teacher's Book, there is a section entitled *Assessment Strategies*. It suggests various strategies for use in the classroom, such as *checklists*, *graphic organisers* and *Likert scales*. This section also refers to activities for each strategy from the Student's Book. It is also followed by a few assessment tools which you can use in the activities you find suitable.

Clear teacher's notes

The Teacher's Book provides you with a comprehensive, step-by-step guide to help you use the Student's Book. However, as the class teacher, you may want to make your own adjustments where necessary. The notes for each lesson are structured as follows:

- A summary box includes:
  - the outcomes of the lesson;
  - the materials you need;
  - clear notes as to the exercises to be done in class, those to be set as homework and where to introduce a break, according to whether you have three, four or five periods of English per week;
  - additional comments that identify particular difficulties students may find when practising the grammar point.

As a rule, English is to be used to explain new grammar structures and vocabulary. However, you may use the students' mother tongue whenever you think it is necessary in the interest of clarity and understanding. You can always add different examples or ask students to research something. Whenever possible, you should encourage them to use the school library, an encyclopaedia or the Internet.

- Complete audioscripts are provided for every listening activity on the cassette.
- The answers to the exercises in the Student's Book are in the Lesson notes. The answers to the exercises in the Activity Book are at the back of the Teacher's Book.
- To help you plan your teaching, the summary box in the Teacher's Book includes a reference to the corresponding pages in the Activity Book.

At the end of the Teacher's Book there is a section entitled *Learning Strategies*. It presents the following strategies: *Project-based Learning*, *Cooperative/Collaborative Learning*, *Activity-based Learning*, *Prediction*, *Questionnaire, Problem Solving* and *Jigsaw*.

Teaching *Action Pack 7*

Teaching listening

Action Pack 7 provides plenty of opportunities for listening to native speakers.

Remember, however, that you are the students' closest model and you need to follow some simple rules:

- Speak slowly and clearly, and look at students when you speak.
- Do not speak while you are writing on the board – it is essential that students see your face when you speak.
- When you are teaching new vocabulary, play the recording at least three times before asking them to say it.
- Do not allow students to speak while you are speaking.
- Encourage students to listen to one another when they are speaking and reading aloud.
- Try to be positive: praising those who are paying attention is more productive than admonishing those who are not.

At the end of this grade, students will be able to:

- develop strategies of active listening to confirm meaning in simple discussions and presentations;
- demonstrate understanding of simple instructions, discussions and roleplays in realistic contexts.

Teaching speaking

Action Pack 7 provides plenty of opportunities for talking. It helps you to:

- Encourage students to use English in their classroom exchanges to make them feel confident.
- Encourage students to participate in the class and group discussions and presentations, and to act out dialogues. Provide them with variation in their practice by having them act out their dialogues with different characters or by imagining new ones. Introduce different intonation patterns like surprise, politeness, anger, friendliness, unfriendliness and so on.

At the end of this grade, students will be able to:

- speak new English words and sentences clearly and correctly;
- use new words and sentences to participate in simple discussions and conversations in authentic contexts;
- take part in well-prepared simple presentations to the class.

Teaching reading

The passages in each module and the extensive reading section *Reading for fun* at the end of *Action Pack 7* Student's Book provide useful controlled reading practice.

Do not hesitate to use the section to set extra reading tasks that will allow your students to read "real" passages with a communicative purpose.

At the end of this grade, students will be able to:

- use reading strategies to understand simple authentic informational and literary reading materials;
- demonstrate understanding of simple informational and literary reading materials (e.g. interviews, brochures, etc.);
- make connections between prior knowledge and experiences and simple authentic informational and literary reading materials (e.g. websites, interviews, brochures, etc.).

Teaching writing

Encourage good spelling by doing the vocabulary sections in the Student's Book and the Activity Book.

Show your students that learning punctuation and the use of linking words is of extreme importance. Whenever possible, ask your students to do the exercises in *Communication Workshop* in the Student's Book and *Fourth section* in the Activity Book.

Take advantage of students' enthusiasm and artistic skills. Have them do all the writing exercise, and whenever possible display their work on the classroom walls.

At the end of this grade, students will be able to:

- gather information and ideas from print and electronic sources to organise and write in simple authentic contexts;
- write 2–3 paragraphs for specific simple purposes and audiences such as short reports, narrative accounts and presentations;
- use appropriate organisational patterns to create simple authentic written work;
- revise written work for clarity, correctness and coherence with the assistance of peers and teachers;
- apply knowledge of the conventions of language (e.g. spelling, punctuation, grammar and usage).

Hints for various classroom activities

Your role as a teacher is to facilitate the students' learning processes – specially in the novel techniques used in the modern EFL classroom. These include the use of roleplay in developing communicative skills, i.e. roleplaying, writing brochures, using notebooks efficiently and referring to dictionaries.

Roleplaying

- The use of roleplay has many advantages. It gives students the opportunity to practise the language they have learned in open-ended, realistic situations. It also allows them to 'hide' behind an imaginary personality, thereby liberating them to express themselves in the target language in ways that they might find more difficult when 'being themselves'.
- The choice of scenario or situation for the roleplay is very important. The scenario needs to be interesting and relevant to the students. It also needs to be within their linguistic reach. The emphasis should be on practising vocabulary and structures rather than on introducing new material, although a few new words may need to be identified and rehearsed to make the roleplay work well. The Student's Book includes a number of roleplay scenarios (pages 12, 20, 70 and 85).
- If you find that your students enjoy and benefit from the roleplays in the Student's Book, you may decide to design some of your own. Each participant writes notes on cards to remember what he/she has to say. These are called cuecards. The notes on the cuecard should be specific enough to give the students a clear idea of their roles, and should include all the information they will need; but the notes should also be general enough to allow the students freedom to approach the problem and to decide precisely what language to use.
- It can be useful to introduce a conflict or problem into the situation. This makes the roleplay activity less mechanical and more open-ended. For example, a customer in a shop asks for items on a shopping list, but the salesperson does not have all the items on the list, and has to apologise or offer alternative products.
- Students may need some input from the teacher or from one another as preparation for the roleplay itself. This may involve pairs or groups noting words, ideas and structures that will be useful, or a whole-class brainstorming session, with prompts written on the board.
- Once all the above groundwork has been completed, the prompts prepared and the target language identified, the roles can be assigned to individual students. You may ask one group to model the roleplay in front of the whole class before other groups attempt it, or you may have a number of groups practising their roleplays simultaneously before selected groups perform in front of others.
- When the roleplay activity is finished, allow students to comment in a positive way on one another's performance. You may use this opportunity to make general remarks about language errors and offer corrections, but do not single out individuals who have made those errors, and certainly do not interrupt any of the roleplay performances to correct students' grammar or use of vocabulary. Finally, you could invite students to tell the class what they have learned by watching and participating in the roleplay activity.

- You may use the following checklist for answering the students' performance:

Assessment of individual student's contribution to roleplay activity				
Criterion	**Excellent**	**Proficient**	**Adequate**	**Limited**
Achievement of purpose				
Participation in presentation				
Portrayal of character				
Interaction with other participants				
Fluency of speech				
Accuracy of speech				
Use of non-verbal cues (tone of voice, eye contact, body language)				
Use of costumes / props				

Writing a brochure

- Brochures are usually intended to persuade customers to buy products or services, or to provide public service or educational information. The first task when planning a brochure is to decide on its purpose. In the three instances in the Student's Book where students are asked to write a brochure (pages 36, 39, 77 and 85) the purpose of the brochure is explicitly stated (describing an eco-friendly public transportation system; describing a place Ibn Battuta visited; telling what Ali saw in Jordan).
- The second task in the process is to identify the audience. Who is expected to read the brochure and why? Answering these questions will determine the language level, tone and register of the language content of the brochure.
- Next, students should write down what they already know about the theme of the brochure, whether this information is taken from their general knowledge, their prior experience, or directly from reading their textbook.
- At this stage, it is a good idea for students to collect and bring to class any brochures that they can find, either at home or at outlets such as tourist information offices. Even if the content of such brochures is quite different from the ones that students are attempting to make, the existing brochures will provide useful ideas for design, font and layout, which students may decide to incorporate in their own work.
- Students then conduct any research necessary to expand and develop the information in their brochure.
- Students need to work together to produce a list of what needs to be included in the brochure.

Assessment of individual student's contribution to brochure writing				
Criterion	**Excellent**	**Proficient**	**Adequate**	**Limited**
Headings/Subheadings				
Content/Ideas				
Layout/Artwork				
Language/Structure				

- Next, students draft headings, subheadings and the main text. When they are fairly sure of the text they want to include, they should begin to think about the design and layout features of the brochure, including artwork. The prepared text will almost certainly need to be edited to fit the layout.
- When the design and editing processes are finished, and the students are satisfied with the result, it is time to print the brochure and fold it into its final shape.
- The previously agreed checklist can then be used for self-, peer or teacher assessment.

Using notebooks

- You should encourage students to be active participants in the classroom. One way to do this is to encourage them to use notebooks resourcefully.
- Notebooks serve various purposes. First, students are expected to do the exercises in the Student's Book on notebooks. They'll have more space to present the answers neatly using the margins and freedom to manipulate the presentation of the answers, i.e. according to module or page.
- Second, encourage your students to write down any notes they take from reading texts, class discussions or any other activity. Tell them that note taking is an active process. They have to be actively involved in the process of listening or reading and to decide what to note down. They have to be selective and brief; they can achieve this by concentrating on key words and not whole structures. Tell them it is a very beneficial study skill that serves various purposes:
  - summary – notes give an overview of a topic
  - memory – notes help students retain information
  - revision – notes are a good source for revision
  - Tell students that they can take notes in different ways.
    - charting – a graph or a flow chart is used for processes; a table is used for facts
    - outlining – headings and subheadings using Roman numerals (I, II, III, …), the alphabet (A, B, C, …) and Arabic numerals (1, 2, 3, …)
    - mapping – a tree structure with the purpose in the middle and ideas in the branches
    - sentence method – a number of sentences, each of an idea
    - SQ3R – Survey, Question, Read, Recite and Review. The material is surveyed for ideas; ideas are put in question form; the text is read; notes are taken under headings; a summary is made from memory; and finally notes are reviewed
    - guided notes – handouts with missing information to be filled in
- Remind your students that they don't need to take notes of every single idea and certainly not to duplicate notes of any texts or handouts they already have.
- Here it's worth noting the difference between note-taking and note-making. While the first refers to jotting down notes from an activity you're encountering for the first time to use it later, note-making is the use of these notes to do another activity, such as planning for a discussion of your own, writing your own paragraph or essay, etc …
- Third, notebooks can be an excellent store for new vocabulary encountered in reading tasks. Encourage students to spare a specific section in the notebook for a personal glossary. Here they store challenging words and expressions that they think would be of use to them as active vocabulary in their writing tasks. For each word, they may choose to include the definition, part of speech, the meaning in Arabic and a sentence that has the word. Give them some freedom to choose the words and the way of writing them, i.e. alphabetically, according to modules or topics.
- Students can also gather idioms and proverbs that are new and interesting for them to learn. Such study skill habits make students see themselves as active participants in their own learning.

Using dictionaries

- Make sure students know the purpose of using a dictionary:
  - to find the meaning of words
  - to check spelling
  - to pronounce words correctly
- Ask them general questions about how they think a dictionary is organised and whether there might be any difficulties using it. Make sure they know the alphabetical sequence (use games, songs, recitations, etc.). Guide them through classroom activities to help them become familiar with the dictionary, e.g. where to find words beginning with *b* (*beginning of dictionary*) as opposed to words beginning with *t* (*end of dictionary*). Other activities are putting words in a list in alphabetical order, putting books according to titles or authors in alphabetical order.
- Encourage your students to use a dictionary only when they need to. To find a word, students look at the upper top left-hand and right-hand corner of the page. Words are printed in large bold type. The first of these two words shows you which is the first word on that page; the second shows you which is the last word to be found on that page. If the first letters of two words are the same, they need to look at the next letters to decide the correct order.

- Once they have found the word they are looking for, they need to know what information they find:
  1. the defined word;
  2. the phonological transcription of the word (the pronunciation, a note if it is American or British);
  3. the part of speech, for example 'n.' refers to noun, 'v.' refers to verb (students need to look for the list of abbreviation in the dictionary);
  4. definition(s) of the word. If there is more than one definition, the different meanings will be separated by numbers. Students need to refer to the context to know which meaning is the one intended;
  5. an example sentence using the defined word.
- Here is an example entry from a dictionary:

civilisation *BrE*; **civilization** *AmE* /sɪvɪlaizeiʃn/ n. **1** a society that is well organised and developed; *the ancient civilisation of Greece* **2** the comfort and convenience of modern life; *the civilisation of the city*

Note that students should not rely on dictionaries a lot. Encourage them to develop their own strategies to guess the meaning of the word, its part of speech, etc. and to create their own dictionary.

Establishing the right atmosphere in the classroom

Establishing a positive working atmosphere throughout the school year is essential. When students feel encouraged, they become more involved, interested and responsible in the learning process. As a result, the class works better; and the better a class functions as a whole, the more students will progress. The following are three areas which allow the building of a good atmosphere:

Rapport building

It is very important for you to build a rapport with your students. When you show care and respect, students will respond in the same manner. This will feed into a positive classroom environment that reduces misbehaviour.

Classroom organisation

Maintain a well-organised classroom through the following steps to maintain success.

- Follow a seating chart that you may vary every month or quarter to allow students different opportunities.
- Place the desks in a way to secure easy movement for you and for your students.
- Assign locations in the classroom for students to pick up extra work and missed assignments, and to hand in assignments.
- Make sure the students have easy access to material they need for their tasks.
- Post all procedures students need to know or refer to on the wall or the bulletin board.
- Post important events, such as national celebrations or school events on the classroom calendar.
- Keep record of students' attendance, tasks and achievements to refer to when needed.

Classroom climate

Follow the steps below to develop and maintain a positive classroom climate.

- Guide students to share learning experiences in group work to encourage a cooperative attitude among them.
- Help students respect all people of different races, genders and abilities.
- Agree with your students on acceptable standards of behaviour you'd like them to acquire and model the behaviour yourself in the classroom.
- Lead students into the processes of critical thinking, self-development, study skills and problem solving.

What do you do?

The outcomes of this module are:

- To predict the meanings of new vocabulary items
- To talk about people's jobs, sports and routines
- To listen to people talk about their jobs
- To read about people's reasons for choosing dangerous jobs or sports
- To review the time and the days of the week
- To practise the Present Simple tense to talk about your own routines and sports
- To write an email
- To make a periscope

Lesson 1

The outcomes of this lesson are:

- To use context to guess the meanings of new words
- To talk about jobs

Materials

- Student's Book pages 4–5
- Dictionaries
- Glossary – Activity Book pages 69–70
- Cassette

How to go about the material:

- Exercise 3 can be set as homework.
- If you have time, you can do the Optional Activity.

- Before you start the first lesson, introduce yourself as the teacher of the English language and try to get to know some students.
- After establishing a 'healthy' environment in the classroom, introduce the students to the Student's Book and the Activity Book and give them a few minutes to leaf through the books and get a general idea of the books' structure and the different topics they deal with. Then start the first lesson.

Student's Book pages 4–5

Teaching tips

- Ask students to read the title of the module, to look at the pictures on pages 4–5 and to tell you what they think the module is about. Explain that *"What do you do?"* is one of the questions we may ask when we want to know the job or occupation of a person.
- Read through the outcomes of the module with the students.
- Ask students what they do on different days of the week. Take the opportunity to revise the time, the days of the week and the months of the year.
- Ask students the names of different jobs or occupations they know. Write them on the board.
- Ask students if they know any dangerous jobs or sports and the people who do them.

Before you start

- Ask students to guess the meaning of the word *pilot* if they do not know it. Take this opportunity to begin the revision of the Present Simple by asking *Do you often travel by plane? Do you like travelling by plane? Do you like airports?*

Page 5, Exercise 1

exciting, boring, dangerous, safe, interesting, challenging

- Tell the students that they will be listening to the words in the orange box used in context and that they have to try to guess their meanings through the context.
- Play the cassette and ask students to write the key terms that are important to the meaning. Guide students to focus, while listening, on nouns, verbs and adjectives. These are called lexical words that indicate the gist meaning of sentences. Prepositions and articles are not as important in conveying meaning. Then in pairs, students check their answers and correct each other's mistakes.

Audioscript

1 We always think that the life of an airline pilot is **exciting** and never **boring**.
2 Why do some people risk their lives and do **dangerous** activities and jobs?
3 I make sure it is **safe** to fly and that there isn't any problem.
4 I love my job. It is very **interesting**.
5 Is your job boring or **challenging**?

Page 5, Exercise 2

- Play the cassette again and ask students to double-check the notes they wrote down in exercise 1.
- Put the students in pairs and ask them to check the meanings of the words in the Activity Book glossary or in the classroom dictionary. You can refer to the Teacher's Book introduction page 14 to teach the students how to use the dictionary.
- Students exchange the meanings with the whole class.

Page 5, Exercise 3

- Put students in groups of three or four. Read the instructions to the class. Clarify all doubts by asking the questions to different students in different groups. Remind them that they will have to talk as if they were pilots.
- Give the groups some time to write down notes answering the questions. Refer to page 14 of the Teacher's Book to guide students in using notebooks.
- Ask students from different groups to read their notes. Tell the groups to keep their notes.

Answers

Students' own answers

Page 5, Exercise 4

- Ask students to give you the names of all the jobs and occupations they know and write them on the board.
- Students work in groups as in exercise 3. Tell students to carry out the first task using the jobs and occupations on the board. Give them time to do the task.
- Have the different groups read their notes and give explanations as to their grading of the jobs.
- Then have each group choose one of the occupations and write a routine for it.
- Have each group read the routine for their chosen occupation.

Answers

Students' own answers

Remember!
Remind students to bring their notes on exercise 3 to the following class!

Optional Activity

- Ask students to pick an activity they wouldn't choose for a job in the future. Let them write down reasons for that. Then, students share their ideas with the class.

Lessons 2 and 3

A day in the life of a pilot

The outcomes of these lessons are:

- To listen to a timetable
- To determine the meanings of words in context related to pilots and flying
- To practise the Present Simple tense (affirmative, negative and interrogative)
- To pronounce words accurately
- To pronounce the final *-s* of the 3rd person singular in the Present Simple
- To talk about students' and other people's everyday activities

Teaching tips

- It is normal for students to experience two difficulties when practising the Present Simple:
  the *-s* of the 3rd person singular;
  the use of the auxiliary *do/does* for the negative and the interrogative.

Do not expect students to overcome these two difficulties at the very beginning.

Materials

- Student's Book pages 6–8
- Glossary – Activity Book pages 69–70
- Cassette
- Activity Book: Module 1 – pages 6–8

How to go about the material:

- Exercises 5 and 7 can be set as homework and exercise 8 as an introduction to the following class.
- If you have time, you can do the Optional Activity.

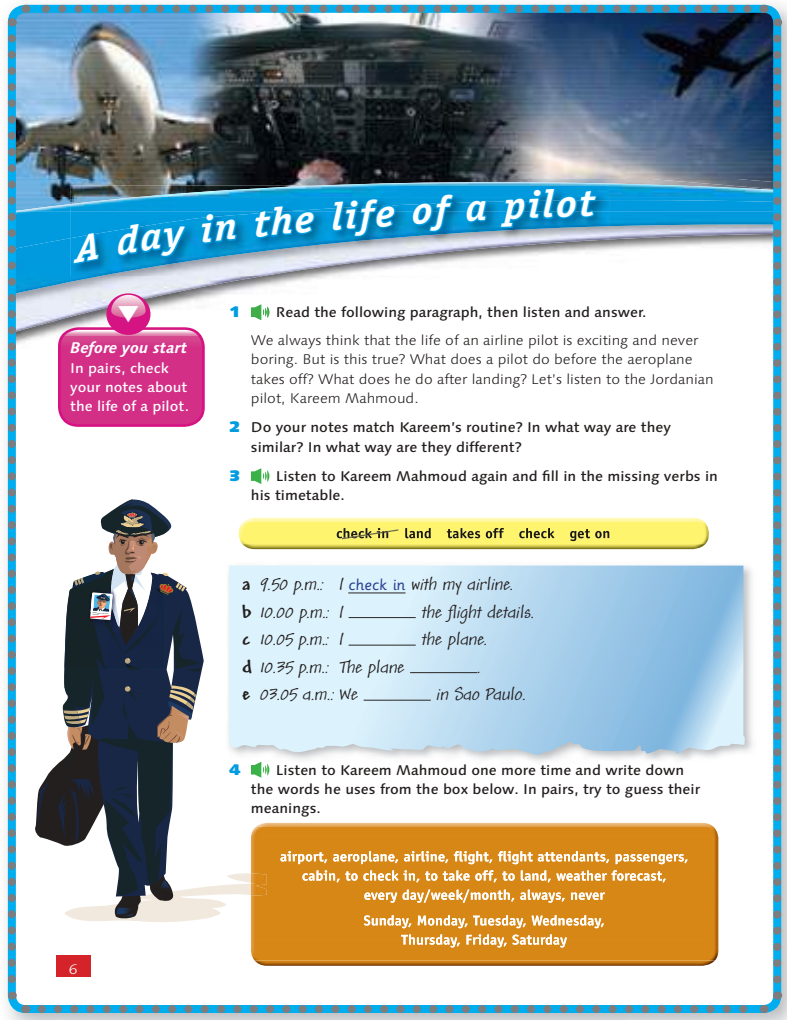
Student's Book page 6

Before you start

- Ask students to go over the notes on the pilot's routine they wrote in exercise 3 on page 5.
- Ask some students to read their imagined routines to the whole class.

Page 6, Exercise 1

- Read the task to the students. If necessary, write the questions on the board for students to check while they listen to the cassette.
- Play the cassette once. Check comprehension by asking simple questions, e.g. *What day is Kareem describing? Where does his flight start? Where does it end? What time does his workday begin?* etc.
- Play it as many times as necessary for students to answer the questions in the rubric.



A day in the life of a pilot

Before you start
In pairs, check your notes about the life of a pilot.

1 Read the following paragraph, then listen and answer.

We always think that the life of an airline pilot is exciting and never boring. But is this true? What does a pilot do before the aeroplane takes off? What does he do after landing? Let's listen to the Jordanian pilot, Kareem Mahmoud.

2 Do your notes match Kareem's routine? In what way are they similar? In what way are they different?

3 Listen to Kareem Mahmoud again and fill in the missing verbs in his timetable.

~~check in~~ land takes off check get on

a 9.50 p.m.: I check in with my airline.
b 10.00 p.m.: I _____ the flight details.
c 10.05 p.m.: I _____ the plane.
d 10.35 p.m.: The plane _____.
e 03.05 a.m.: We _____ in Sao Paulo.

4 Listen to Kareem Mahmoud one more time and write down the words he uses from the box below. In pairs, try to guess their meanings.

airport, aeroplane, airline, flight, flight attendants, passengers, cabin, to check in, to take off, to land, weather forecast, every day/week/month, always, never

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

6

Audioscript

Kareem Mahmoud: I often hear the question: "What does a pilot do every day?" This is what I do every Sunday.
9.50 p.m.: I leave the airport hotel in Madrid. I always arrive at the airport an hour before my flight and I check in with my airline.
10.00 p.m.: I print the weather forecast. I check the aeroplane, the flight details and the passengers.
10.05 p.m.: I get on the plane and the flight attendants get the cabin ready. The passengers get on the plane. I make sure it is safe to fly.
10.35 p.m.: The passengers are in their seats. The doors close. The plane is ready to take off. A few minutes later, we're in the sky!
03.05 a.m.: It's Monday morning and we land in Sao Paulo, in Brazil. I do not fly again on the same day. A pilot does not fly more than 100 hours a month. I go to a hotel to eat and sleep.

Answers

Before the aeroplane takes off, Kareem:

- arrives at the airport an hour before his flight.
- checks in with his airline.
- prints the weather forecast.
- checks the aeroplane, the flight details and the passengers.
- gets on the plane and makes sure it is safe to fly.
- makes the plane take off.

After landing, Kareem:

- goes to a hotel to eat and sleep.

Page 6, Exercise 2

- Ask students to go over their notes from the previous class again, this time comparing them with Kareem's.
- Have a class discussion about the similarities and differences.

Answers

Students' own answers

Page 6, Exercise 3

- Read the timetable on page 6. Give students some time to familiarise themselves with it and allow them to ask questions in order to check comprehension.
- Explain that you are going to play the cassette again and that students will have to fill in the blanks with the corresponding verb in each sentence.
- Play the cassette. Give students some time to complete the sentences.
- Check the answers with the whole class.

Answers

a. check in; **b.** tells; **c.** get on; **d.** take off; **e.** land

Page 6, Exercise 4

- Tell the students that they will listen to Kareem Mahmoud again but will have to listen selectively in order to find the words used in the box. When they finish writing them in their notebook, they work in groups checking whether they have missed any words.
- Play the cassette and ask students to try and work out the meanings of these words from the context in which they are used. Then, they work in the same groups again checking their answers. You can play the cassette one more time if they need to check some of the meanings they don't agree on.

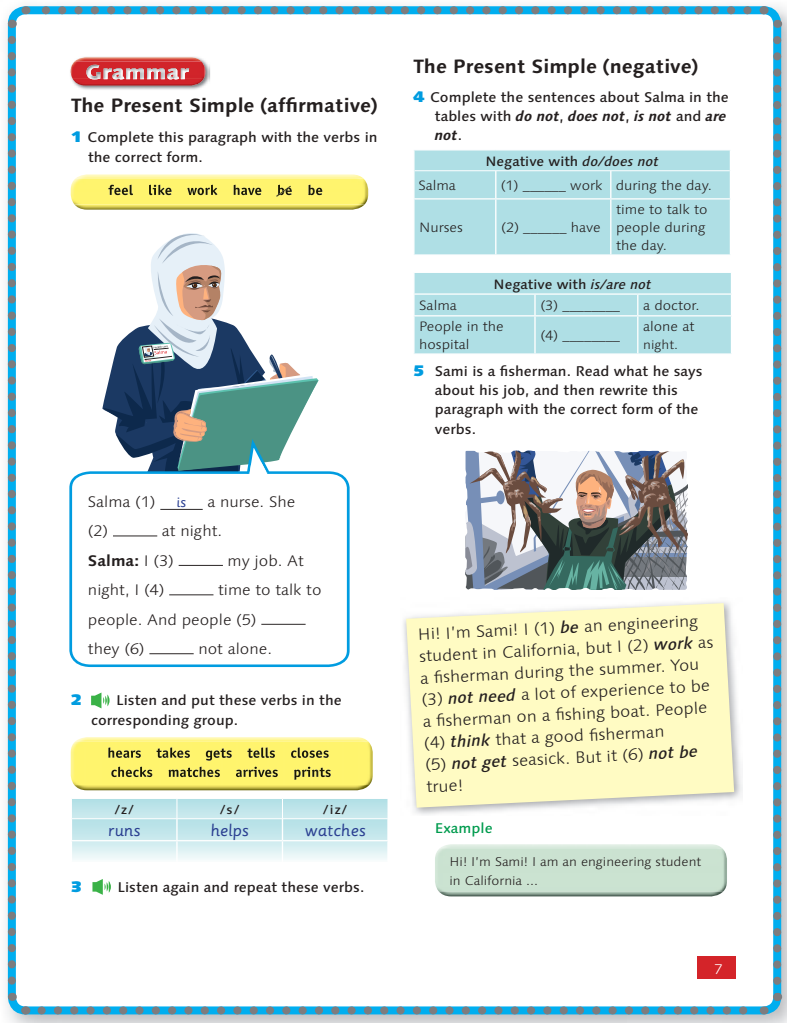
Answers

airport, aeroplane, airline, flight, flight attendant, passengers, cabin, to check in, to take off, to land, weather forecast, every day, always, Sunday, Monday

Refer to Activity Book page 6, exercise 1.

- In this exercise students are going to practise the vocabulary they have learnt in the Student's Book.
- Ask students to work individually or in pairs. Give them time to do the exercise. While students are working, walk around the class and offer help where needed.

Student's Book page 7



Grammar

The Present Simple (affirmative)

1 Complete this paragraph with the verbs in the correct form.

feel like work have be be

Salma (1) is a nurse. She (2) _____ at night.

Salma: I (3) _____ my job. At night, I (4) _____ time to talk to people. And people (5) _____ they (6) _____ not alone.

2 Listen and put these verbs in the corresponding group.

hears takes gets tells closes checks matches arrives prints

/z/	/s/	/iz/
runs	helps	watches

3 Listen again and repeat these verbs.

The Present Simple (negative)

4 Complete the sentences about Salma in the tables with *do not*, *does not*, *is not* and *are not*.

Negative with *do/does not*		
Salma	(1) _____ work	during the day.
Nurses	(2) _____ have	time to talk to people during the day.

Negative with *is/are not*		
Salma	(3) _____	a doctor.
People in the hospital	(4) _____	alone at night.

5 Sami is a fisherman. Read what he says about his job, and then rewrite this paragraph with the correct form of the verbs.

Hi! I'm Sami! I (1) ***be*** an engineering student in California, but I (2) ***work*** as a fisherman during the summer. You (3) ***not need*** a lot of experience to be a fisherman on a fishing boat. People (4) ***think*** that a good fisherman (5) ***not get*** seasick. But it (6) ***not be*** true!

Example

Hi! I'm Sami! I am an engineering student in California ...

7

Grammar

The Present Simple (affirmative)

Page 7, Exercise 1

- You may begin this activity by asking confident students such questions as *What does your father do? Where does he work?* Students are expected to answer in full sentences using the Present Simple tense. Do not correct them yet if they misuse the Present Simple.
- Have students do the exercise individually. Then ask them to check their answers in pairs by having them take turns reading the different sentences in the paragraph.

- If students made mistakes when putting the verbs in the correct form (3rd person singular), pick some other familiar verbs and write their infinitive form on the board. Then ask volunteers to think of sentences that include one of these verbs in the 3rd person singular form.

Answers

1. is; **2.** works; **3.** like; **4.** have; **5.** feel; **6.** are

Page 7, Exercise 2

Pronunciation rules:

- The 3rd person *-s* of verbs ending in voiced sounds (e.g. /b/, /d/, /g/, /v/, /l/, /m/, /n/, /r/, all vowels) is pronounced /z/.
- The 3rd person *-s* of verbs ending in voiceless sounds (e.g. /p/, /t/, /f/, /k/) is pronounced /s/.
- The 3rd person *-s* of verbs ending in sounds like /z/, /s/, /dʒ/, /ʃ/, /tʃ/, /ks/ is pronounced /iz/.

- Read the three examples (/rʌnz/, /helps/, /wɔtʃiz/).
- Ask the students what they notice about the pronunciation of the 3rd person *-s*. You may ask volunteers to say the three words, focusing on the pronunciation of the final sounds. Elicit answers that the final *-s* is pronounced differently: /z/ in ***runs***, /s/ in ***helps*** and /iz/ in ***watches***.
- Explain that the difference in pronunciation is caused by the final sound of the verbs: /n/, /p/ and /tʃ/.
- Divide the class into pairs. Students say the verbs to each other, putting them in the corresponding column.
- Play the cassette twice. If necessary, read the words yourself, stopping after each word.
- Draw the table on the board and ask students to tell you which verbs should go in which column. Clarify any doubts.

Audioscript

hears, takes, gets, tells, closes, checks, matches, arrives, prints

Answers

/z/ hears, tells, arrives
/s/ takes, gets, checks, prints
/iz/ closes, matches

Page 7, Exercise 3

- Play the cassette again and have students repeat first chorally and then individually. Make sure they pronounce /z/, /s/ and /iz/ correctly.

The Present Simple (negative)

Page 7, Exercise 4

- Do the first sentence with the class and clarify to students that all the sentences have their meanings implied in the paragraph about Salma in exercise 1. For example, *Salma does not work during the day* has its meaning implied in the affirmative sentence *She works nights*.
- Students work in pairs completing the sentences. They then switch partners and check the answers. They should justify the corrections to the mistakes their partner has made.
- After that, ask volunteers to make sentences about themselves similar to the ones in the tables, e.g. *I do not go to school in summer; Dad is not a pilot ...*

Answers

1. does not; **2.** do not; **3.** is not; **4.** are not

Page 7, Exercise 5

- Ask students to read the paragraph individually. Then, give them a few minutes to rewrite it with the correct form of the verbs.
- In pairs, students check their answers, each reading a part of the paragraph about Sami, for the other to provide feedback about correct and incorrect answers.
- Then ask two volunteers to write the answers on the board. Compare answers and discuss them with the whole class.

Answers

Hi! I'm Sami! I am an engineering student in California, but I work as a fisherman during the summer. You do not need a lot of experience to be a fisherman on a fishing boat. People think that a good fisherman does not get seasick. But it is not true!

Student's Book page 8

The Present Simple (interrogative)

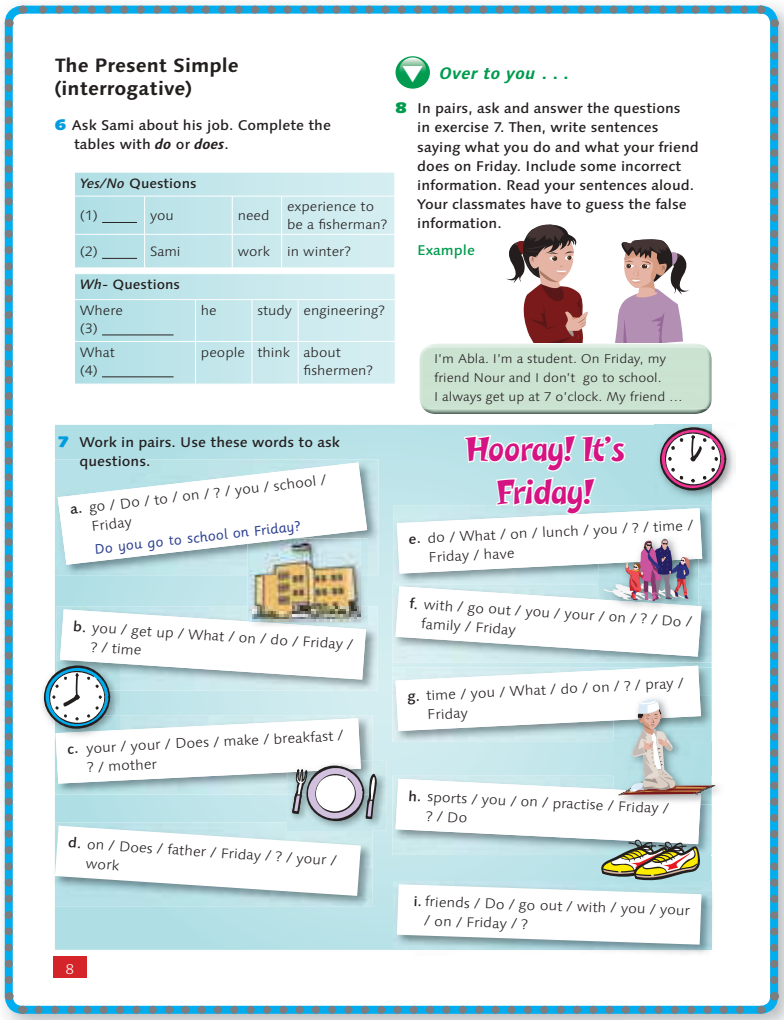
Page 8, Exercise 6

- Ask students *What does Sami do?* Then ask them the same question as if they were Sami, *Do you work as a fisherman?* Write the two questions on the board. Tell students to ask you questions about Sami and his job as if you were Sami.
- When you are satisfied they understand the procedure for asking questions, have students work individually to complete the exercise.
- Tell them to compare their questions in pairs before checking them with the whole class.
- Check a sample of students' answers by looking quickly at their written work. Discuss any recurring mistakes with them.

- After that, ask volunteers to make similar questions about Kareem, the pilot, and Salma, the nurse. Tell them that they are also free to ask questions related to their personal routines.

Answers

1. Do; **2.** Does; **3.** does; **4.** do



The Present Simple (interrogative)

6 Ask Sami about his job. Complete the tables with *do* or *does*.

Yes/No Questions			
(1) ____	you	need	experience to be a fisherman?
(2) ____	Sami	work	in winter?

Wh- Questions			
Where (3) _____	he	study	engineering?
What (4) _____	people	think	about fishermen?

Over to you . . .

8 In pairs, ask and answer the questions in exercise 7. Then, write sentences saying what you do and what your friend does on Friday. Include some incorrect information. Read your sentences aloud. Your classmates have to guess the false information.

Example

I'm Abla. I'm a student. On Friday, my friend Nour and I don't go to school. I always get up at 7 o'clock. My friend …

7 Work in pairs. Use these words to ask questions.

Hooray! It's Friday!

a. go / Do / to / on / ? / you / school / Friday
Do you go to school on Friday?

b. you / get up / What / on / do / Friday / ? / time

c. your / your / Does / make / breakfast / ? / mother

d. on / Does / father / Friday / ? / your / work

e. do / What / on / lunch / you / ? / time / Friday / have

f. with / go out / you / your / on / ? / Do / family / Friday

g. time / you / What / do / on / ? / pray / Friday

h. sports / you / on / practise / Friday / ? / Do

i. friends / Do / go out / with / you / your / on / Friday / ?

8

Page 8, Exercise 7

- Put students in pairs. Ask them to read the words. Explain that they are not in the correct order and that the students' task is to put them in the correct sequence to ask questions. Do the first two questions with them in order to cover both types of questions with them and clarify any doubts.
- Give students time to write the questions.
- Ask students to read their questions. Write the questions on the board for students to check.
- You could turn this exercise into a game as follows. In groups, students write the sentences on a piece of paper and use scissors to cut equal-sized cards, one for each word. They then copy the words from one of the sentences a–i onto the cards. Groups can then exchange cards and arrange the words of the sentence in the correct order.

Answers

a. Do you go to school on Friday?
b. What time do you get up on Friday?
c. Does your mother make your breakfast?
d. Does your father work on Friday?
e. What time do you have lunch on Friday?
f. Do you go out with your family on Friday?
g. What time do you pray on Friday?
h. Do you practise sports on Friday?
i. Do you go out with your friends on Friday?

Over to you …

Page 8, Exercise 8

- Students work in pairs, asking and answering the questions in exercise 7. Tell them to write down their partner's answers.
- Read the example sentences to the class.
- Students work individually, writing about what they and their friend do on a typical Friday. Remind them that they have to write about one thing different from what they do. Walk around the class monitoring the activity.
- Form different pairs. Each new pair will read each other's notes and will try to guess the incorrect information.
- Eventually, you may have students read out their sentences for the whole class to guess the false information. Make sure that students use the correct pronoun *he/she* when they speak about their partners.

Answers

Students' own answers

Refer to Activity Book pages 6–8.

- Put the students in small groups and ask them to do the exercises, practising the affirmative, interrogative and negative forms of the Present Simple. After they finish, each group assigns one student to read the answers to one of the exercises. Discuss any wrong answers with the whole class.

Optional Activity

- Have students close their books. Write on the board:

  Kareem Mahmoud Salma Sami

  Ask students what they can remember about each of them. Elicit sentences about their occupations.

Lessons 4 and 5

Skills focus

Why do some people like danger?

The outcomes of these lessons are:

- To use context to guess the meanings of new words
- To read an interview
- To talk about dangerous activities and jobs
- To listen to people talk about their jobs and activities
- To practise the Present Simple tense (affirmative, negative and interrogative)
- To write notes (Refer to Teacher's Book page 14 for instructions on how to take notes)

Materials

- Student's Book pages 9–11
- Dictionaries
- Glossary – Activity Book pages 69–70
- Cassette
- Activity Book: Module 1 – pages 9–10

How to go about the material:

- Exercises 5 and 6 can be set as homework.
- If you have time, you can do the Optional Activity.

Student's Book page 9

Before you start

policeman, fireman, miner, stuntman, artist, rally driving, scuba diving, rock fishing, rock climbing, mountain biking, horse riding

- Tell the students that they will be listening to the words in the orange box used in context and that they have to try to guess their meanings through the context.
- Play the cassette and ask students to write the meanings they have guessed. You can tell them to work in pairs and try to match the photos on page 9 to the words referring to them (*mountain biking*, *rock climbing*, *horse riding*, *miner*, *fireman*).

Audioscript

1 A **policeman** has a very dangerous job.
2 A **fireman** fights and puts out fires.
3 A **miner** digs up coal and gold from the ground.
4 A **stuntman** performs dangerous actions in a film.
5 An **artist** probably does not have to take physical risks.
6 This is my first **rally driving** experience.
7 **Scuba diving** is the sport of diving underwater.
8 **Rock fishing** is to try to catch fish on the rocks.
9 You can do different activities in the mountains, such as **rock climbing** and **mountain biking**.
10 I like **horse riding** competitions. They're very interesting!

Page 9, Exercise 1

- Play the cassette again and ask students to check the meanings of the words in the Activity Book glossary or in the classroom dictionary. You can refer to the Teacher's Book introduction page 14 to help the students use the dictionary effectively.
- Students work in groups, each individual choosing one word from the key words and using it in a sentence.

Page 9, Exercise 2

- Divide the class into groups. Ask each group to discuss how dangerous each activity and job is. Then groups grade each activity and job on a scale from 0 to 10 (0 = "not dangerous" and 10 = "very dangerous"). Monitor the discussions of the groups.
- Ask each group to read out their scale. Write the results on the board and have a class discussion as to the grading of the different groups.
- Copy the table below on the board and ask volunteers to fill it in. You can add as many columns as you want in order to allow more students to participate, depending on how much time you have.

Question	Group 1	Group 2	Group 3
Which activity or job do you prefer?			
Which activity or job do you do?			
Do you know people who do any of the activities or jobs?			

Answers

Answers may include:

Policeman: gunshot wounds
Fireman: getting burned
Miner: being trapped in the mine
Stuntman: falling off from high places
Artist: no or little danger
Scuba diving: lack of oxygen
Rock fishing: falling on rocks/slipping
Rock climbing: falling
Mountain biking: falling off the bike
Horse riding: falling off the horse

Find the words

- Draw the table below on the board. Have the students copy it in their notebooks.
- Explain that in the first column, they should write the word for each person, and in the second, they should list some activities the person does.

Words	Activities

Answers

fireman; stuntman; miner

Student's Book page 10

Reading

Page 10, Exercise 3

- Have students look at the pictures and read the title of the interview. Discuss what the interview could be about as a whole class.
- Give students time to read the interview in pairs; one student takes the role of the journalist. Ask them to underline any words they do not know.
- When the students have read the interview once, ask them to guess the meanings of words they do not know from the context.
- Students volunteer to give words and their meanings. You may choose to have the words and their meanings written on the board.
- Check understanding of the interview by asking simple questions, e.g. ***What does Dr Fred do? What do journalists, football players and artists have in common?***

Page 10, Exercise 4

- Read the rubric and give students some time to read and answer the questions.
- Give students some time to write the answers in their notebooks. In the meantime, walk around the class monitoring the activity.
- Put students in pairs to compare answers. Then check the answers with the whole class.

Answers

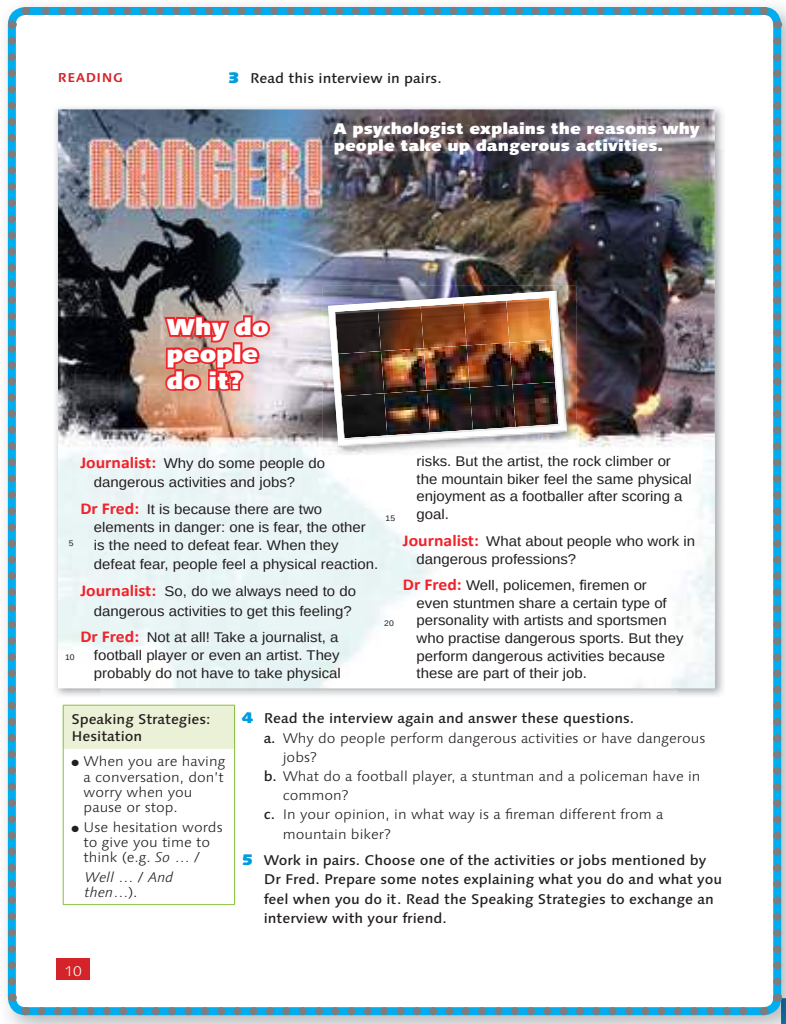
a. People perform dangerous activities or have dangerous jobs to defeat fear.
b. A football player, a stuntman and a policeman all feel the same physical enjoyment.
c. *Suggested answer:* A fireman does his activity as a part of his job, whereas a mountain biker does it to overcome fear.

Page 10, Exercise 5

- Ask students to read the Speaking Strategies. Give them example sentences using hesitation words.
- Ask students to work in pairs. Ask them to read the rubric carefully. Make sure that students understand what they have to do.
- Give them time to prepare their notes. Refer to page 14 of the Teacher's Book to guide students in using notebooks.
- Have students take turns being the interviewee. Make sure they use hesitation words while talking about their activity or job.

Answers

Answers may include adjectives such as:
happy – excited – fulfilled – thrilled – dangerous – safe – creative – boring …



READING

3 Read this interview in pairs.

A psychologist explains the reasons why people take up dangerous activities.

DANGER!

Why do people do it?

Journalist: Why do some people do dangerous activities and jobs?

Dr Fred: It is because there are two elements in danger: one is fear, the other is the need to defeat fear. When they defeat fear, people feel a physical reaction.

Journalist: So, do we always need to do dangerous activities to get this feeling?

Dr Fred: Not at all! Take a journalist, a football player or even an artist. They probably do not have to take physical risks. But the artist, the rock climber or the mountain biker feel the same physical enjoyment as a footballer after scoring a goal.

Journalist: What about people who work in dangerous professions?

Dr Fred: Well, policemen, firemen or even stuntmen share a certain type of personality with artists and sportsmen who practise dangerous sports. But they perform dangerous activities because these are part of their job.

Speaking Strategies: Hesitation

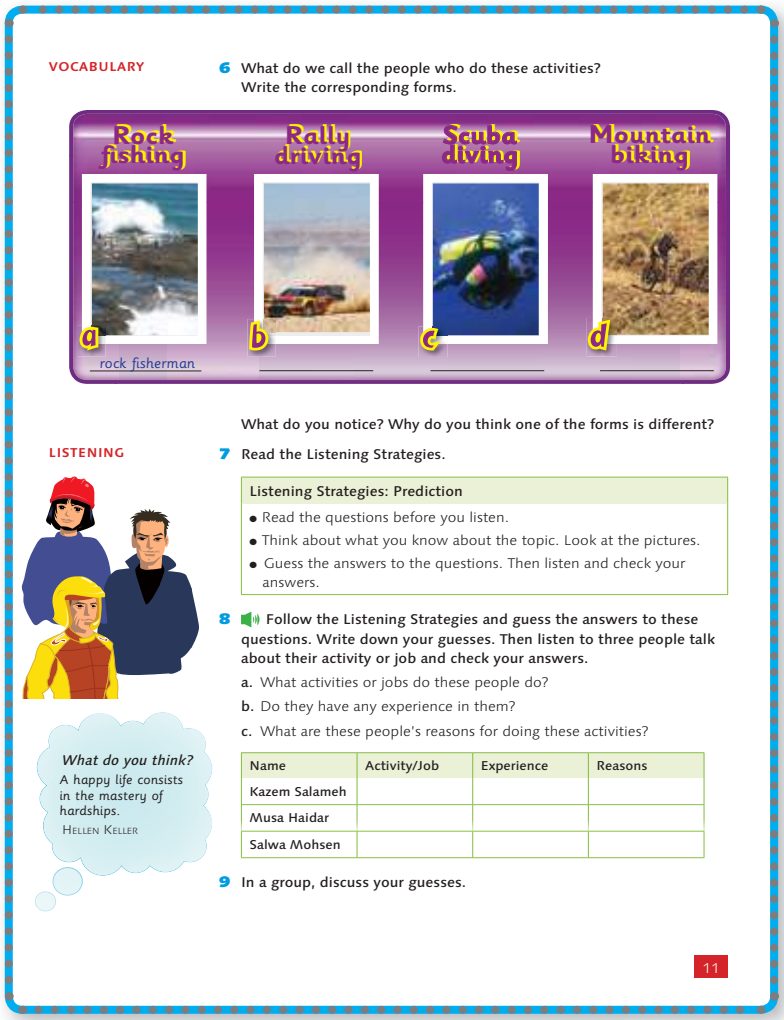
- When you are having a conversation, don't worry when you pause or stop.
- Use hesitation words to give you time to think (e.g. *So …* / *Well …* / *And then…*).

4 Read the interview again and answer these questions.
a. Why do people perform dangerous activities or have dangerous jobs?
b. What do a football player, a stuntman and a policeman have in common?
c. In your opinion, in what way is a fireman different from a mountain biker?

5 Work in pairs. Choose one of the activities or jobs mentioned by Dr Fred. Prepare some notes explaining what you do and what you feel when you do it. Read the Speaking Strategies to exchange an interview with your friend.

10

Student's Book page 11



VOCABULARY

6 What do we call the people who do these activities? Write the corresponding forms.

What do you notice? Why do you think one of the forms is different?

LISTENING

7 Read the Listening Strategies.

Listening Strategies: Prediction

- Read the questions before you listen.
- Think about what you know about the topic. Look at the pictures.
- Guess the answers to the questions. Then listen and check your answers.

8 **Follow the Listening Strategies and guess the answers to these questions. Write down your guesses. Then listen to three people talk about their activity or job and check your answers.**

a. What activities or jobs do these people do?

b. Do they have any experience in them?

c. What are these people's reasons for doing these activities?

Name	Activity/Job	Experience	Reasons
Kazem Salameh			
Musa Haidar			
Salwa Mohsen			

What do you think?
A happy life consists in the mastery of hardships.
Hellen Keller

9 In a group, discuss your guesses.

11

Vocabulary

Page 11, Exercise 6

- Ask the students to tell you what they see in the pictures. Elicit answers about who the people are.
- Ask a student to write the words on the board. Try to make the students elicit the rule.

Answers

a. rock fisherman; **b.** rally driver; **c.** scuba diver; **d.** mountain biker

Rule:

We add *-er* to all verbs to form the noun for the "doer" of the action.

To fish is the exception as the person who fishes is a "fisherman", not a "fisher".

Listening

Page 11, Exercise 7

- Ask the students how they can get ready for a listening task. Get different responses, such as predicting what the listening script will be about through reading the rubric, looking back on the topic of the module, or looking at the pictures, etc.
- Tell students to read the Listening Strategies box and explain that they will apply these strategies in the following exercise.

Page 11, Exercise 8

- Read the rubric and the questions carefully and make sure students understand what they have to do.
- Ask them to write down their guesses on the basis of the pictures. Refer to page 14 of the Teacher's Book to guide students in using notebooks.
- Play the cassette twice. Tell students to complete the grid on the basis of what they heard. Give students time to write their answers.

Audioscript

Kazem Salameh: I am Kazem Salameh and this is my first rally driving experience. Wow! This is really exciting! I love going fast. This is why I want to do it.

Musa Haidar: Hi! I'm Musa Haidar and I am a stuntman. You see me in films, but you don't know it's me. I do the risky things that actors cannot do or do not want to do, such as jumping from one building to another, doing karate moves and driving a fast motorcycle. Stunting is a dangerous job ... and very tiring. I sometimes work 14 hours a day or more. Why do I do it? It's exciting!

Salwa Mohsen: Hello! Hi! I'm Salwa Mohsen. I am a mountain climber. Mountain climbing is a wonderful sport. It is all about the challenge and the thrill of arriving at the top of a mountain and looking at the world from there. Is it dangerous? Well, yes. But overcoming danger and arriving at the summit makes it worthwhile.

Answers

a. Kazem Salameh is a rally driver; Musa Haidar is a stuntman; Salwa Mohsen is a mountain climber.
b. Kazem doesn't have any experience; Musa and Salwa do.
c. Kazem does it because he likes to go fast; Musa does it because it's exciting; Salwa does it to overcome danger and arrive at the summit.

Page 11, Exercise 9

- In groups, students discuss their guesses and comment on them. Then they share their comments with the whole class.

What do you think?

Read the quotation to the class and ask them to explain what it means. Discuss whether they agree or disagree with it.

Refer to Activity Book pages 9–10.

- Ask students to recapitulate what they have learnt in the Student's Book to solve the exercises. Give them enough time to finish working and offer your help to students who are having difficulties. After they finish, walk around the class and ask students to answer individually to one part of an exercise.

Optional Activity

- Play the cassette for exercise 8 again. Ask students to write a speech bubble corresponding to one of the characters.

Lesson 6

Communication Workshop

Asking questions

The outcomes of this lesson are:

- To answer a questionnaire
- To roleplay an interview
- To write an email to a friend
- To practise punctuation and capital letters
- To practise joining sentences with *and* and *but*

Teaching tips

- Some students may be unfamiliar with writing emails.
- Not all students will have the same imagination for the roleplay. If necessary, give them cues as to the possible dangerous jobs or activities the interviewed person may have or do.

Materials

- Student's Book page 12
- Activity Book: Module 1 – pages 11–12

How to go about the material:

- Exercise 3 can be set as homework.
- If you have time, do the Optional Activity.

Student's Book page 12

Before you start

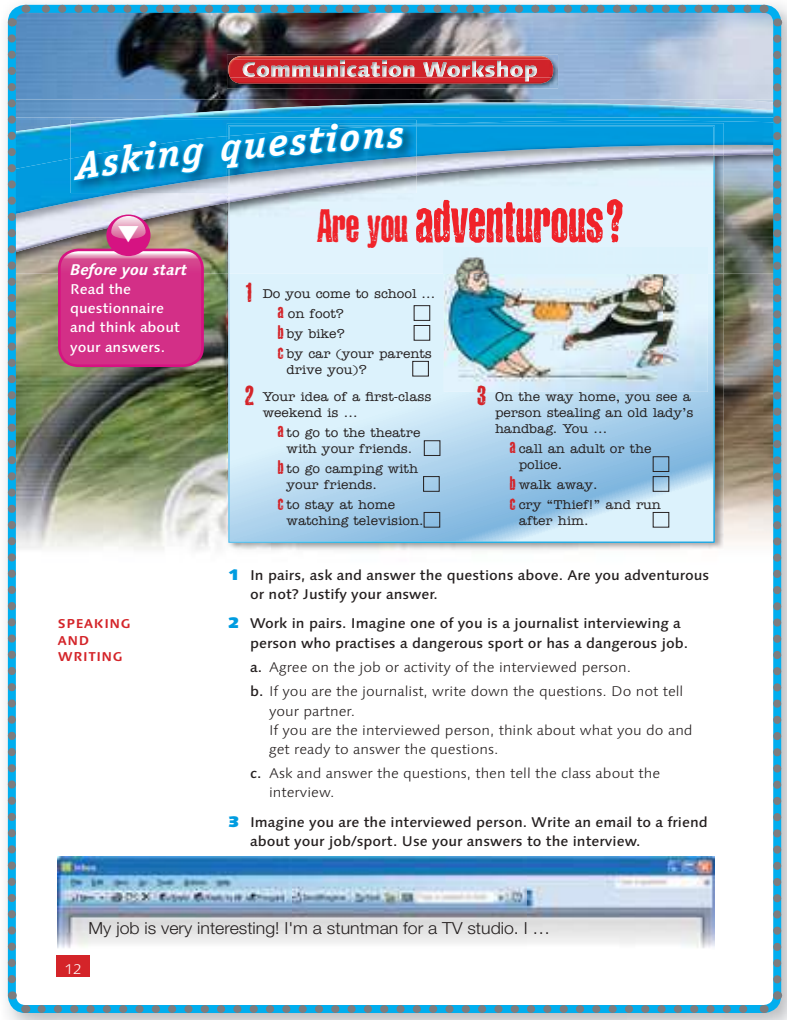
- Ask your students to read the questionnaire individually. Give them time to think about their answers.

Page 12, Exercise 1

- Ask students to work in pairs and take turns asking and answering the questionnaire and writing down the answers.
- Write this questionnaire key on the board for students to read and decide whether they are adventurous or not.
  1) a) 1 point b) 2 points c) 0 points
  2) a) 1 point b) 2 points c) 0 points
  3) a) 1 point b) 0 points c) 2 points
  Tell the class that if they have 5 points or more, they are adventurous.
  If they have 1–4 points, they are reasonable people.
  If they have 0 points, they prefer an unadventurous life.

Answers

Students' own answers



Speaking and Writing

Page 12, Exercise 2

- Read the task to the students to clarify the situation of the roleplay.
- Divide the class into pairs and ask them to choose the sport or the job and to choose to be the journalist or the interviewee.
- Explain that each member of a pair writes the cues (questions or notes) for the role. For example, the journalist writes: ***Do you enjoy the danger of your job?*** The interviewed person writes: ***I became a fireman to save lives.*** Give them time and go around the class to offer help if they need.
- When they are ready, tell students to begin the roleplay. Walk around the class listening to the different roleplays. Do not stop them while they are performing, but make notes of the mistakes students make in order to discuss them once the activity is over.
- Have different pairs do their roleplay in front of the whole class. Then ask different pairs to retell their interviews.
- Read your notes on the mistakes students made during the roleplay. Discuss mistakes with the whole class.
- You can refer to the notes on roleplay and assessment tool on page 12 of the Teacher's Book.

Here is an example of roleplay cuecards for this task.

Activity: skydiving

Journalist's cuecard

- Why do you like skydiving?
- How did you get interested in this activity?
- When did you start skydiving?
- What safety procedures do you follow?
- Are you afraid of being killed?
- What do your family/friends think about your activity?

Skydiver's cuecard

- Love speed
- Love danger
- Love fresh air
- Love heights
- Excitement more important than safety
- Friends also like skydiving
- Always check parachute
- Always skydive over flat land with few trees

Answers

Students' own answers

Page 12, Exercise 3

- Have students look at the example and explain in what ways an email is different from an ordinary letter. For example:
  - usually shorter;
  - less formal;
  - send and receive more quickly;
  - doesn't waste paper.
- Read the rubric and give students some time to read their notes again. The interviewers can use the time to copy the relevant answers to their questions.
- If students do their writing in class, walk around the class monitoring the activity.
- Have students check their writing for spelling, the use of the Present Simple, capital letters, full stops and commas. If you wish, students can work in pairs, cooperating in checking both their emails.
- If you don't have time, divide the class into groups and have each member of the group read out his/her email. If you have time, have students read them to the whole class.

Answers

Answers should give reasons why students find a certain activity/job interesting and should include supporting details.

- If you have time, students can exchange their emails with their partner. Ask them to assess their partner's writing using the table below. Tell them to circle the options under each heading.

Ideas and Content	**Word and Sentence Choice**
Interesting Well focused Clear Detailed, complete, rich Written from experience Precise information	Precise language Strong verbs Natural Words used in new ways Varied sentence structure Fragments used well
Organisation	**Conventions**
Good introduction Good placement of details Strong transitions Creates interest Strong conclusion	Correct spelling Punctuation works with sentence structure Correct grammar Good division of paragraphs Easy to read

Refer to Activity Book pages 11–12.

- Before you tell the students to start doing the exercises, explain the use of capitalisation and punctuation. Don't go into too many details; in fact, narrow down your explanation to whatever the Activity Book covers. Ask students to provide you with examples to check their understanding.
- Do the same with the linking words (*and* and *but*). After they do the exercises, check answers with the whole class and discuss any mistakes.

Optional Activity

- Ask students to rewrite their emails, adding two things that are not true. Have them give you their emails. Give them out to different students. Ask them to read the emails and find the things that are not true. Have different students tell the class what they think the incorrect information in the emails they got was. The writer has to say whether they were right, and if not, he/she must give the correct information.

Lesson 7

Language Development

The outcomes of this lesson are:

- To practise the Present Simple tense (affirmative, negative and interrogative)
- To practise the pronunciation of the final *-s* of the 3rd person singular in the Present Simple
- To practise identifying vocabulary in context

Teaching tips

- Students are likely to forget the forms of the 3rd person singular in the affirmative and the negative, or the use of the auxiliary *do/does* for the negative and the interrogative
- Some students may have difficulty distinguishing the /s/ and /z/ endings in the 3rd person singular.

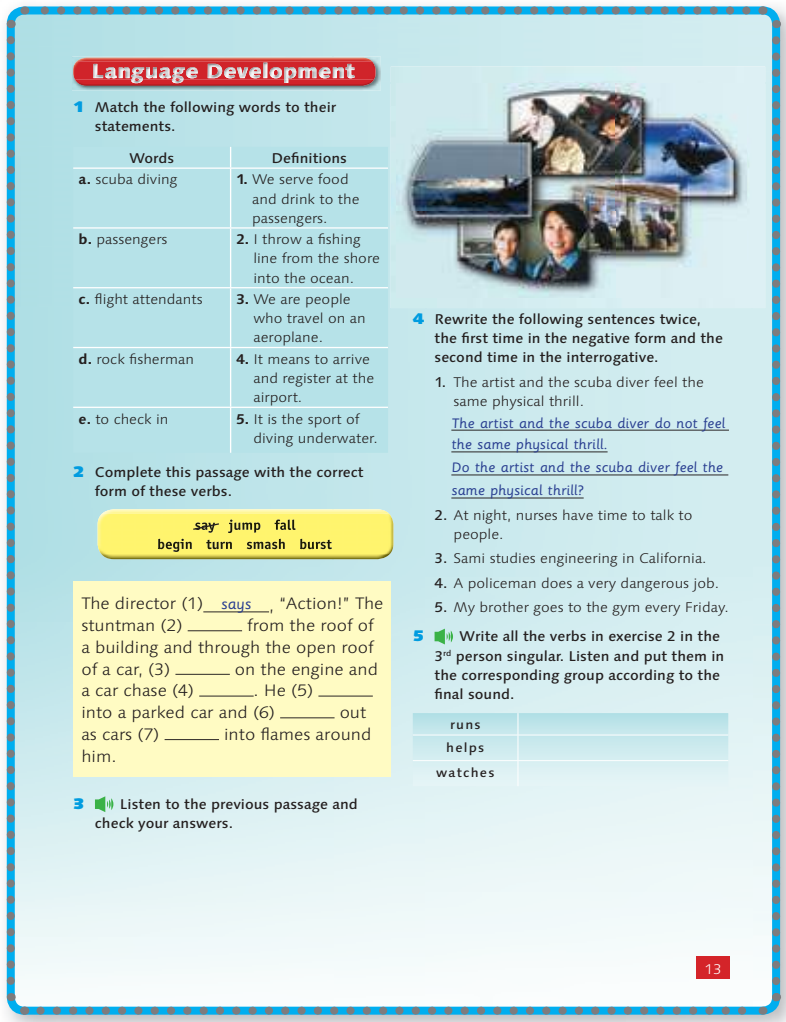
Materials

- Student's Book pages 13–14
- Cassette
- Activity Book: Module 1 – page 13

How to go about the material:

- Exercises 1, 2 and 4 can be set as homework.
- If you have time, you can do the Optional Activity.

Student's Book pages 13–14



Language Development

1 **Match the following words to their statements.**

Words	Definitions
a. scuba diving	**1.** We serve food and drink to the passengers.
b. passengers	**2.** I throw a fishing line from the shore into the ocean.
c. flight attendants	**3.** We are people who travel on an aeroplane.
d. rock fisherman	**4.** It means to arrive and register at the airport.
e. to check in	**5.** It is the sport of diving underwater.

2 **Complete this passage with the correct form of these verbs.**

~~say~~ jump fall begin turn smash burst

The director (1) says, "Action!" The stuntman (2) _____ from the roof of a building and through the open roof of a car, (3) _____ on the engine and a car chase (4) _____. He (5) _____ into a parked car and (6) _____ out as cars (7) _____ into flames around him.

3 **Listen to the previous passage and check your answers.**

4 **Rewrite the following sentences twice, the first time in the negative form and the second time in the interrogative.**

1. The artist and the scuba diver feel the same physical thrill.
   The artist and the scuba diver do not feel the same physical thrill.
   Do the artist and the scuba diver feel the same physical thrill?
2. At night, nurses have time to talk to people.
3. Sami studies engineering in California.
4. A policeman does a very dangerous job.
5. My brother goes to the gym every Friday.

5 **Write all the verbs in exercise 2 in the 3rd person singular. Listen and put them in the corresponding group according to the final sound.**

runs	
helps	
watches	

13

Page 13, Exercise 1

- Explain the task to the students and tell them to do the matching activity in pairs.
- When they're finished, ask them to switch partners to check their answers.
- Finally, write the words on the board, and ask volunteers to write the definitions next to them.

Answers

a. 5; **b.** 3; **c.** 1; **d.** 2; **e.** 4

Page 13, Exercise 2

- Read the task to the class and clarify any doubts. Ask students to do the exercise individually.
- Students then work in pairs and check their answers. Tell them to justify any corrections they have made for each other.

Page 13, Exercise 3

- Play the cassette. While the cassette is playing, write the correct form of the verb on the board so that slower students can check their answers.
- Have a show of hands to see what the mistakes were. Explain why the sentences were wrong.

Audioscript

The director says, "Action!" The stuntman falls from the roof of a building and through the open roof of a car, turns on the engine and a car chase begins. He smashes into a parked car and jumps out as cars burst into flames around him.

Answers

1. says; **2.** falls; **3.** turns; **4.** begins; **5.** smashes; **6.** jumps; **7.** burst

Page 13, Exercise 4

- Tell students that they can do this exercise using a table like the one below. One student completes the table with two sentences in the negative form and two sentences in the interrogative form. The other student completes the remaining cells. They then check each other's sentences and discuss any mistakes.

Affirmative	Negative	Interrogative
At night, nurses have time to talk to people.		
Sami studies engineering in California.		
A policeman does a very dangerous job.		
My brother goes to the gym every Friday.		

Page 13, Exercise 5

- Remind students of the pronunciation rules for the third person *-s*. Read the task. Give students time to write down all the verbs in exercise 2.

Answers

1. The artist and the scuba diver do not feel the same physical thrill. / Do the artist and the scuba diver feel the same physical thrill?
2. At night, nurses do not have time to talk to people. / At night, do nurses have time to talk to people?
3. Sami does not study engineering in California. / Does Sami study engineering in California?
4. A policeman does not do a very dangerous job. / Does a policeman do a very dangerous job?
5. My brother does not go to the gym every Friday. / Does my brother go to the gym every Friday?

- Play the cassette twice. Draw the grid on the board and ask students to tell you which verbs should go in which column.
- Play the cassette again and have students repeat first chorally and then individually. Make sure they pronounce /z/, /s/ and /iz/ correctly.

Audioscript

says, falls, turns, begins, smashes, jumps, bursts

Answers

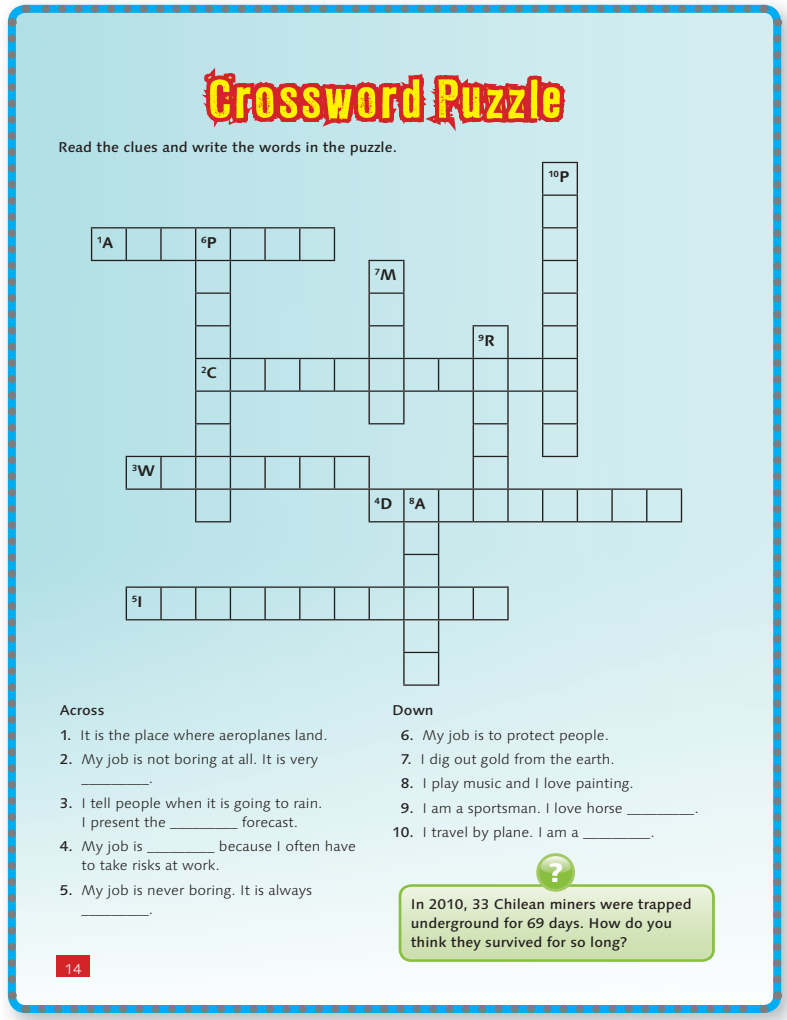
runs: says, falls, turns, begins
helps: jumps, bursts
watches: smashes

Page 14, Crossword puzzle

- Tell students that it is time to have some fun using the vocabulary they have learnt in the module. If you have time, have a quick review of the words they have encountered throughout the module.
- Put the students in groups of four and explain that crossword puzzles are a fun way to keep the vocabulary words in mind. Read out the first clue and ask students to give you the word that matches the definition. Then ask them to complete the task. Remind them that there is a time limit for solving the puzzle.

Answers

Across	Down
1. airport	**6.** policeman
2. challenging	**7.** miner
3. weather	**8.** artist
4. dangerous	**9.** riding
5. interesting	**10.** passenger



Crossword Puzzle

Read the clues and write the words in the puzzle.

Across

1. It is the place where aeroplanes land.
2. My job is not boring at all. It is very _____.
3. I tell people when it is going to rain. I present the _____ forecast.
4. My job is _____ because I often have to take risks at work.
5. My job is never boring. It is always _____.

Down

6. My job is to protect people.
7. I dig out gold from the earth.
8. I play music and I love painting.
9. I am a sportsman. I love horse _____.
10. I travel by plane. I am a _____.

In 2010, 33 Chilean miners were trapped underground for 69 days. How do you think they survived for so long?

14

Explain that in all the modules they will have a question that may require some research. Read the question aloud and have a discussion about it. Set this question as a task for the following class.

Suggested answers

Rescuers dug a ventilation shaft; the miners shared their food; they remained hopeful that they would be rescued.

Refer to Activity Book page 13.

- Students can start writing their answers after you tell them that these exercises will help them revise what they have learnt in Module 1. Ask some students to tell you what they can remember from previous lessons. Give them the chance to explain what they liked most and what they found difficult. Then, ask them to start working on the exercises. After checking their answers, compliment their good work.

Optional Activity

- Do the Evaluation on page 13 in the Activity Book after students have completed the test. Then, there are two courses of action:
  a) mark the tests;
  b) ask students to exchange their tests and mark one another's mistakes. Then, go over the test orally to confirm or correct the marking.

Lesson 8

Project 1

Make a periscope

The outcomes of this lesson are:

- To follow instructions to make a periscope
- To practise the Present Simple tense in a task
- To practise the language in a cooperative and non-stressful atmosphere

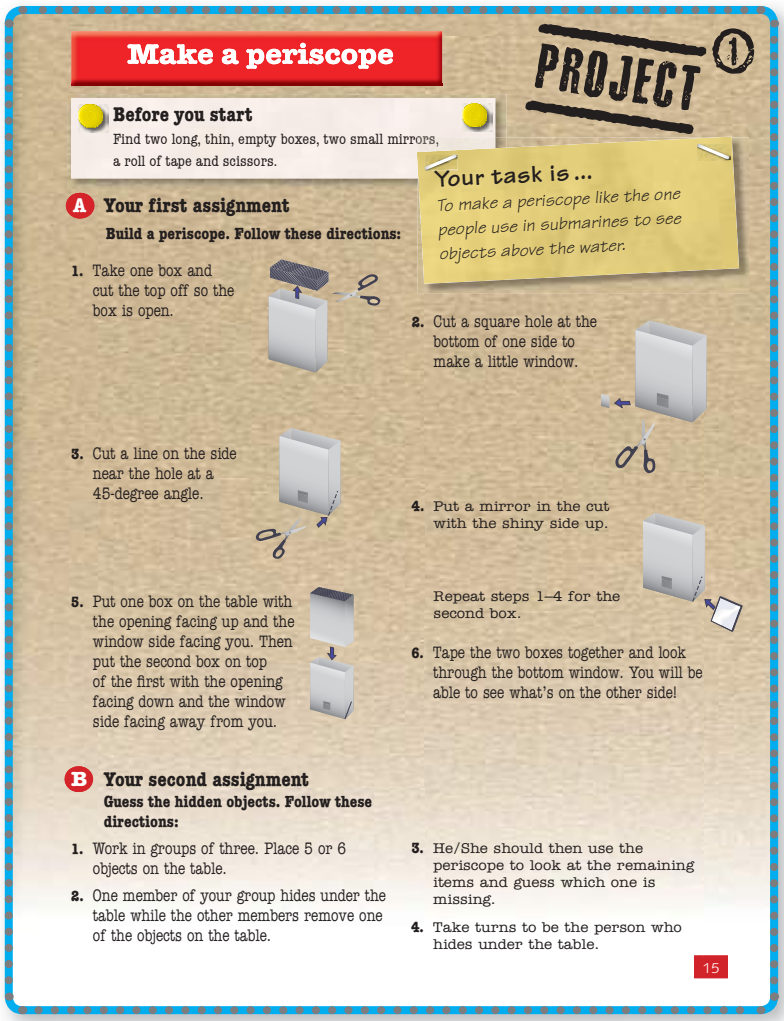
Materials

- Student's Book page 15
- Two boxes, two small mirrors, a roll of tape and scissors (the length of the mirrors should be the same as the width of the boxes)

How to go about the material:

- Make sure all students have the necessary materials.
- You may decide that students do the Project as homework and just play the game in class.

Student's Book page 15



Make a periscope

PROJECT 1

Before you start

Find two long, thin, empty boxes, two small mirrors, a roll of tape and scissors.

Your task is ...

To make a periscope like the one people use in submarines to see objects above the water.

A Your first assignment

Build a periscope. Follow these directions:

1. Take one box and cut the top off so the box is open.
2. Cut a square hole at the bottom of one side to make a little window.
3. Cut a line on the side near the hole at a 45-degree angle.
4. Put a mirror in the cut with the shiny side up.

   Repeat steps 1–4 for the second box.
5. Put one box on the table with the opening facing up and the window side facing you. Then put the second box on top of the first with the opening facing down and the window side facing away from you.
6. Tape the two boxes together and look through the bottom window. You will be able to see what's on the other side!

B Your second assignment

Guess the hidden objects. Follow these directions:

1. Work in groups of three. Place 5 or 6 objects on the table.
2. One member of your group hides under the table while the other members remove one of the objects on the table.
3. He/She should then use the periscope to look at the remaining items and guess which one is missing.
4. Take turns to be the person who hides under the table.

15

- Remind students about the activities presented in the module. Ask them to tell you what scuba diving and submarines have in common. Explain that they are going to make an instrument that is used in submarines to see objects above water.
- Divide the class into pairs for the first assignment. Make sure each pair has all the materials they need. Each pair reads the corresponding instructions and works accordingly. Monitor the activity to make sure they are doing it correctly.
- Once the periscope has been made, divide the class into groups of three. Every group places 5 or 6 objects on the table for everyone to see. Then one member of the group hides under the table and another member removes one of the objects. The one who is hiding uses the periscope to look at the objects on the table and guess which one is missing.
- Members of every group take turns to hide under the table to guess the missing item that the other members had removed.
- The students who make the most correct guesses are the winners and you may choose to reward them.
- When the whole project is finished, draw the following table on the board and ask students to copy it in their notebooks. Then ask them to fill it in, assessing their work as a group. Tell them to discuss their answers.
- If you don't have time to do this activity, you can still do it after any group work in the following lessons.

GROUP PERFORMANCE RATING SCALE **1 = Major Difficulty 2 = Good 3 = Excellent**			
1. All members participated in the group activities.	1	2	3
2. Members listened to others in the group.	1	2	3
3. Members helped and encouraged others in the group.	1	2	3
4. Group members practised the cooperative skills.	1	2	3
5. Trust developed among group members.	1	2	3
Add all circled numbers for Total Score _____ (out of 20)			
What I really liked about our group			
Ideas for improvement			

Fighting global warming

The outcomes of this module are:

- To predict the meanings of new vocabulary items
- To talk about global warming using adverbs of time and frequency
- To listen to people talking about global warming
- To read an article about things you can do to save the Earth
- To practise the Imperative to prepare a list of actions
- To write information for a poster

Lesson 1

The outcomes of this lesson are:

- To listen to a specialist talking about global warming
- To use context to guess the meanings of new words
- To talk about global warming and climate change

Materials

- Student's Book pages 16–17
- Dictionaries
- Glossary – Activity Book pages 70–71
- Cassette

How to go about the material:

- Exercise 2 can be done in class or is set as homework.
- If you have time, you can do the Optional Activity.

Student's Book pages 16–17

Teaching tips

- Ask students to read the title of the module, to look at the pictures and to tell you what they think the module is about. If they do not know what global warming is, explain that it means that our planet's atmosphere is getting warmer.
- Read the outcomes of the module with students.
- Ask students what the effects of global warming are. Write them on the board.
- Ask them if they know of routine things that we can do to save our planet and if they put them into practice. Encourage students to tell the class about them. Make a list on the board.

Before you start

- Initiate a discussion about the reasons for global warming and the way it is affecting the weather and the living conditions in Jordan and the region. Use this opportunity to revise the Present Simple by asking *Do you ever cycle to school? Whose parents drive them to school? Do you recycle paper?*

Suggested answers

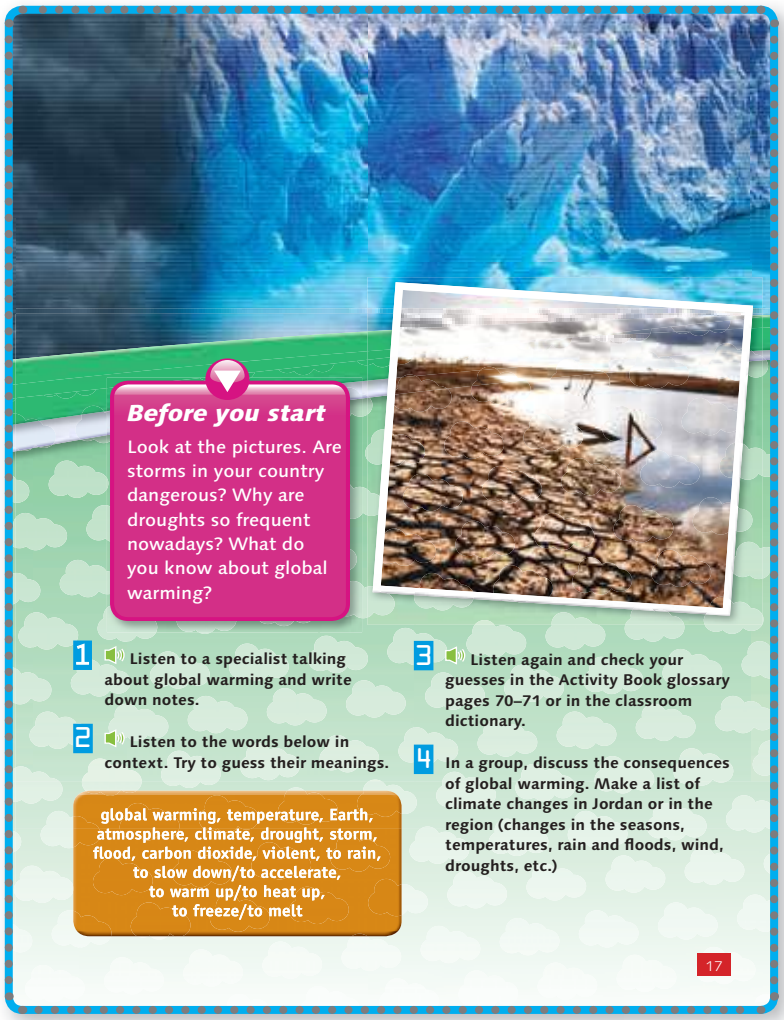
Droughts are so frequent because of global warming; the Earth's temperature goes up every year; the Earth's atmosphere warms up.
Global warming means that the Earth's atmosphere warms up.

Page 17, Exercise 1

- Draw the following table on the board:

Question	Answer
What is global warming?	
What happens as the atmosphere warms up?	
What happens to the ice in the North and South Poles?	
Extra information	

- Ask students to copy the table in their notebooks, and tell them that this is one way of taking notes clearly and easily. Tell them that you are going to play the cassette twice.



- Play the cassette the first time. Give students a few minutes to fill in the table. Play the cassette again and give students time to check notes.
- Have a general round of students retelling the presentation from their notes. Tell students to keep these notes and bring them to the following class.

Audioscript

Global warming means that the atmosphere warms up. This changes the climate of the Earth. When the atmosphere warms up, the weather becomes more violent. This makes storms very strong. Periods of drought become long in some places. In other places, it rains so much that there are floods. The ice in the North and South poles melts and sea levels rise. The future of our planet is in danger.

Answers

Students' own answers

Page 17, Exercise 2

global warming, temperature, Earth, atmosphere, climate, drought, storm, flood, carbon dioxide, violent, to rain, to slow down/to accelerate, to warm up/to heat up, to freeze/to melt

- Play the cassette for students to listen to the words in context. They try to guess their meanings with a partner. Then, ask the pairs to share their answers with the whole class and make a list of the ones they haven't guessed.

Audioscript

1 **Global warming** means that the **atmosphere** warms up.
2 The **temperature** goes up every year.
3 Our planet **Earth** is in danger.
4 Global warming changes our **climate**.
5 **Droughts** are dry periods when it doesn't rain.
6 When it **rains** a lot, there are **floods**.
7 There is too much **carbon dioxide** in the atmosphere.
8 When the weather is **violent**, **storms** become very strong.
9 Pollution **accelerates** global warming. We have to **slow** it **down**.
10 The sun **heats up** the air and **warms up** the Earth.
11 The ice in the Poles **melts** because of global warming.
12 We need carbon dioxide in order not to **freeze**.

Page 17, Exercise 3

- Play the cassette again to give the students another chance to guess the meanings of the rest of the words. After that, they can check their answers in pairs in the Activity Book glossary or in a dictionary. You can refer to the Teacher's Book introduction page 14 to help the students use the dictionary effectively.
- Then, ask students to work in groups, each individual choosing two of these words and using them in one meaningful sentence.

Page 17, Exercise 4

- Divide the class into groups. Tell students to carry out the task using the notes they took in exercise 1. Give them time to do the task. Walk around the class, monitoring the activity and answering questions.
- Have the different groups read their conclusions.

Answers

Answers may include:

- higher temperatures
- season shift (the change affecting a season's beginning and duration)
- plants and animals dying out
- droughts

Remember!
Remind students to bring their notes for exercises 1 and 4 to the following class!

Optional Activity

- Divide the class into groups. Ask each group to make a list of things they can do at school, at home and in the region where they live which will help prevent global warming.

Lessons 2 and 3

We are still in time to save the Earth!

The outcomes of these lessons are:

- To read an article about global warming
- To ask questions using *How often*
- To practise the Imperative to express suggestion (affirmative and negative)
- To listen to a dialogue to acquire vocabulary
- To practise the Present Simple tense with adverbs of frequency
- To write a list of actions

Teaching tips

- Students already know the use of the Imperative to express orders or commands; explain that in this case we are using it to suggest activities which are advisable, not obligatory.
- The ideas developed in the passage are not simple, so give students time to read it carefully. If necessary, paraphrase or clarify some of the concepts.

Materials

- Student's Book pages 18–20
- Dictionaries
- Glossary – Activity Book pages 70–71
- Cassette
- Activity Book: Module 2 – pages 14–15

How to go about the material:

- Exercises 3 and 7 can be set as homework and the pairwork of exercise 7 can be done as an introduction for the following class.
- If you have time, you can do the Optional Activity.

Student's Book page 18

Before you start

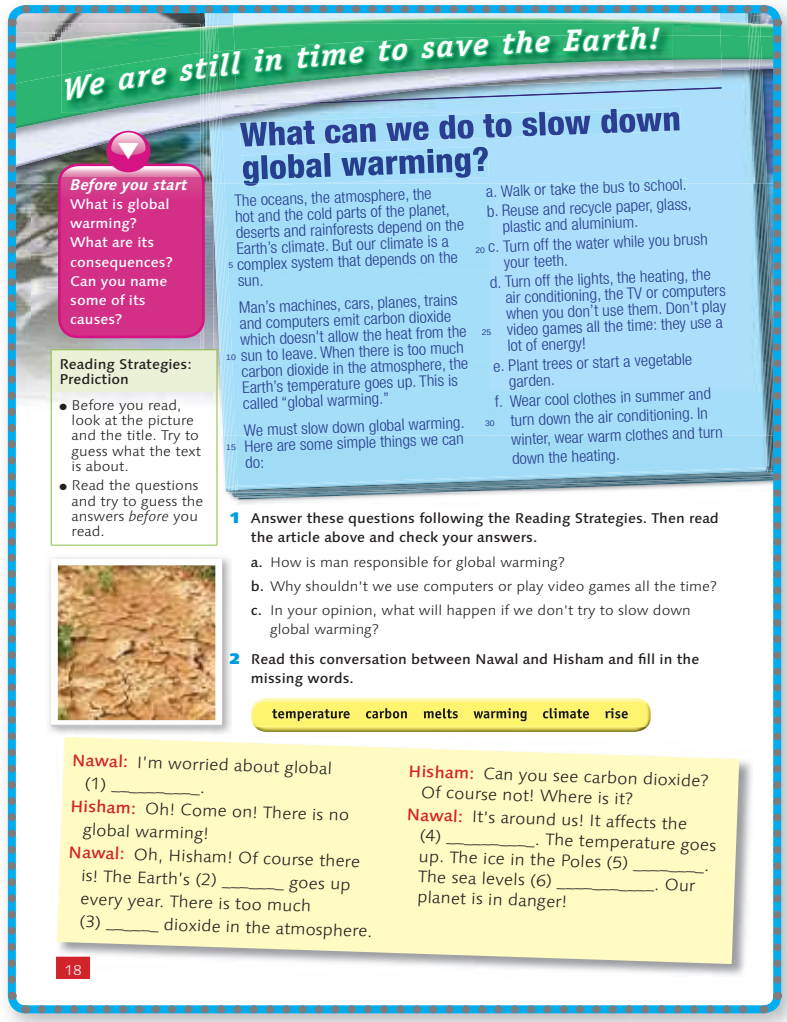
- Ask students to go over the notes on global warming from the previous class.
- Have a quick discussion on what they think about global warming; whether they think it is real or not; what effects it is having on the world and on Jordan. Ask if any students feel that global warming has had a direct effect on their own lives. (Desertification and shortages of water are the most serious effects of global warming.) Ask whether they heard about the World Summits and the agreements that different countries have or have not signed in relation to it.

Suggested answers

When there's too much carbon dioxide in the atmosphere, the Earth's temperature goes up. This is called global warming.
Consequences: As the atmosphere warms up, the weather becomes more violent.
Causes: Man's machines, cars, planes, trains and computers produce carbon dioxide. When there's too much carbon dioxide in the atmosphere, the Earth's temperature goes up.

Page 18, Exercise 1

- Read the Reading Strategies with the whole class. Have students look at the picture and read the title of the article individually and, as a whole class, discuss what it is about.
- Ask students to work in pairs. One student asks the question and the other tries to guess it. Make sure they exchange roles.
- Give students time to read the article. Ask them to check whether they answered the questions correctly.
- Check understanding of the text by asking simple questions, e.g. *What do the oceans and the atmosphere depend on? What other elements on our planet depend on its climate?*



We are still in time to save the Earth!

What can we do to slow down global warming?

Before you start
What is global warming?
What are its consequences?
Can you name some of its causes?

The oceans, the atmosphere, the hot and the cold parts of the planet, deserts and rainforests depend on the Earth's climate. But our climate is a complex system that depends on the sun.

Man's machines, cars, planes, trains and computers emit carbon dioxide which doesn't allow the heat from the sun to leave. When there is too much carbon dioxide in the atmosphere, the Earth's temperature goes up. This is called "global warming."

We must slow down global warming. Here are some simple things we can do:

a. Walk or take the bus to school.
b. Reuse and recycle paper, glass, plastic and aluminium.
c. Turn off the water while you brush your teeth.
d. Turn off the lights, the heating, the air conditioning, the TV or computers when you don't use them. Don't play video games all the time: they use a lot of energy!
e. Plant trees or start a vegetable garden.
f. Wear cool clothes in summer and turn down the air conditioning. In winter, wear warm clothes and turn down the heating.

Reading Strategies: Prediction
- Before you read, look at the picture and the title. Try to guess what the text is about.
- Read the questions and try to guess the answers *before* you read.

1 **Answer these questions following the Reading Strategies. Then read the article above and check your answers.**
a. How is man responsible for global warming?
b. Why shouldn't we use computers or play video games all the time?
c. In your opinion, what will happen if we don't try to slow down global warming?

2 **Read this conversation between Nawal and Hisham and fill in the missing words.**

temperature carbon melts warming climate rise

Nawal: I'm worried about global (1) _____.
Hisham: Oh! Come on! There is no global warming!
Nawal: Oh, Hisham! Of course there is! The Earth's (2) _____ goes up every year. There is too much (3) _____ dioxide in the atmosphere.
Hisham: Can you see carbon dioxide? Of course not! Where is it?
Nawal: It's around us! It affects the (4) _____. The temperature goes up. The ice in the Poles (5) _____. The sea levels (6) _____. Our planet is in danger!

18

Answers

a. When man's machines (cars, planes, trains, etc.) produce too much carbon dioxide, there will be an increase in Earth's temperature, eventually causing global warming.
b. We shouldn't use computers or play video games all the time because they use a lot of energy.
c. *Students' own answers*

Page 18, Exercise 2

- Read the task to the students. In pairs, have students read and complete the conversation.
- Have a pair of students read their version. Write their suggested answers on the board. Have a show of hands to see how many students got each word correctly. Finally, comment on the mistakes students made.

Answers

1. warming; **2.** temperature; **3.** carbon; **4.** climate; **5.** melts; **6.** rise

Refer to Activity Book page 14, exercises 1 and 2.

- Remind the students that they have been introduced to the vocabulary in exercise 1 of the Activity Book. Give them a couple of minutes to match the words and encourage them to ask for help about any uncertainty. Before moving to the next exercise, make sure that the students can identify the relationship between the words of the exercise. Correct the second exercise with the whole class after students do the activity in pairs.

Student's Book page 19

Grammar

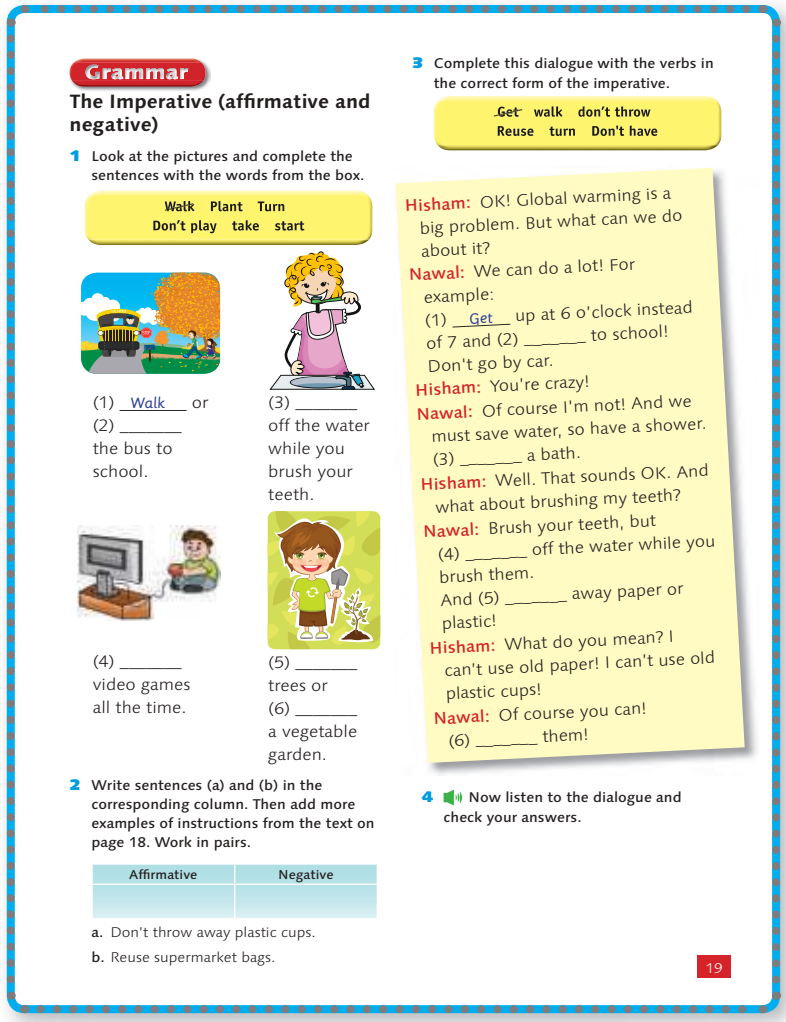
The Imperative (affirmative and negative)

Page 19, Exercise 1

- Play a quick game with the students in order to introduce the imperative of verbs. Give them simple orders, such as "Stand up. Open the door. Look at the board. Open your book. Jump …" The students are supposed to obey your orders. Then ask them to work in pairs taking turns to give orders to their partners.
- Read the rubric to the whole class and put students in pairs to complete the sentences. While they are working, walk around the classroom monitoring the activity.
- Ask individual students to read their answers. Write them on the board for the whole class to check. Have a show of hands to see how many got the correct answers.
- You can refer students to the Grammar Notes on page 86 of the Student's Book. Read the notes with them and explain that they can always refer to these notes to check grammatical details or to revise at home.

Answers

1. Walk; **2.** take; **3.** Turn; **4.** Don't play; **5.** Plant; **6.** start



Grammar

The Imperative (affirmative and negative)

1 Look at the pictures and complete the sentences with the words from the box.

~~Walk~~ Plant Turn
Don't play take start

(1) __Walk__ or (2) _____ the bus to school.

(3) _____ off the water while you brush your teeth.

(4) _____ video games all the time.

(5) _____ trees or (6) _____ a vegetable garden.

2 Write sentences (a) and (b) in the corresponding column. Then add more examples of instructions from the text on page 18. Work in pairs.

Affirmative	Negative

a. Don't throw away plastic cups.
b. Reuse supermarket bags.

3 Complete this dialogue with the verbs in the correct form of the imperative.

~~Get~~ walk don't throw
Reuse turn Don't have

Hisham: OK! Global warming is a big problem. But what can we do about it?
Nawal: We can do a lot! For example:
(1) __Get__ up at 6 o'clock instead of 7 and (2) _____ to school! Don't go by car.
Hisham: You're crazy!
Nawal: Of course I'm not! And we must save water, so have a shower. (3) _____ a bath.
Hisham: Well. That sounds OK. And what about brushing my teeth?
Nawal: Brush your teeth, but (4) _____ off the water while you brush them. And (5) _____ away paper or plastic!
Hisham: What do you mean? I can't use old paper! I can't use old plastic cups!
Nawal: Of course you can! (6) _____ them!

4 Now listen to the dialogue and check your answers.

19

Page 19, Exercise 2

- Students read the rubric and in pairs write the sentences in the corresponding column.
- Have individual students say in which column they wrote each sentence.
- In pairs, have students write examples of the affirmative and negative imperative sentences in their notebooks.
- Ask individual students to read their sentences.

Answers

a. negative; **b.** affirmative

Affirmative:

Walk or take the bus to school; Reuse and recycle paper, glass, plastic and aluminium; Turn off the water; Turn off the lights; Plant trees or start a vegetable garden; Wear cool clothes in summer and turn down the air conditioning; In winter, wear warm clothes and turn down the heating.

Negative:

Don't play video games all the time.

Page 19, Exercise 3

- Ask students to complete the exercise in pairs. Once they have finished, they should swap their answers with a different pair and mark them. If answers differ, students need to explain why they think their answer is correct. Tell students that they will listen to an audioscript to check their answers.

Page 19, Exercise 4

- Once students have finished, explain that they will listen to the dialogue and check their answers against it.
- Play the cassette. Write the answers on the board as the cassette is playing as a reference for less confident students.
- Have a show of hands to see how many students got the correct answers. Comment on the mistakes and refer students to the Grammar Notes on page 86 of the Student's Book or tell them to revise them at home.
- If there is time, ask students to work in pairs and write more sentences in a similar style to the audioscript. Sentences should include verbs in the imperative, and should give advice about the environment. Direct students' attention back to environmental topics mentioned in exercise 1 if they cannot think of any ideas themselves (switching off the air-conditioning; taking the bus instead of a car, etc.)

Audioscript

Hisham: OK! Global warming is a big problem. But what can we do about it?
Nawal: We can do a lot! For example: Get up at 6 o'clock instead of 7 and walk to school! Don't go by car.
Hisham: You're crazy!
Nawal: Of course I'm not! And we must save water, so have a shower. Don't have a bath.
Hisham: Well. That sounds OK. And what about brushing my teeth?
Nawal: Brush your teeth, but turn off the water while you brush them. And don't throw away paper or plastic!
Hisham: What do you mean? I can't use old paper! I can't use old plastic cups!
Nawal: Of course you can! Reuse them!

Answers

1. Get; **2.** walk; **3.** Don't have; **4.** turn; **5.** don't throw; **6.** Reuse

Student's Book page 20

The Present Simple with adverbs of frequency

5 In groups of five, read this questionnaire and write down your answers.

6 Now complete the table below with the adverbs ***always***, ***sometimes*** or ***never***.

How often do you ...
I _____ turn off the water while I brush my teeth.
I _____ walk to school.
My family _____ recycle or reuse paper cups and supermarket bags.
My brother/sister _____ uses a bicycle to come to school.
I _____ turn off the lights when I leave a room.

Over to you . . .

7 Work in pairs. Go back to pages 18 and 19 and make a list of actions we can do to fight global warming. Then ask questions in pairs with ***How often do you ... ?***

Example

A: How often do you turn off the computer when you don't use it?
B: I always do.

Are you and your partner good global warming fighters? Justify your answer.

Do you fight **global warming?**

1 How often do you turn off the water while you brush your teeth?

a Always
b Sometimes
c Never

2 How often do you walk to school?

a Always
b Sometimes
c Never

3 Do the members of your family recycle/reuse paper cups and plastic supermarket bags?

a Always
b Sometimes
c Never

4 How often does your brother/sister use a bicycle to come to school?

a Always
b Sometimes
c Never

5 How often do you turn off the lights when you leave a room?

a Always
b Sometimes
c Never

20

The Present Simple with adverbs of frequency

Page 20, Exercise 5

- Ask students to work in groups of five and take turns asking and answering the questionnaire, and then to write down the answers.
- Write the following questionnaire key on the board for students to read and decide whether they are good at fighting global warming or not:
  a = 2 points ; b = 1 point ; c = 0 points
- Tell the class that if they have 8 points or more, they are good global warming fighters.
- If they have 4–7 points, they are making a good effort towards helping the environment.
- If they have 0–3 points, they need to do more to help the environment.
- Elicit scores from the groups and write them on the board to show how many global warming fighters there are in the class.

Answers

Students' own answers

Page 20, Exercise 6

- Give students time to complete the table individually. Walk around the class monitoring the activity.
- Tell students to compare their answers in pairs before checking them with the whole class.
- Walk around the class and look at five or six students' responses. Discuss any common mistakes with the whole class.

Answers

Students' own answers

Over to you ...

Page 20, Exercise 7

- Put students in pairs and ask them to look back over pages 18 and 19 and write a list of the different ways to fight global warming. Write some of their points on the board for the whole class to check.
- Read the example to the students to make sure they understand what they have to do. If necessary, write the example question and answer on the board. Give students time to think or write their questions.
- Students work in pairs asking and answering the questions.
- If you have time, you may have different pairs roleplay their questions and answers to the whole class. If you don't, you may go straight away to the last question and ask ***Are you and your partner good global warming fighters?*** Check for pronunciation and intonation in either case.
- See notes on roleplay on page 12 of the Teacher's Book.

Answers

Answers may include the following ways to slow down global warming:

- walking to school
- saving water (turning off the water while brushing, having a quicker shower …)
- adjusting the thermostat temperature of water heaters and air conditioning systems according to the season
- recycling plastic and paper

- If you have time, ask students to assess their partner's roleplay in the following table.

PEER ASSESSMENT FOR PAIR WORK RATING SCALE			
	Very Good (3)	**Satisfactory (2)**	**Poor (1)**
Used complete sentences			
Spoke clearly, correctly, distinctly and confidently			
Maintained eye contact			
Maintained acceptable posture			
Presentation was interesting			
Handled questions and comments from the class very well			
Total of _____ (out of 18)			

Refer to Activity Book pages 14–17.

- Divide the class into small groups. Ask a student from each group to give an example using the affirmative and negative imperative, an adverb of frequency in the Present Simple and the affirmative, negative and interrogative forms of the Present Simple. Go around the class checking who needs help. Once all groups are ready, assign each exercise to a separate group and ask individual students to give his/her answer.

Optional Activity

- After students have read or roleplayed their exchanges and/or answered the last question, ask individual students to say why they are (or are not) good global warming fighters, e.g. ***Noura is a good global warming fighter because she always turns off the lights when she leaves a room, she …***

Lessons 4 and 5

Skills focus

Do you recycle?

The outcomes of these lessons are:

- To determine the meanings of words in context related to recycling
- To read instructions for recycling
- To talk about recycling and ways to help the preservation of the environment
- To practise the vocabulary related to recycling and the environment in context
- To practise the Present Simple tense in a text
- To listen to a dialogue about the Kids Ecology Club
- To write a list of reusable things
- To write notes about recycling (Refer to Teacher's Book page 14 for instructions on how to take notes)

Materials

- Student's Book pages 21–23
- Dictionaries
- Glossary – Activity Book pages 70–71
- Cassette
- Activity Book: Module 2 – pages 15–18

How to go about the material:

- Exercise 6 can be set as homework.
- If you have time, you can do the Optional Activity.

Student's Book page 21

Before you start

pollution, environment, to rinse, to recycle, junk mail, nappies, aluminium, instructions

- Tell students that this lesson is about recycling and that the key words in the box are related to this topic.
- Play the cassette and pause after each sentence for students to guess the meanings of the key words. If they didn't guess some of the words, move on to the next sentence and tell students that they will check the meanings in the next exercise.

Audioscript

1 The Kids Ecology Club tries to prevent **pollution**.
2 It helps young people to defend the **environment**.
3 **Rinse** your plastic containers well before **recycling** them.
4 Mixed-colour paper includes **junk mail**.
5 My mother always throws away my baby sister's **nappies**.
6 We can reuse or recycle **aluminium**.
7 Recycle plastic according to the **instructions**.

Page 21, Exercise 1

- Play the cassette again and ask students to try to extract from the sentences the meanings of the key words that they didn't guess previously. Then, ask them to work in pairs checking their answers in the Activity Book glossary or in a dictionary. You can refer to the Teacher's Book introduction page 14 to help the students use the dictionary effectively.

Find the words

- Have three students write the definitions on the board and ask three others to match them to the words in the vocabulary box. Students check the answers with the whole class and discuss any misunderstandings.

Answers

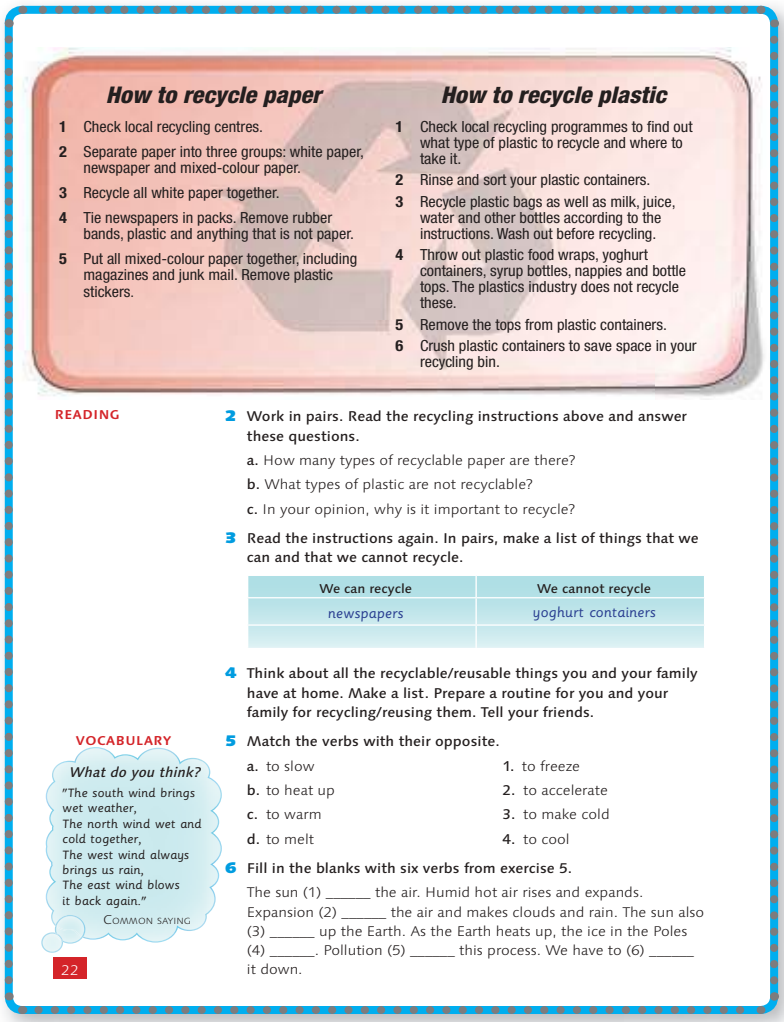
instructions; environment; pollution

Student's Book page 22

Reading

Page 22, Exercise 2

- Ask students to work in pairs. Give them time to read the instructions. Ask them to underline any words they do not know.
- When they have read the instructions once, they try to guess the meanings of words they do not know from the context. Have the students look them up in the dictionary if they need to.
- Check understanding of the text by asking simple questions, e.g. *Where can we recycle paper? What kinds of paper can we recycle? Can we recycle any kind of plastic?*



How to recycle paper

1. Check local recycling centres.
2. Separate paper into three groups: white paper, newspaper and mixed-colour paper.
3. Recycle all white paper together.
4. Tie newspapers in packs. Remove rubber bands, plastic and anything that is not paper.
5. Put all mixed-colour paper together, including magazines and junk mail. Remove plastic stickers.

How to recycle plastic

1. Check local recycling programmes to find out what type of plastic to recycle and where to take it.
2. Rinse and sort your plastic containers.
3. Recycle plastic bags as well as milk, juice, water and other bottles according to the instructions. Wash out before recycling.
4. Throw out plastic food wraps, yoghurt containers, syrup bottles, nappies and bottle tops. The plastics industry does not recycle these.
5. Remove the tops from plastic containers.
6. Crush plastic containers to save space in your recycling bin.

READING

2 **Work in pairs. Read the recycling instructions above and answer these questions.**

a. How many types of recyclable paper are there?

b. What types of plastic are not recyclable?

c. In your opinion, why is it important to recycle?

3 **Read the instructions again. In pairs, make a list of things that we can and that we cannot recycle.**

We can recycle	We cannot recycle
newspapers	yoghurt containers

4 **Think about all the recyclable/reusable things you and your family have at home. Make a list. Prepare a routine for you and your family for recycling/reusing them. Tell your friends.**

VOCABULARY

5 **Match the verbs with their opposite.**

a. to slow	**1.** to freeze
b. to heat up	**2.** to accelerate
c. to warm	**3.** to make cold
d. to melt	**4.** to cool

6 **Fill in the blanks with six verbs from exercise 5.**

The sun (1) _____ the air. Humid hot air rises and expands. Expansion (2) _____ the air and makes clouds and rain. The sun also (3) _____ up the Earth. As the Earth heats up, the ice in the Poles (4) _____. Pollution (5) _____ this process. We have to (6) _____ it down.

What do you think?

"The south wind brings wet weather,
The north wind wet and cold together,
The west wind always brings us rain,
The east wind blows it back again."

COMMON SAYING

22

- Ask students whether they and/or their families recycle or if they know people who do. Are there any recycling bins in their neighbourhoods? Where?
- Then ask students to read and answer the questions. Remind them that they have to provide a reason for their answers from the text.
- Give students some time to write the answers in their notebooks. Have them check their answers with other pairs.

Answers

a. There are three types of recyclable paper: white paper, newspaper and mixed-colour paper.
b. Plastic food wraps, yoghurt containers, syrup bottles, nappies and bottle tops are the types of plastic that are not recyclable.
c. *Students' own answers*

Page 22, Exercise 3

- When you are satisfied students have got the gist of the text, have them do exercise 3 in pairs. Check answers with the whole class.

Answers

We can recycle: newspapers, white paper, mixed-colour paper, magazines, junk mail, plastic bags, milk bottles, juice bottles, water bottles
We cannot recycle: yoghurt containers, rubber bands, plastic stickers, plastic food wraps, syrup bottles, nappies, bottle tops

Page 22, Exercise 4

- Read the rubric and give students some time to fill in the table in their notebooks and organise a recycling routine for their families. In the meantime, walk around the class monitoring the activity.
- Put students in pairs to discuss their routines. Encourage them to ask questions and make suggestions.
- Check answers with the whole class.

Answers

Answers may include:

- plastic bags
- plastic bottles
- glass bottles
- toys
- fabrics
- paper

Routines:

- sorting the different materials into different bins
- reusing plastic bags
- reusing paper if possible

Vocabulary

Page 22, Exercise 5

- Students do the exercise individually. Walk around the class monitoring the activity.
- Tell students to compare their answers in pairs before checking them with the whole class.
- Look at selected students' written work to see how they have done, then write the answers on the board for students to check.

Answers

a. 2; **b.** 3; **c.** 4; **d.** 1

Page 22, Exercise 6

- Have students read the rubric and complete the exercise individually.
- Ask different students to read their answers. Write them on the board. Have a round of students saying what their mistakes were. Clarify any doubts.

Answers

1. heats up; **2.** cools; **3.** warms; **4.** melts; **5.** accelerates; **6.** slow

What do you think?

- Read the common saying to the class and ask students to explain what it means. Is there a similar saying in Arabic?

Student's Book page 23

Listening

Page 23, Exercise 7

- Students listen to the dialogue while doing the exercise individually. Then they work in pairs, reading the dialogue in order to check each other's answers. Ask them to correct each other's mistakes, giving reasons for the changes.

Audioscript

Tareq: Hi, Laila! How are you?
Laila: Hi, Tareq! I'm very busy. I'm a member of the Kids Ecology Club.
Tareq: What is the Kids Ecology Club?
Laila: It is a non-profit organisation. It helps young people to defend the environment.
Tareq: And what do you do?
Laila: We take part in projects about keeping our cities clean. We also try to develop ways to preserve water and energy and to prevent pollution. Why don't you join us?
Tareq: I don't know. What is your project?
Laila: I want to start recycling in our school cafeteria.
Tareq: Really? How?
Laila: Well first, I explain to my classmates why recycling is good and I show them how to recycle. Then, we talk to our teachers, to the School Head and to our parents about recycling. Next, we make a recycling centre in the cafeteria.
Tareq: Sounds good to me!
Laila: Great! Why don't you join us?

Page 23, Exercise 8

- Read the Listening Strategies with the class and make sure students understand what they have to do.
- Play the cassette twice. Tell the students to check their answers in groups. Eventually, you may ask students within a group to exchange their notebooks to check one another's answers.
- Have a final check with the class as a whole. Explain any mistakes.

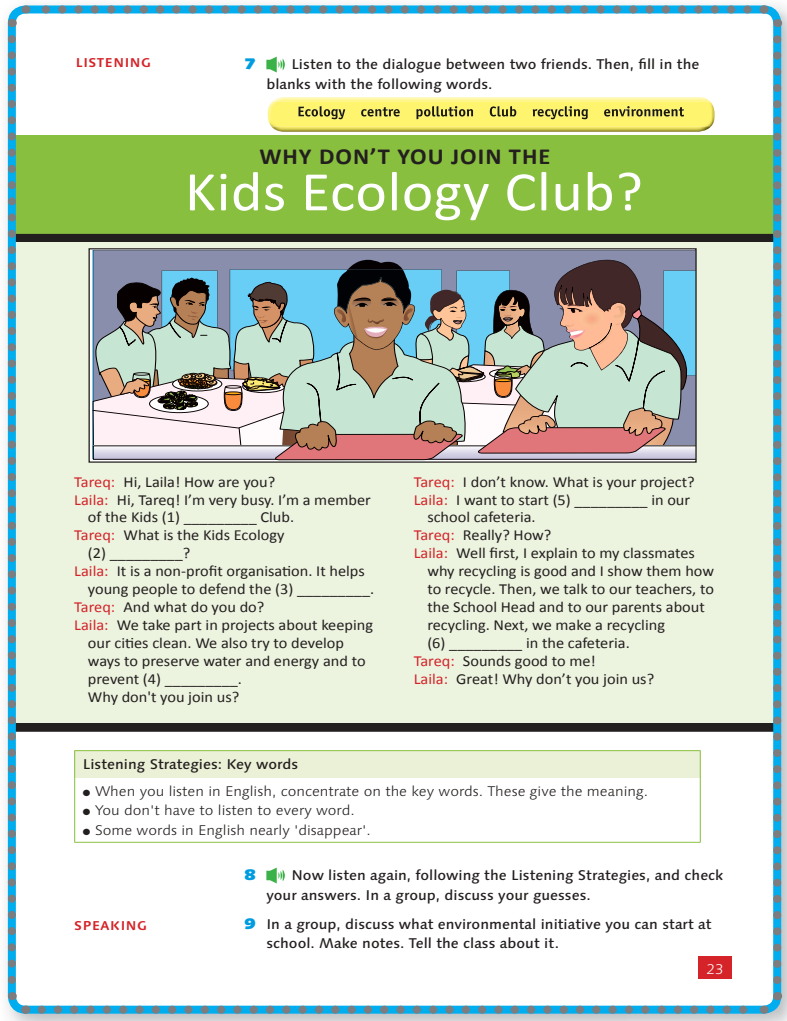
Answers

1. Ecology; **2.** Club; **3.** environment; **4.** pollution; **5.** recycling; **6.** centre

Speaking

Page 23, Exercise 9

- Students work in groups. Each group discusses what environmental initiative they could start at their school. For example, suggest that students use mapping to brainstorm how to change a patch of wasteland into a school garden.



LISTENING

7 Listen to the dialogue between two friends. Then, fill in the blanks with the following words.

Ecology centre pollution Club recycling environment

WHY DON'T YOU JOIN THE
Kids Ecology Club?

Tareq: Hi, Laila! How are you?
Laila: Hi, Tareq! I'm very busy. I'm a member of the Kids (1) _____ Club.
Tareq: What is the Kids Ecology (2) _____?
Laila: It is a non-profit organisation. It helps young people to defend the (3) _____.
Tareq: And what do you do?
Laila: We take part in projects about keeping our cities clean. We also try to develop ways to preserve water and energy and to prevent (4) _____. Why don't you join us?
Tareq: I don't know. What is your project?
Laila: I want to start (5) _____ in our school cafeteria.
Tareq: Really? How?
Laila: Well first, I explain to my classmates why recycling is good and I show them how to recycle. Then, we talk to our teachers, to the School Head and to our parents about recycling. Next, we make a recycling (6) _____ in the cafeteria.
Tareq: Sounds good to me!
Laila: Great! Why don't you join us?

Listening Strategies: Key words
- When you listen in English, concentrate on the key words. These give the meaning.
- You don't have to listen to every word.
- Some words in English nearly 'disappear'.

8 Now listen again, following the Listening Strategies, and check your answers. In a group, discuss your guesses.

SPEAKING

9 In a group, discuss what environmental initiative you can start at school. Make notes. Tell the class about it.

23

- Have students share their proposals with the whole class.
- Then get students to present their proposals to other teachers and to the school headmaster if possible. With the consent of the headmaster, students work together and think how they might publish their ideas and distribute them around the school and to parents.

Answers

Answers may include:
- sorting out materials
- using energy-saving light bulbs
- turning off the lights when not needed
- using solar-powered panels for heating water
- planting trees and plants around the school

Refer to Activity Book pages 18–19.

- Tell the students to look at the pictures and read the exercises and ask if anyone has a question. Make sure that everyone knows what they are going to do and let them start answering the questions in pairs or groups. Afterwards, listen to all the answers and invite students to comment on the exercises.

Optional Activity

- Have students go over their notes for exercise 9 and discuss which project the whole class should adopt. Make sure that students support their ideas with arguments for and against.

Lesson 6

Communication Workshop

An advertising campaign

The outcomes of this lesson are:

- To discuss environmental projects
- To write a list of environmental projects
- To write information for an advertising campaign
- To make an oral presentation of the campaign
- To practise the apostrophe
- To practise correct spelling
- To practise joining sentences with *when* and *also*

Teaching tips

- Some students may be unfamiliar with writing posters.
- Not all students will have ideas for an environmental campaign. Exercise 1 provides some cues. However, it may be necessary to give students further cues as to the possible campaigns.

Materials

- Student's Book page 24
- Dictionaries
- Glossary – Activity Book pages 70–71
- Cassette
- Activity Book: Module 2 – pages 19–21

How to go about the material:

- Exercise 3 can be set as homework.
- If you have time, do the Optional Activity.

Student's Book page 24

Before you start

- Ask your students to read the poster individually. Then ask them to work in pairs in order to find out the meaning of *jumble sale*. Ask general questions about the poster and have a general discussion about this project: ***What do they think about the idea of a jumble sale? Have they ever been to one? Do they think it is useful or not?*** Ask them about the "three R's".

Suggested answer

A jumble sale is when you sell your old clothes, toys, furniture, sporting goods, etc. in order to stop waste.

Page 24, Exercise 1

- In groups, students make a list of the possible projects. Make sure they write down the list. While they are working, walk around the class monitoring the activity and orienting the discussion.

Answers

Answers may include:

- a jumble sale
- having a recycling workshop
- replacing traditional light bulbs with energy-saving ones
- reusing certain materials (paper, wood …)
- repairing broken machines

Speaking and Writing

Page 24, Exercise 2

- In groups, students decide on a project and write down their arguments in a table, such as the one below. Give them time to prepare their notes. While they are doing it, walk around the class monitoring the activity and orienting the discussion.

Project title:	
Arguments	**Details**
Reduce waste.	Buy less. Repair products. Avoid waste.
Recycle.	Recycle what you don't use! Pass it on to others!

- When they are ready, tell students to discuss their notes. Listen to the discussions, but do not stop them while they are performing. Take down notes of the mistakes the students make for further discussion once the activity is over.
- Have each group report on the result of their discussions and ask them to explain which project they support and why.

Answers

Students' own answers

Page 24, Exercise 3

- If you don't have time, the poster may be done at home and the presentation of the projects can be done during the following lesson.
- If you have time, have students do the poster in class. In this case, while students write and illustrate their poster, walk around the class monitoring the activity. Make notes of the mistakes you hear.
- All students in the group should cooperate in checking the poster for spelling, the use of the Present Simple, capital letters, full stops, commas and apostrophes.
- Each group makes an oral presentation of their campaign. Make notes on the students' mistakes and correct them when the presentations are over.

Answers

Students' own answers

Refer to Activity Book pages 20–21.

- Explain to students the usage of apostrophes and the linking words *when* and *also*. Give an example on each and ask them to justify the usage of each. Then tell them to do the exercises individually.
- Ask them to check their answers in pairs.

Optional Activity

- Ask students to think what an environmentally friendly house should be like. What about electricity? Should it use solar energy? What about water supply? What about the heating system? Have an open discussion.

Lesson 7

Language Development

The outcomes of this lesson are:

- To practise the Imperative
- To practise adverbs of frequency
- To listen to instructions to acquire vocabulary
- To practise the module's vocabulary

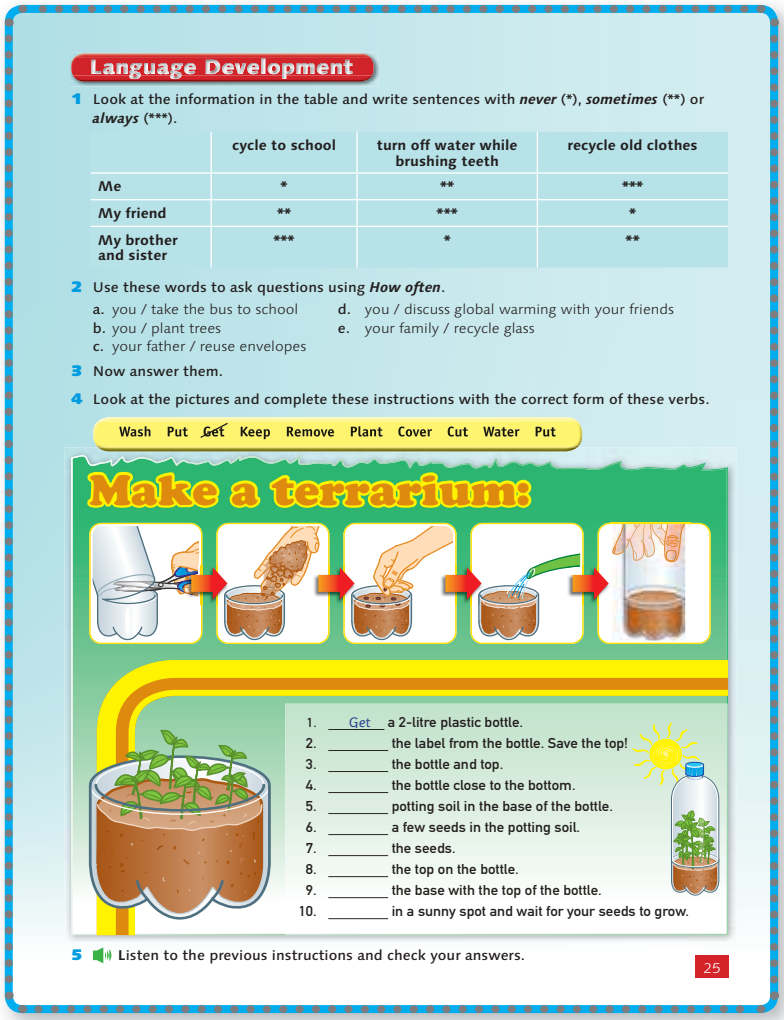
Materials

- Student's Book pages 25–26
- Cassette
- Activity Book: Module 2 – pages 22–23

How to go about the material:

- Exercises 2, 3, 4 and 6 can be set as homework.
- If you have time, you can do the Optional Activity.

Student's Book pages 25–26



Language Development

1 Look at the information in the table and write sentences with ***never*** (*), ***sometimes*** (**) or ***always*** (***).

	cycle to school	turn off water while brushing teeth	recycle old clothes
Me	*	**	***
My friend	**	***	*
My brother and sister	***	*	**

2 Use these words to ask questions using ***How often***.

a. you / take the bus to school
b. you / plant trees
c. your father / reuse envelopes
d. you / discuss global warming with your friends
e. your family / recycle glass

3 Now answer them.

4 Look at the pictures and complete these instructions with the correct form of these verbs.

Wash Put ~~Get~~ Keep Remove Plant Cover Cut Water Put

Make a terrarium:

1. Get a 2-litre plastic bottle.
2. _____ the label from the bottle. Save the top!
3. _____ the bottle and top.
4. _____ the bottle close to the bottom.
5. _____ potting soil in the base of the bottle.
6. _____ a few seeds in the potting soil.
7. _____ the seeds.
8. _____ the top on the bottle.
9. _____ the base with the top of the bottle.
10. _____ in a sunny spot and wait for your seeds to grow.

5 Listen to the previous instructions and check your answers.

25

Page 25, Exercise 1

- Give students two minutes to read the rubric and look at the table. In pairs, they write the sentences in their notebooks. Meanwhile, draw the table on the board to check the answers with the class.
- Then, ask students to draw a similar table in their notebooks in which they work individually, including true information about themselves and about their partners. Then, they write the sentences that correspond with the table and they check their answers in pairs. Students correct each other if any of them wrote wrong information about the other.

Answers

I never cycle to school. I sometimes turn off the water while brushing my teeth. I always recycle my old clothes.

My friend sometimes cycles to school. My friend always turns off the water while brushing his/her teeth. My friend never recycles his/her old clothes.

My brother and sister always cycle to school. My brother and sister never turn off the water while brushing their teeth. My brother and sister sometimes recycle their old clothes.

Page 25, Exercise 2

- Students continue to work in pairs. Have them volunteer to give answers.

Answers

a. How often do you take the bus to school?
b. How often do you plant trees?
c. How often does your father reuse envelopes?
d. How often do you discuss global warming with your friends?
e. How often does your family recycle glass?

Page 25, Exercise 3

- Give students time to answer the questions in exercise 2. Have them ask and answer their questions in pairs.
- Ask a couple of students to ask their questions to the whole class and have others answer them.

Answers

Students' own answers

Page 25, Exercise 4

- Read the task to the students and clarify any doubts. Ask students to work individually.
- Give them time to do the exercise. While they are doing it, walk around the class monitoring the activity. Then, have students read their sentences.

Page 25, Exercise 5

- Explain the task to students. Play the cassette. Give students time to correct their sentences.
- While the cassette is playing, write the correct form of the verbs on the board so that less confident students can check their answers.

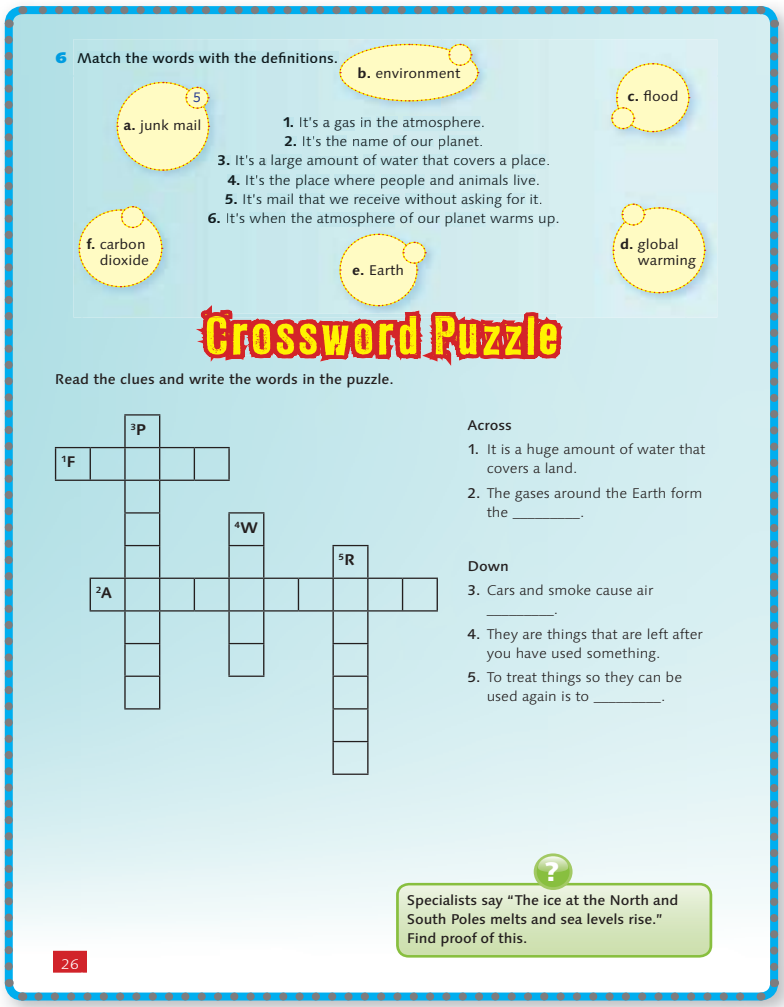
Audioscript

Make a terrarium:

1 Get a 2-litre plastic bottle.
2 Remove the label from the bottle. Save the top!
3 Wash the bottle and top.
4 Cut the bottle close to the bottom.
5 Put potting soil in the base of the bottle.
6 Plant a few seeds in the potting soil.
7 Water the seeds.
8 Put the top on the bottle.
9 Cover the base with the top of the bottle.
10 Keep in a sunny spot and wait for your seeds to grow.

Answers

1. Get; **2.** Remove; **3.** Wash; **4.** Cut; **5.** Put; **6.** Plant; **7.** Water; **8.** Put; **9.** Cover; **10.** Place



Page 26, Exercise 6

- Give students some time to look at the exercise. Then, explain the task to them. Ask them to do the exercise individually. When they're finished, ask them to swap their notebooks with a partner and correct each other.
- Meanwhile, you may write the words and sentences on the board as they are presented in the Student's Book, then ask volunteers to come to do the matching for the rest of the class to provide feedback.

Answers

a. 5; **b.** 4; **c.** 3; **d.** 6; **e.** 2; **f.** 1

Page 26, Crossword puzzle

- Start the activity introducing the crossword puzzle as in a television show. Explain to students that they are contestants in that television show. You may distribute name tags to the students as a way of enhancing the activity's make-believe factor.
- Have a quick review of the vocabulary words encountered during the module. Tell students that they have a certain time limit; you may use a stopwatch as a way of motivating students to work in a more efficient way.
- Read the first clue and ask students to give the answer. After they finish, have a show of hands to know the number of students who have got the right answers. Congratulate the "winners" of the show.

Answers

Across	Down
1. flood	**3.** pollution
2. atmosphere	**4.** waste
	5. recycle

Explain that to answer this question students may have to do some research. Read the question and have a discussion as to the reason for this statement. Set this question as a task for the following class.

Answers

Students' own answers

Refer to Activity Book pages 22–23.

- Refer the students to page 22 in their Activity Book and tell them that they need to do the exercises based on the vocabulary and structures they have learnt throughout the module. Ask them whether they have encountered any difficulty and why. Clarify any uncertainty and compliment their hard work.

Optional Activity

- Do the Evaluation on page 23 in the Activity Book after students have completed the test. Then, there are two courses of action:
  a) mark the tests;
  b) ask students to exchange their tests and mark one another's mistakes. Then go over the test orally to confirm or correct the marking.

Lesson 8

Project 2

Be a weather warrior

The outcomes of this lesson are:

- To practise the module's vocabulary in a different context
- To write notes for recycling at school
- To practise the language in a cooperative and non-stressful atmosphere

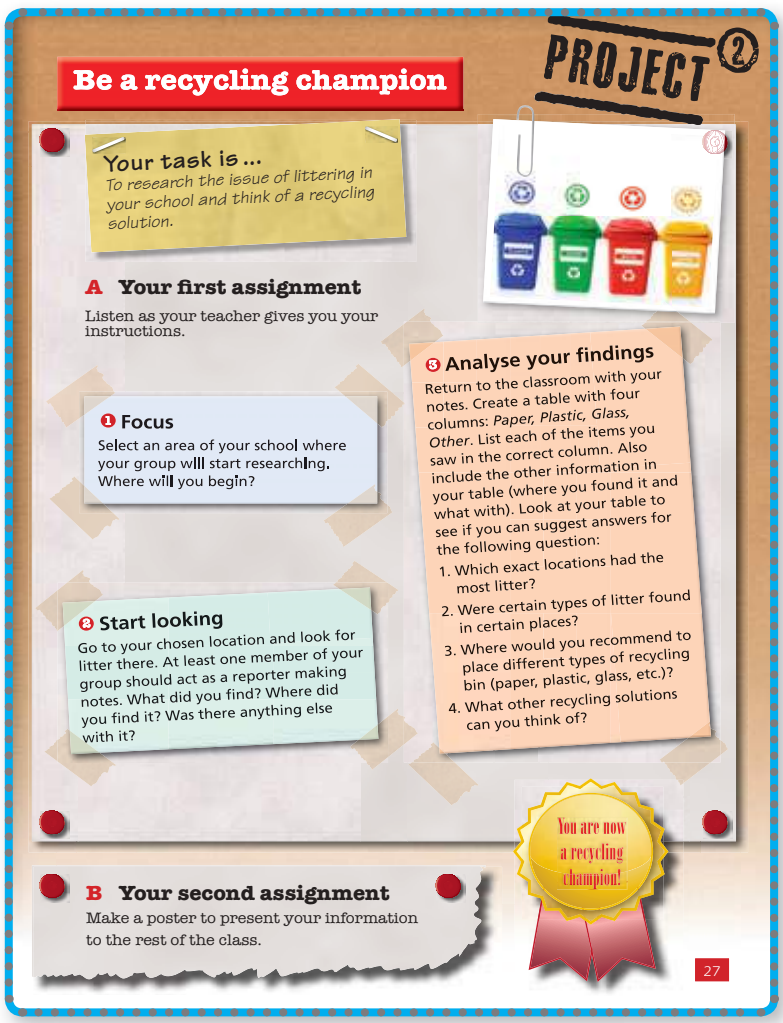
Materials

- Student's Book page 27

How to go about the material:

- Make sure all students have the necessary materials.
- You may decide that students do the Project as homework.

Student's Book page 27



- Divide the class into groups of three or four. Explain that each group will have to research and then present information relating to litter and recycling in your school. Give every group a simple map of the school if you can provide one and make sure each one picks a different area to explore. Send groups out to start looking for litter and set them a time limit.
- When groups return, tell them to start working on the 'Analyse your findings' section on page 27 of the Student's Book. Ask students to draw the following table and fill it in accordingly.

Paper	Plastic	Glass	Other

- Each group should use their findings to create a poster before presenting their information to the rest of the class. You may reward the groups after their presentations.
- If you have time, students can assess the collaborative work they've done, using the following table.

PROJECT GROUP ASSESSMENT RATING SCALE			
	Very Good (3)	**Satisfactory (2)**	**Poor (1)**
Your peers were always available to spend time working on group project.			
Your peers were encouraging and complimentary of your own performance in group project.			
Your peers showed strong leadership skills during development and construction of project.			
Your peers were quick to suggest solutions to problems with project as they occurred.			
Overall, your peers were essential to the development and construction of your group project.			
		Total of _____ (out of 15)	

Visiting places

The outcomes of this module are:

- To predict the meanings of new vocabulary items
- To describe a place using *There is/There are* and countable/uncountable nouns
- To give directions to get to a place
- To read an article about the British Museum
- To listen to a radio commentary about Souk Jara
- To write a brochure about a famous or popular place in your town

Background

The **British Museum** is a museum of human history and culture situated in London. Its collections are amongst the largest and most comprehensive in the world and come from every continent.
The British Museum was established in 1753. It first opened to the public on 15 January, 1759 in Montague House in Bloomsbury, on the site of the current museum building. Some objects in the collection, most notably the Elgin Marbles from the Parthenon, are the cause of intense controversy and calls for restitution to the countries of origin. As with most other national museums in London, it charges no admission fee.

Lesson 1

The outcomes of this lesson are:

- To listen to a journalist talking about a market in London
- To use context to guess the meanings of new words
- To talk about markets

Materials

- Student's Book pages 28–29
- Dictionaries
- Glossary – Activity Book pages 72–73
- Cassette

How to go about the material:

- Exercise 2 can be set as homework.

Student's Book pages 28–29

Teaching tips

- Ask students to read the title of the module, to look at the pictures and to tell you what they think the module is about.
- Read through the outcomes of the module with students.
- Ask students if they or the members of their family ever go to the market. Ask them what sort of things they buy there. Write them on the board. Use this opportunity to revise singular and plural nouns and *There is/There are*.
- Ask them if they have ever been to a market in another city or country. Was it similar or different from the markets in their city? Encourage students to tell the class about their experience. Make a list on the board of the things they saw there which were different from the things which are sold in their city markets.

Before you start

- Read through the questions with students. If they cannot identify the places in the photos, explain that one of them is the British Museum and the other one is a market in London. You can help them by giving them details from the background notes about the British Museum.

Page 29, Exercise 1

- Explain that students will listen to a journalist talk about the place where he is. Tell them to follow his route on the map and to take down notes. In order to take quick notes, tell students that they can only write the places and directions in order, e.g. Upper Thames Street – left – London Bridge ...

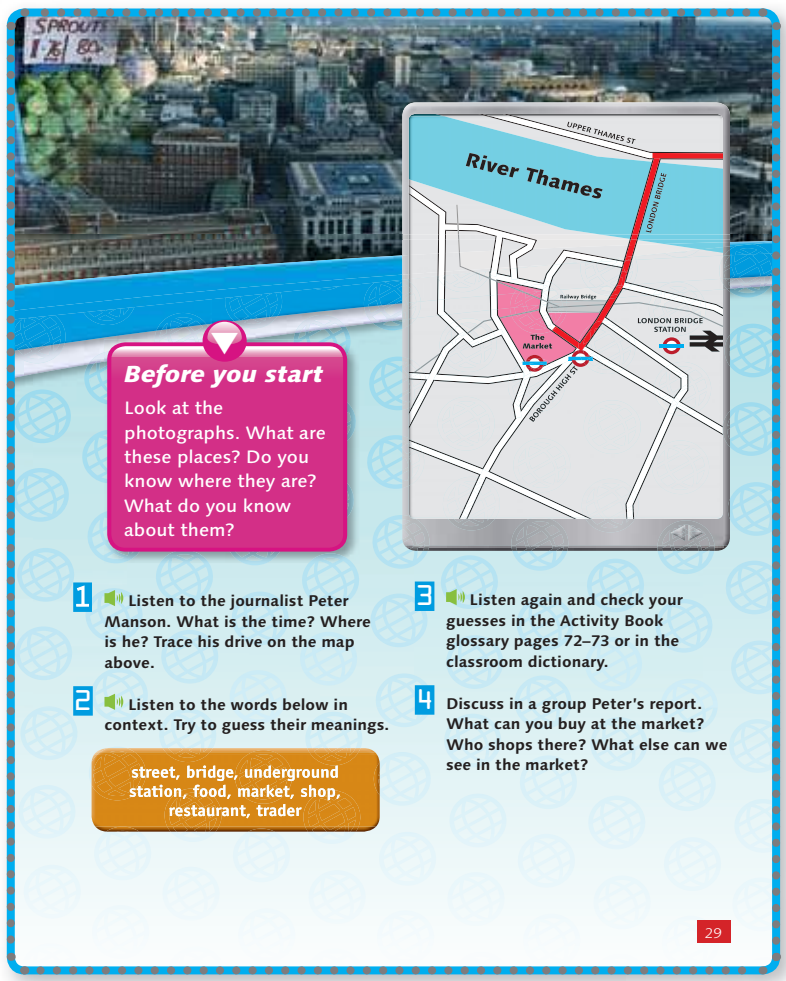
- Play the cassette. Make sure students are following the route on their books.
- Ask some general questions to make sure students understand what the journalist says, e.g. *What's the time? What does Peter Manson do? Where is he? Where is he going? What is in front of him? Who goes to that market?*
- Play the cassette again and give students some minutes to write down notes. Then, they work in pairs checking their notes.
- Have a general round of students retelling the presentation from their notes. If you are dividing the presentation at this point, tell students to keep these notes and to bring them to the following class.

Audioscript

Hello! I'm Peter Manson and this is BBC Radio 4. It's 5 o'clock in the morning. We are the only people on Upper Thames Street. We turn left here and are able to go over London Bridge.

Look! Here we are on Borough High Street. London Bridge train and Underground station are on our left. Directly in front of us is one of the oldest food markets in London.

People from all over London come here to buy large amounts of fruit and vegetables for their shops and restaurants. Mmm! There are plums and tomatoes. There is cheese and there is bread. But that is not all: there are also flowers and plants in the market. You name it; the traders have got it!



Page 29, Exercise 2

street, bridge, underground station, food, market, shop, restaurant, trader

- Play the cassette and ask students to try and work out the meanings of the key words from the context in which they are used. Then, they work in groups checking their answers. You can play the cassette one more time if they need to check some of the meanings they don't agree on.

Audioscript

1 We are the only people on Upper Thames **Street**.
2 We are able to go over London **Bridge**.
3 London Bridge train and **Underground stations** are on our left.
4 Directly in front of us is one of the oldest **food markets** in London.
5 At the market, people buy food for their **shops** and **restaurants**.
6 You name it; the **traders** have got it!

Page 29, Exercise 3

- Students share their answers with other groups while you play the cassette. Monitor the activity if there is any disagreement about the meanings of the different words. After that, ask students to check their answers in the glossary or in a dictionary. You can refer to the Teacher's Book introduction page 14 to help the students use the dictionary effectively.

Page 29, Exercise 4

- Read the instructions. If you are doing the whole of the introductory lesson on the same day, ask students to refer to their notes during the discussion. If you are continuing the lesson from the previous class, have students give you a short summary of what the journalist said from their notes before starting the discussion.
- Divide the class into groups. Tell students to carry out the task using the notes they took in the previous exercise. Give them time to do the task.
- Have the different groups read their conclusions.

Answers

Things you buy at the market:
flowers
plants
fruit (plums)
vegetables (tomatoes)
cheese and bread

Things and people you see in the market:
people from all over London
traders
shops
restaurants

Remember!
Remind students to bring their notes for exercises 1 and 4 to the following class!

Lessons 2 and 3

Welcome to Souk Jara!

The outcomes of these lessons are:

- To determine the meanings of words in context
- To read a leaflet about a market in Jordan
- To practise countable and uncountable nouns
- To pronounce the final *-s* in plural nouns
- To practise *There is/There are* and *some/any* (affirmative, negative and interrogative)
- To write questions about what there is/isn't in a market

Teaching tips

- Students may have problems distinguishing between countable and uncountable nouns.

Materials

- Student's Book pages 30–32
- Dictionaries
- Glossary – Activity Book pages 72–73
- Cassette
- Activity Book: Module 2 – pages 24–27

How to go about the material:

- Exercises 2 of the reading section and 4 of the Grammar section can be set as homework.
- If you have time, you can do the Optional Activity.

Student's Book page 30

Before you start

- Read through the questions with students. Do this activity in pairs. Ask them to discuss markets they know about in Jordan. Then have a class discussion about the markets that students have mentioned earlier.

Page 30, Exercise 1

- Have students answer the questions in pairs, and think of reasons for their choices. While they work, walk around the classroom monitoring the activity.
- Have a pair of students read their answers and explain their reasons. Write their suggested answers on the board. Have a show of hands to see how many students got the correct answers. Finally, explain any mistakes students may have made.

Answers

a. The leaflet suggests that visitors should come early so that they avoid traffic.
b. Souk Jara market takes place once a year.
c. *Students' own answers*

Page 30, Exercise 2

- Play the cassette for students to listen to the words used in context. Ask them to work in pairs to guess the meanings of these words. Then, students can use the words they know in sentences and share them with the whole class.
- Ask students to work in groups, checking the meanings of the words in the Activity Book glossary or in a dictionary. You can refer to the Teacher's Book introduction page 14 to help the students use the dictionary effectively.

Audioscript

1 Souk Jara is an **annual** market opening once a year.
2 Souk Jara is an **outdoor** market in Jabal Amman.
3 **Handicrafts**, which are things people make, are found in Souk Jara.
4 **Antiques** are very old objects sold in the market.
5 There are **homemade** items and **traditional** dresses in Souk Jara.
6 Souk Jara sells **inexpensive** items.
7 In Souk Jara **theatre** you can attend musical concerts.
8 Come early to avoid **traffic**.
9 In Souk Jara café, you can buy **bread** and **honey**.

Student's Book page 31

3 Read a radio commentary about Souk Jara and fill in the blanks.

market theatre inexpensive
bread fruit juice Street honey food

Souk Jara is an outdoor (1) _____ which opens throughout the summer every year. It is busy, noisy and full of a wide variety of goods, food and activities for everyone.

It is located in Fawzi Maalouf (2) _____ and has four important areas in it:

- Souk Jara market where there are some (3) _____ handicrafts, antiques, paintings, traditional dresses and homemade items.
- Souk Jara café where there is some (4) _____ made by the people who live in Jabal Amman. You can buy some (5) _____, corn and (6) _____. There are also flowers, vegetables and some very delicious and refreshing (7) _____ you can buy while shopping around.
- Souk Jara (8) _____ where you can watch short films and attend musical concerts.
- Souk Jara games where there is a variety of games for children and adults.

Don't miss any of them! One important thing: try to get to the market early before the traffic.

4 Now listen to the radio commentary and check your answers.

Grammar

Countable and Uncountable Nouns

1 Work in pairs. Which nouns from the list below can you put in the plural (countable nouns)? Which nouns can't you put in the plural (uncountable nouns)? Write them down in the corresponding column.

theatre traffic vegetable bread
honey flower street market food
trader

Countable nouns	Uncountable nouns
market	traffic

2 Listen to the plurals of these countable nouns and put them in the corresponding group.

chickens eggs tomatoes
apricots potatoes plums cherries
boxes pears peaches watches
cakes plants

/z/	/s/	/iz/
eggs	apricots	peaches

3 Now, listen again and repeat these nouns.

Page 31, Exercise 3

- Ask students to work individually completing the sentences.
- Tell them to compare their answers in pairs. Their answers might differ, especially when food items are listed. Some students might write answers based on their experience in Souk Jara, and others will have to make guesses if they haven't been to that market. Ask students to justify their answers.

Page 31, Exercise 4

- Play the cassette. Give students time to correct the exercise.
- Check students' answers by walking around the class and sampling their written work. Discuss any recurring mistakes.

Audioscript

Souk Jara is an outdoor market which opens throughout the summer every year. It is busy, noisy and full of a wide variety of goods, food and activities for everyone.

It is located in Fawzi Maalouf Street and has four important areas in it:

- Souk Jara market, where there are some inexpensive handicrafts, antiques, paintings, traditional dresses and homemade items.
- Souk Jara café, where there is some food made by the people who live in Jabal Amman. You can buy some bread, corn and honey. There are also flowers, vegetables and some very delicious and refreshing fruit juice you can buy while shopping around.
- Souk Jara theatre, where you can watch short films and attend musical concerts.
- Souk Jara games, where there is a variety of games for children and adults.

Don't miss any of them! One important thing: try to get to the market early before the traffic.

Answers

1. market; **2.** Street; **3.** inexpensive; **4.** food; **5.** bread; **6.** honey; **7.** fruit juice; **8.** theatre

Refer to Activity Book page 24, exercise 1.

- Ask students to look at the table in this exercise and remind them that they have seen these words in the Student's Book. Ask them to do the exercise individually and tell them to refer to the Student's Book if they are unsure about any of the words. Ask two volunteers to read a column from the exercise. Point out the mistakes and ask the rest of the class to compare their answers with their classmates' answers.

Grammar

Countable and Uncountable Nouns

Page 31, Exercise 1

- Draw the table for this exercise on the board and explain the task to the students. Give them some time to complete the activity in pairs.
- To check the answers, play a game with the students in which you divide the class into two groups and ask volunteers to write one answer each in the table on the board. These students are supposed to have their group's consent on whether they have put the words in the correct column. After that, the other group provides feedback. If the answer is correct, the group gets one point. If it isn't, the group doesn't get any point. You may add more words that students are familiar with to the list to make the activity more fun. You may reward the group with the most correct answers.

Answers

Countable nouns: theatre, vegetable, flower, street, market, trader
Uncountable nouns: traffic, bread, honey, food

Page 31, Exercise 2

Pronunciation rules:

- The plural of nouns ending in voiced sounds (e.g. /b/, /d/, /g/, /v/, /l/, /m/, /n/, /r/, all vowels) is pronounced /z/.
- The plural of nouns ending in voiceless sounds (e.g. /p/, /t/, /k/) is pronounced /s/.
- The plural of nouns ending in sounds like /z/, /dz/, /ʃ/, /tʃ/, /s/, /x/ is pronounced /iz/.

- Read the three examples (/egz/, /eiprikots/, /pi:tʃiz/). Explain to students that there are some pronunciation rules for the plural without going into too many details. It is important to make the difference between writing and pronunciation, as they will practise different spellings in the exercises in the Activity Book.
- Play the cassette twice. If necessary, read the words yourself, stopping after each word. Put the class into pairs. Ask them to put each noun in its corresponding column.
- Draw the table on the board and ask students to tell you which nouns should go in which column. Explain any problems.

Audioscript

chickens, eggs, tomatoes, apricots, potatoes, plums, cherries, boxes, pears, peaches, watches, cakes, plants

Answers

/z/ chickens, eggs, tomatoes, potatoes, plums, cherries, pears
/s/ apricots, cakes, plants
/iz/ boxes, peaches, watches

Page 31, Exercise 3

- Play the cassette twice and have students repeat after it. Another possibility is for each pair to say the nouns to each other. In either case, walk around the classroom monitoring the activity.

Student's Book page 32

There is / There are

4 Each of the sentences below contains a mistake. Correct the mistakes and explain what is wrong.

1. There is some beautiful handicrafts in Souk Jara.
2. There are some fruit juice in the café.
3. There aren't some flowers in the garden.
4. There aren't any honey in the kitchen.
5. Are there any bread in the market?
6. Is there any games for children?
7. There are any vegetables in Souk Jara.
8. Are there some paintings in the market?

Over to you . . .

5 In pairs, write questions about what ***there is/are*** and what ***there isn't/aren't*** in Souk Jara.
6 In pairs, take turns to ask and answer the questions. Use short answers.

Example

Are there any antiques in Souk Jara?
Yes, there are.

32

There is / There are

Page 32, Exercise 4

- Ask students to complete the exercise individually. While they are working, write the sentences on the board. When they are finished, ask them to check their answers in pairs. Then ask eight volunteers to come to the board and correct one sentence each, circling the mistake and rewriting the sentence correctly. Ask the rest of the class to provide feedback to their classmates.
- Elicit from the students that we use *There is* in the singular and with uncountable sentences and *There are* in the plural, and that we use ***some*** in affirmative sentences and ***any*** in negative and interrogative sentences. Ask a few students to give you examples of sentences using *There is/There*

are and *some/any*. Reinforce the students' correct sentences with positive feedback.

Answers

1. There are some beautiful handicrafts in Souk Jara.
2. There is some fruit juice in the café.
3. There aren't any flowers in the garden.
4. There isn't any honey in the kitchen.
5. Is there any bread in the market?
6. Are there any games for children?
7. There are some vegetables in Souk Jara.
8. Are there any paintings in the market?

Over to you ...

Page 32, Exercise 5

- Ask students to go back to pages 30 and 31 in pairs, and write down questions about Souk Jara. If some pairs have problems, you may help them by writing some cues on the board.
- Give students time to think and write their questions.

Answers

Questions about Souk Jara might include the following:

- Is there any food in Souk Jara?
- Are there any dresses in Souk Jara?
- Can we find any antiques there?
- Are there any policemen in the Souk?

Page 32, Exercise 6

- Students continue to work in pairs and take turns asking and answering each other's questions. If you have time, you may have some students ask the whole class their questions. Check students' pronunciation and intonation in either case.
- When the task is finished, draw the following table on the board, and ask students to copy it in their notebooks. Tell them to assess themselves and their partners, ticking the corresponding boxes in the table.

SPEAKING SELF-ASSESSMENT RATING SCALE			
I can	**Very good**	**Satisfactory**	**Poor**
Ask questions using *Is/Are there*			
Answer *Yes/No* questions			
Use countable and uncountable nouns correctly			
Interact easily with my partner			
Pronounce all the words clearly			

Refer to Activity Book pages 24–27.

- Ask students to do the exercises individually. Then ask them to read the first answer of every exercise separately and tell them to explain why each one is correct in order to make sure they understand the use of *There is/There are* and *some/any*. Remind them that they should pay attention to the sounds of the plural nouns in order to fill in the box correctly.

Optional Activity

- Arrange students in groups according to who lives in the same neighbourhood. Ask each group to describe their local markets, the buildings or places that are around them and the things one can buy there.

Lessons 4 and 5

Skills focus

I want to see the mummies!

The outcomes of these lessons are:

- To determine the meanings of words in context related to a museum
- To read an article about the British Museum
- To practise the vocabulary related to places and things in the British Museum
- To practise *There is/There are* (affirmative, negative, interrogative)
- To give directions
- To listen to a dialogue to acquire vocabulary
- To write a paragraph about a museum

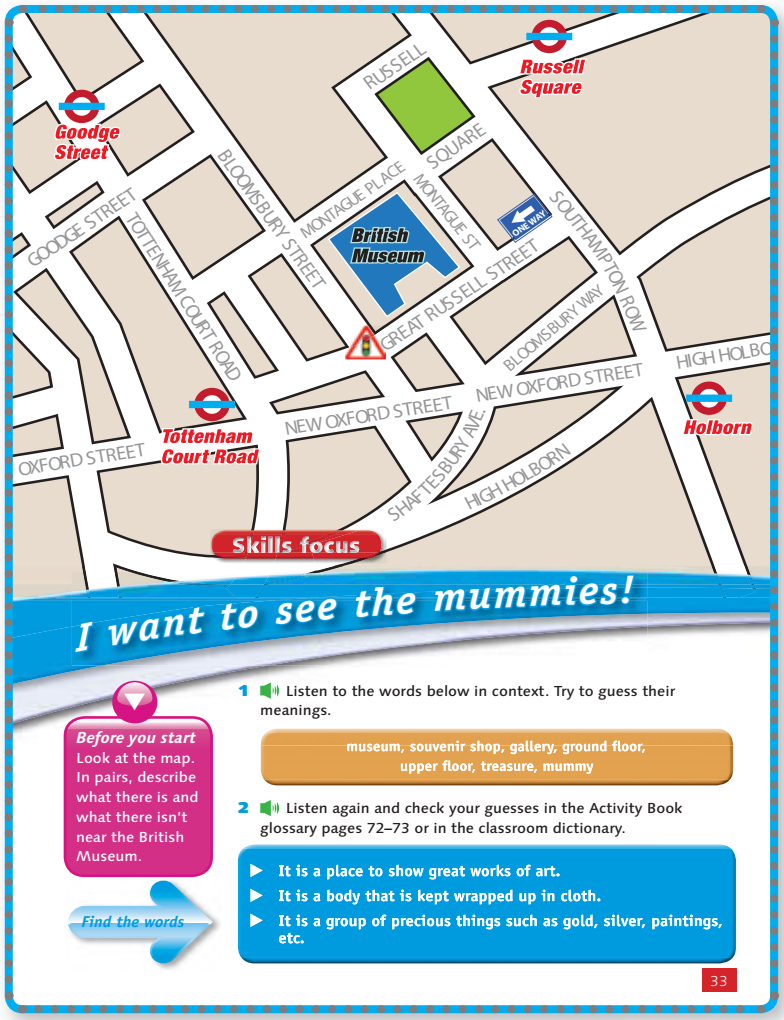
Materials

- Student's Book pages 33–35
- Dictionaries
- Glossary – Activity Book pages 72–73
- Cassette
- Acivity Book: Module 3 – pages 28–29

How to go about the material:

- Exercises 5 and 7 can be set as homework.
- If you have time, you can do the Optional Activities.

Student's Book page 33



Before you start

- Students look at the map and do the activity in pairs. Use this opportunity to revise the vocabulary from the previous lessons.

Suggested answers

There is a park and an underground station near the British Museum.
There isn't any hospital or airport near the British Museum.

Page 33, Exercise 1

museum, souvenir shop, gallery, ground floor, upper floor, treasure, mummy

- Play the cassette for students to listen to the words in context. They try to guess their meanings with a partner. Then, ask the pairs to share their answers with the whole class and write down the ones they haven't guessed.

Audioscript

1 There are famous objects in the British **Museum**.
2 In the **souvenir shop**, you can buy souvenirs for your friends and family.
3 Visit the **galleries** where there are famous objects.
4 Do you want to see any objects on the **ground floor**?
5 Let's go to the **upper floor**.
6 There's some **treasure** in the British Museum.
7 I want to see the **mummies** in the museum.

Page 33, Exercise 2

- Play the cassette again to give the students another chance to guess the meanings of the rest of the words. After that, they can check their answers in pairs in the Activity Book glossary or in a dictionary. You can refer to the Teacher's Book introduction page 14 to help the students use the dictionary effectively.

Find the words

- Students work in pairs reading the definitions and matching them to the key words in exercise 1.

Answers

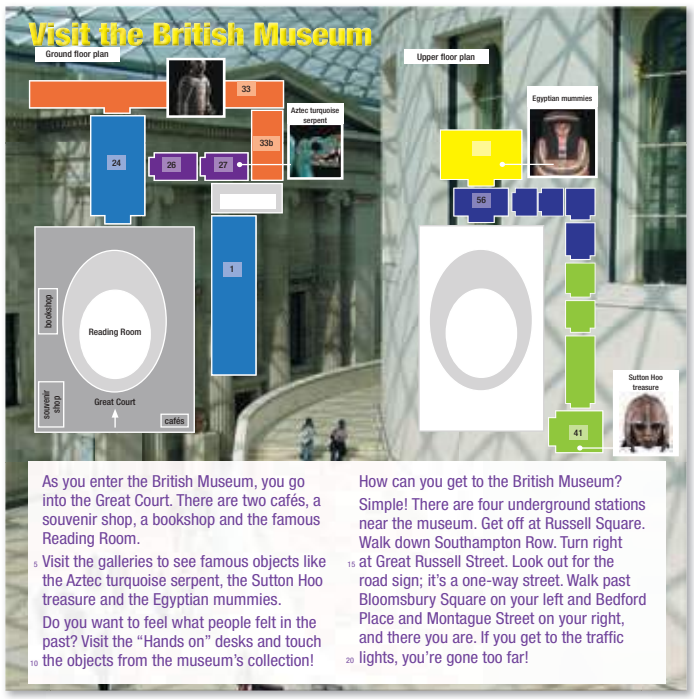
gallery; mummy; treasure

Student's Book page 34

Reading

Page 34, Exercise 3

- You may decide to do this activity with students working either individually or in pairs.
- Give students time to read the article on the British Museum. Ask them to underline any words they do not know.



READING

3 Read this article about the British Museum and answer these questions.

a. What are some of the objects found in the galleries of the museum?

b. What activities can you do to help you learn about the way people lived in the past?

c. What would you like to see in the British Museum? Why?

4 In pairs, take turns to give each other directions to get to the British Museum from the other underground stations.

Example: Get off at Goodge Street. Walk down …

34

- When they have read the article once, have a round of students asking the meanings of words they do not know. Write them on the board. Try to make them guess the meanings from the context. Eventually, let them use the dictionary or tell them the meanings.
- Check understanding of the text by asking simple questions, e.g. ***How many objects are there in the British Museum? Where do they come from? What can we see in the galleries?***
- Ask students whether they have visited the local museum – if there is one – or whether they have visited museums in other cities or abroad.
- Then ask students to read and answer the questions. Remind them that they have to provide a reason from the text for their answers.
- Give students some time to write the answers in their notebooks.
- Put the students in pairs to discuss their answers. Then check answers with the whole class.

Answers

a. The Aztec turquoise /æztek tɜːkwɔis/ serpent, the Sutton Hoo /sʌtən huː/ treasure and the Egyptian mummies are found in the museum.

b. You can visit the "Hands on" desks and touch objects from the museum's collection to learn about the way people lived in the past.

c. ***Students' own answers***

Page 34, Exercise 4

- Ask students to read the last paragraph of the text.
- In pairs, students take turns to give each other directions to get to the British Museum. Tell them that they should refer to the map on page 33, which shows the British Museum surrounded by four underground stations, and which mentions the names of the different streets around the museum. Also, draw their attention to the road signs shown on the map. Ask them if they know what these signs mean and if they know any other road signs. Emphasise the importance of road signs for the safety of passengers and people on the streets.

Answers

This is just an example. Students may produce other acceptable answers.

Get off at Goodge Street. Walk down Tottenham Court Road up to Great Russell Street. Turn left and there you are.

Student's Book page 35

VOCABULARY

5 Read the dialogue between Ibrahim and Noura. Then, fill in the blanks with the following words. You can look at the plan of the museum to help you.

souvenir ground floor upper floor bookshop treasure turquoise mummies

Ibrahim: Well, at last! Here we are at the British Museum. The Great Court is enormous!
Noura: Look! That's the (1) _____ shop!
Ibrahim: Girls! You always want to buy things. Why don't we see the objects before buying souvenirs?
Noura: OK! Where do we go first?
Ibrahim: Let's see. We're on the (2) _____ _____. Let's see the Sutton Hoo (3) _____. How do we get there?
Noura: Let me see the plan. We go past the (4) _____, through rooms 26 and 27, we go up the East Stairs, through room 33b, and there we are!
Ibrahim: Brilliant! Do you want to see any objects on the ground floor?
Noura: Well, I want to see the (5) _____ serpent. It's in room 27.
Ibrahim: OK. Why not? And then? Where do we go after that?
Noura: Well, I want to see the (6) _____, so let's go to the (7) _____ _____.
Ibrahim: Me too! I love mummies!

What do you think?
"If you want to understand today, you have to search yesterday."
PEARL BUCK

Writing Strategies: Thinking of and organising ideas
- Before you start, decide what you want to write about.
- Use diagrams to help you think of ideas and organise them.

6 Now listen to Ibrahim and Noura and check your answers. In a group, discuss your guesses.

7 Match the places with the actions.

a. In an underground station	1. you can buy food and gadgets.
b. At the museum	2. you can see historical objects.
c. In a souvenir shop	3. you can travel from one part of a city to another.
d. At the market	4. you can buy souvenirs for your family and friends.

8 In a group, give each other directions to see the objects Noura and Ibrahim want to see. Tell the class about it.

9 In pairs, find out about your partner's area. Ask questions with ***Is there a … / Are there any … ?*** and ***How many … are there?*** Use short answers.

WRITING

10 Follow the Writing Strategies on the left to write a paragraph about a museum you have been to. What did you like most about it? Why?

35

Vocabulary

Page 35, Exercise 5

- Have students do the exercise individually. Remind them that they can refer to the plan of the British Museum to fill in the blanks.

Page 35, Exercise 6

- Read the rubric carefully and make sure students understand what they have to do.
- Play the cassette once. Tell them to check their answers individually. Then play it again for students to check their answers in groups. Finally, ask students within a group to discuss one another's guesses.
- Have a final check with the class as a whole. Explain or comment on mistakes.

Audioscript

Ibrahim: Well, at last! Here we are at the British Museum. The Great Court is enormous!
Noura: Look! That's the souvenir shop!
Ibrahim: Girls! You always want to buy things. Why don't we see the objects before buying souvenirs?
Noura: OK! Where do we go first?
Ibrahim: Let's see. We're on the ground floor. Let's see the Sutton Hoo treasure. How do we get there?
Noura: Let me see the plan. We go past the bookshop, through rooms 26 and 27, we go up the East Stairs, through room 33b, and there we are!
Ibrahim: Brilliant! Do you want to see any objects on the ground floor?
Noura: Well, I want to see the turquoise serpent. It's in room 27.
Ibrahim: OK. Why not? And then? Where do we go after that?
Noura: Well, I want to see the mummies, so let's go to the upper floor.
Ibrahim: Me too! I love mummies!

Answers

1. souvenir; **2.** ground floor; **3.** treasure; **4.** bookshop; **5.** turquoise; **6.** mummies; **7.** upper floor

Page 35, Exercise 7

- Students do the exercise individually. Walk around the class monitoring the activity.
- Tell students to compare their answers in pairs before checking them with the whole class.
- Walk around the class, checking individual students' responses. Write the answers on the board for students to check. Discuss any common mistakes with the whole class.

Answers

a. 3; **b.** 2; **c.** 4; **d.** 1

Page 35, Exercise 8

- Students do the task in groups. Walk around the class monitoring the activity.
- Have pairs of students say their instructions as a way of checking the answers with the whole class.

Answers

Students' own answers

Page 35, Exercise 9

- Students do the activity in pairs. It may be advisable to provide some examples of places in the city for students to use as a reference. You may also decide to do the exercise with other cities. If you are planning to do the Optional Activities, ask them to take down notes.

Answers

Students' own answers

Writing

Page 35, Exercise 10

- Read the Writing Strategies with the class. To help students organise their ideas, you can make use of the sample graphic organisers on pages 124–126 of the Teacher's Book.
- Students do the activity individually. Walk around the class monitoring the activity and answering questions where needed.

Answers

Answers may include:

- big
- old
- mummies
- golden
- statues
- souvenirs

What do you think?

- Read the quotation to the class and ask them to explain what it means. Tell them to share their ideas with the whole class.

Refer to Activity Book pages 28–29.

- Put the students in pairs to do the exercises. Make sure they recognise all the animals at London Zoo. Ask students to keep working in pairs and choose different animals in order to direct each other to get to the location of his/her animal. Offer your help with the rest of the exercises.

Optional Activities

- Have students go over their notes for exercise 9 and give one another instructions to visit the different places in their cities.
- Ask students to find illustrations of road signs on the Internet and to work in groups, choosing only five. They then share with the other groups what these road signs stand for.

Lesson 6

Communication Workshop

There is a famous place in my town.

The outcomes of this lesson are:

- To discuss interesting places in students' cities or in other cities or other countries
- To read a brochure about the Roman Theatre in Amman
- To write a brochure about an interesting place
- To make an oral presentation about the place
- To practise commas in numbers and in lists
- To practise joining sentences with ***but*** and ***however***

Teaching tips

- Some students may be unfamiliar with writing brochures.
- Not all students will have ideas for places to write their brochure about. It may be necessary to give students further suggestions about possible places.

Materials

- Student's Book page 36
- Dictionaries
- Glossary – Activity Book pages 72–73
- Cassette
- Activity Book: Module 3 – pages 30–31

How to go about the material:

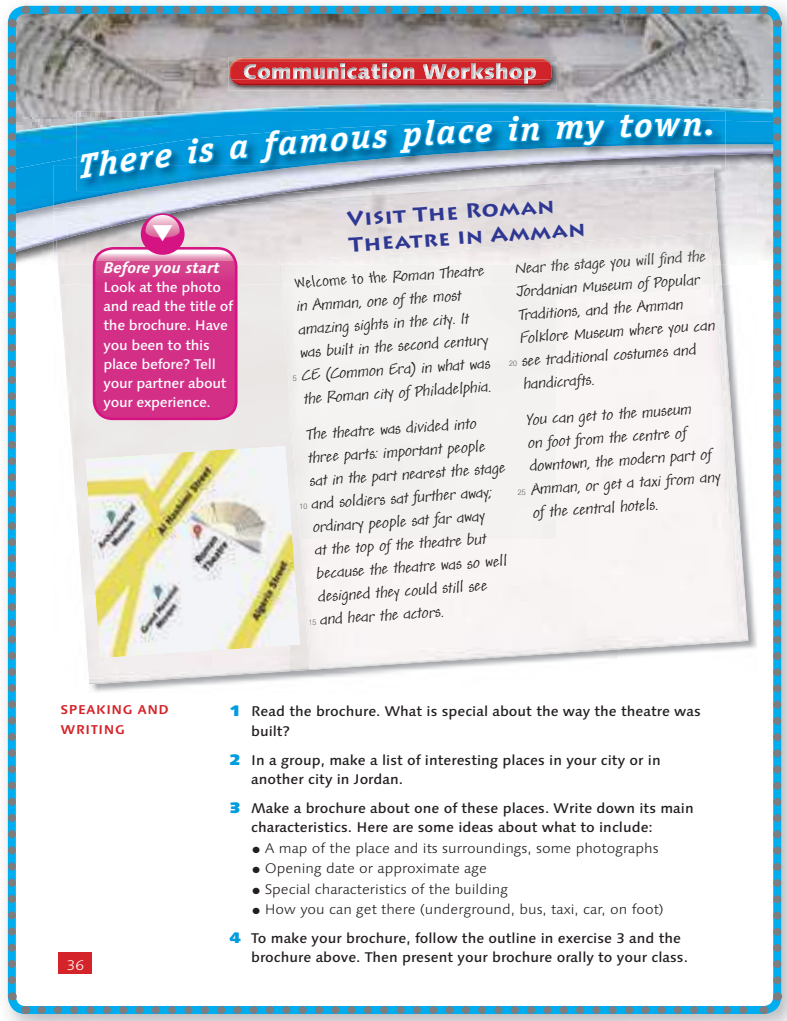
- Exercises 3 and 4 can be set as homework.
- If you have time, do the Optional Activity.

Student's Book page 36

Before you start

- Students work in pairs talking about their experience in the Roman Theatre. Then have a general discussion about the Roman Theatre.
- Then ask students to draw the table below in their notebook and fill it in as in the example. You may show them a few pictures of the Roman Theatre if you can provide some. Collect all the notebooks and distribute them to random students. Ask volunteers to tell the class about what they have in the checklist below.

Question	Yes	No	Details
Have you ever seen the Roman Theatre?		✓	
Would you like to visit it?	✓		next week; with my family
Do you know people who visited it?	✓		my classmate Huda; my uncle Saleem



Speaking and Writing

Page 36, Exercise 1

- Ask students to read the brochure. You may decide to do this activity with students working either individually or in pairs.
- Give students time to read the brochure and discuss the question.
- Walk around the class monitoring the activity. Check selected students' answers as you do so. Finally, write the answers on the board for students to check. Note that CE refers to Common Era, also known as AD.

Suggested answer

The design of the theatre meant even those people sitting at the top could see and hear the actors.

Page 36, Exercise 2

- Go over the characteristics of the places students should be thinking about. Suggest a couple of places and write them on the board for the less imaginative students.
- In groups, ask them to make their own list of the possible places to write about. Make sure they take down notes. Refer to page 14 of the Teacher's Book to guide students in using notebooks.

Answers

Students' own answers

Page 36, Exercise 3

- Students continue to work in groups. They decide on a place and write the brochure following the instructions. For example, if they choose the museum, stadium or public library, they have to do the following: get photos, find or draw a map, research some information about the building and what makes it special, ways of travelling to this place ...
- If you have plenty of time, you can take your students to the school library or to the computer room so they can find out more characteristics of the place they chose. If you don't have time, you may set this exercise and the following one as homework.

Page 36, Exercise 4

- If you do not have time, students can write the brochure at home and the presentation can take place in the following class.
- If you have time, have students write the brochure in class. In this case, while students write and illustrate their brochure, walk around the class monitoring the activity. Make notes of the mistakes you hear.
- All students in the group should cooperate in checking the brochure for spelling, the use of the Present Simple, capital letters, full stops, commas and apostrophes, and the conjunctions they have learnt.
- Read your notes on the mistakes students made while working on exercises 3 and 4. Do not say who made them, simply discuss the mistakes with the whole class.
- For general guidance on brochure writing, see page 13 of the Teacher's Book.
- To end the exercise, draw the following table on the board and ask volunteers to fill it in. Then ask the whole class to copy the table in their notebooks and complete it. When they're finished, ask them to work in groups, providing feedback to their partners in brochure writing and discussing their weak points in order to improve their brochure-writing skills.

BROCHURE-WRITING ASSESSMENT LEARNING LOG			
Student's name:	**Date:**		
Type of writing: brochure	**Title:**		
Content	**Very good**	**Satisfactory**	**Poor**
Accuracy			
Sentence structure			
Organisation			
Layout/Design			
Spelling			
The sources I used:			
The part(s) I like best:			
This piece can be improved by:			

Answers

Students' own answers

Refer to Activity Book pages 30–31.

- Explain to students the use of the comma and emphasise that it is used in lists and with long numbers but not with dates. Briefly explain the difference between but and however. Ask them to start working on the exercises once everything is clear to them.

Optional Activity

- Ask students to choose the place they would like to visit out of all the places mentioned by the different groups. They should give reasons for their choice. Have an open discussion.

Lesson 7

Language Development

The outcomes of this lesson are:

- To practise countable and uncountable nouns
- To practise *There is/There are* (affirmative, negative and interrogative)
- To listen to a conversation to consolidate the use of verb *to be*
- To practise the module's vocabulary

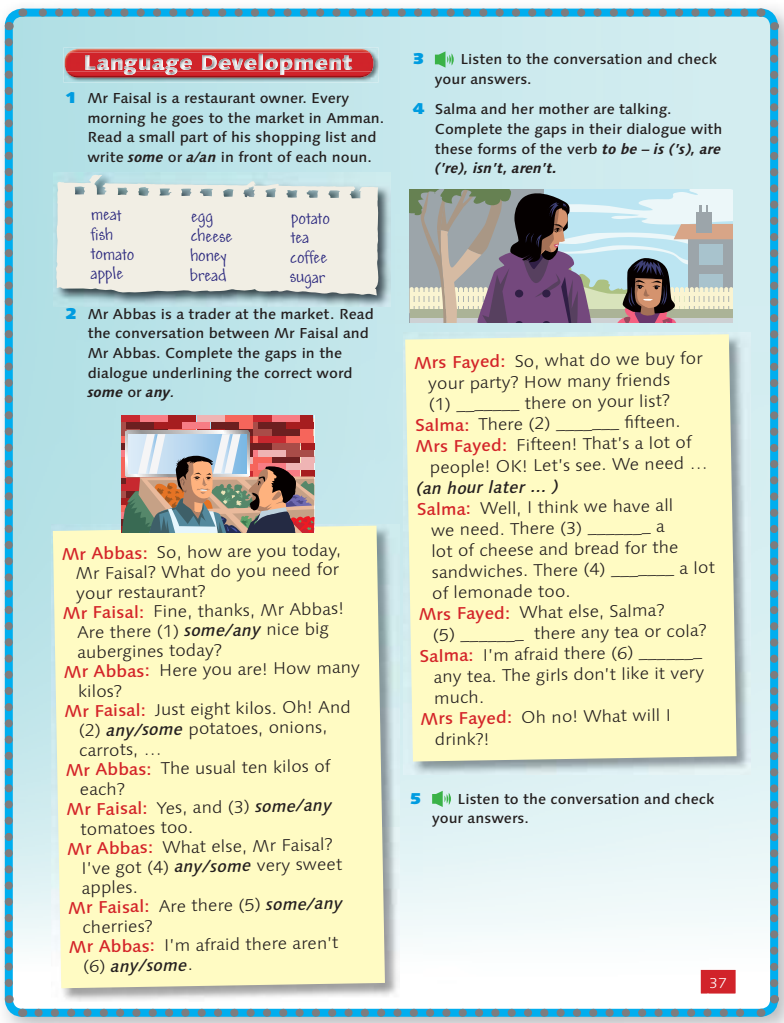
Materials

- Student's Book pages 37–38
- Cassette
- Activity Book: Module 3 – pages 32–33

How to go about the material:

- Exercises 1, 2 and 4 can be set as homework.
- If you have time, you can do the Optional Activity.

Student's Book pages 37–38



Language Development

1 Mr Faisal is a restaurant owner. Every morning he goes to the market in Amman. Read a small part of his shopping list and write ***some*** or ***a/an*** in front of each noun.

meat	egg	potato
fish	cheese	tea
tomato	honey	coffee
apple	bread	sugar

2 Mr Abbas is a trader at the market. Read the conversation between Mr Faisal and Mr Abbas. Complete the gaps in the dialogue underlining the correct word ***some*** or ***any***.

Mr Abbas: So, how are you today, Mr Faisal? What do you need for your restaurant?
Mr Faisal: Fine, thanks, Mr Abbas! Are there (1) ***some/any*** nice big aubergines today?
Mr Abbas: Here you are! How many kilos?
Mr Faisal: Just eight kilos. Oh! And (2) ***any/some*** potatoes, onions, carrots, …
Mr Abbas: The usual ten kilos of each?
Mr Faisal: Yes, and (3) ***some/any*** tomatoes too.
Mr Abbas: What else, Mr Faisal? I've got (4) ***any/some*** very sweet apples.
Mr Faisal: Are there (5) ***some/any*** cherries?
Mr Abbas: I'm afraid there aren't (6) ***any/some***.

3 Listen to the conversation and check your answers.

4 Salma and her mother are talking. Complete the gaps in their dialogue with these forms of the verb ***to be – is ('s), are ('re), isn't, aren't.***

Mrs Fayed: So, what do we buy for your party? How many friends (1) _____ there on your list?
Salma: There (2) _____ fifteen.
Mrs Fayed: Fifteen! That's a lot of people! OK! Let's see. We need …
(an hour later …)
Salma: Well, I think we have all we need. There (3) _____ a lot of cheese and bread for the sandwiches. There (4) _____ a lot of lemonade too.
Mrs Fayed: What else, Salma? (5) _____ there any tea or cola?
Salma: I'm afraid there (6) _____ any tea. The girls don't like it very much.
Mrs Fayed: Oh no! What will I drink?!

5 Listen to the conversation and check your answers.

37

Page 37, Exercise 1

- Read the task to the students and address any problems. Ask students to work individually.
- Give them time to do the exercise. While they are working, walk around the class monitoring the activity.
- Have students read their lists.

Answers

Some: meat, fish, cheese, honey, bread, tea, coffee, sugar
A: tomato, potato
An: apple, egg

Page 37, Exercise 2

- Give students a few minutes to do the exercise individually. They then work in pairs, reading the dialogue in order to check their answers. Ask them to correct each other if there were any mistakes.
- After that, ask pairs of students to carry out a similar dialogue, asking and asnwering about what there is and there isn't.

Page 37, Exercise 3

- Explain that students will have to listen to the cassette to check their answers.
- Play the cassette. Give students time to correct their exercises individually.
- Then, ask two or three volunteers to write their answers on the board. Compare the different answers with the whole class and discuss any mistakes.

Audioscript

Mr Abbas: So, how are you today, Mr Faisal? What do you need for your restaurant?
Mr Faisal: Fine, thanks, Mr Abbas! Are there any nice big aubergines today?
Mr Abbas: Here you are! How many kilos?
Mr Faisal: Just eight kilos. Oh! And some potatoes, onions, carrots, …
Mr Abbas: The usual ten kilos of each?
Mr Faisal: Yes, and some tomatoes too.
Mr Abbas: What else, Mr Faisal? I've got some very sweet apples.
Mr Faisal: Are there any cherries?
Mr Abbas: I'm afraid there aren't any.

Answers

1. any; **2.** some; **3.** some; **4.** some; **5.** any; **6.** any

Page 37, Exercise 4

- Students work in pairs. One of them takes the part of Mrs Fayed and the other takes the part of Salma. Then, they fill in the gaps individually.
- When they are finished, ask them to read their sentences in the form of a dialogue as it is shown in the Student's Book. Tell them to correct each other if they have detected any mistakes.

Page 37, Exercise 5

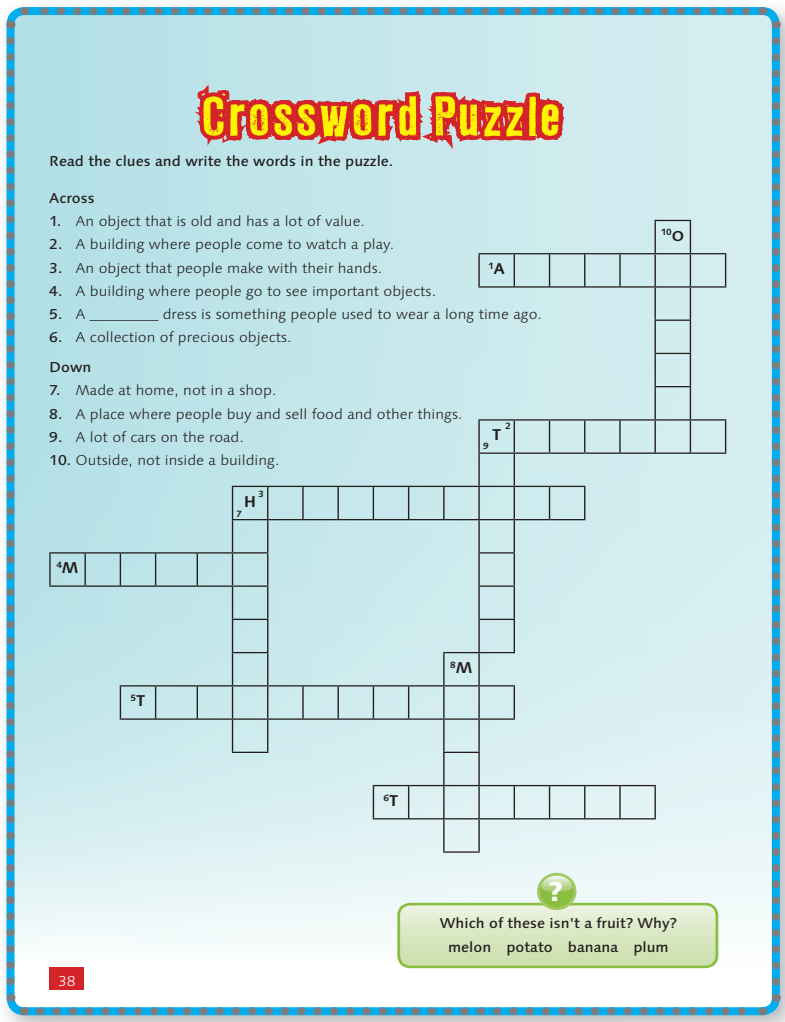
- Play the cassette. Give students time to correct their answers.
- While the cassette is playing, write the correct forms on the board for less confident students to have a guide to check their answers against.
- Have a show of hands to see what the mistakes were. Explain why the sentences were wrong.
- If you have time, ask students to work in pairs, carrying out a similar dialogue in preparation for a certain celebration.

Audioscript

Mrs Fayed: So, what do we buy for your party? How many friends are there on your list?
Salma: There are fifteen.
Mrs Fayed: Fifteen! That's a lot of people! OK! Let's see. We need …
(an hour later …)
Salma: Well, I think we have all we need. There's a lot of cheese and bread for the sandwiches. There's a lot of lemonade too.
Mrs Fayed: What else, Salma? Is there any tea or cola?
Salma: I'm afraid there isn't any tea. The girls don't like it very much.
Mrs Fayed: Oh no! What will I drink?!

Answers

1. are; **2.** are; **3.** 's; **4.** 's; **5.** Is; **6.** isn't



Page 38, Crossword puzzle

- Have a quick review of relevant vocabulary words using pictures of items that students have encountered in the module. Explain to the students that they have to work individually and that they have a time limit to have this activity done.
- You may motivate students by telling them that the first students who complete the task will be rewarded. Set a time limit. When time is up, have a show of hands to see who has first completed the task.

Answers

Across
1. antique
2. theatre
3. handicraft
4. museum
5. traditional
6. treasure

Down
7. homemade
8. market
9. traffic
10. outdoor

Ask students to guess which is a fruit. Tell them that most of them might guess correctly, but they will have to research their justification. Have a discussion about it.

Answers

The potato isn't a fruit. It is a stem that grows under the ground. It stores food and water under the ground, where it is relatively cooler.

Refer to Activity Book pages 32–33.

- Refer the students to the exercises to read them. Before they start writing their answers, ask them if they have any questions. Invite students to give their comments about the module and say what they liked and did not like.

Optional Activity

- Do the Evaluation on page 33 of the Activity Book after students have completed the test. Then there are two courses of action:
  a) mark the tests;
  b) ask students to exchange their tests and mark one another's mistakes. Then go over the test orally to confirm or correct the marking.

Lesson 8

Project 3

Design your ideal town

The outcomes of this lesson are:

- To practise the Present Simple in a task
- To practise countable and uncountable nouns
- To practise the module's vocabulary in a town plan
- To draw a plan of a town
- To design a brochure about a transportation system
- To practise the language in a cooperative and non-stressful atmosphere

Materials

- Student's Book page 39
- A large sheet of construction paper per group, magazine cutouts of various buildings (bank, restaurant, hospital, etc.), foil, marker pens and crayons

How to go about the material:

- Make sure all groups have the necessary materials. Bring to the class a large sheet of construction paper for each group, magazine cutouts, foil and some extra marker pens and crayons.
- You may decide that students do the Project as homework and give the oral presentations in class.
- Divide the class into groups. Explain that each group will have to think about their ideal town, draw their plans and design an eco-friendly public transportation system.
- Read the instructions with students and have a discussion about which places a city needs and which places are not essential. You should also discuss where these places should be.
- As soon as the students have specified the purpose, they identify the audience for their brochure. Then, they decide on the content.
- Once students know what they have to do, give a large sheet of construction paper to each group, as well as magazine cutouts for the buildings and some foil for the river. Students are to work together to draw the plan for their ideal city, designing its public transportation system and preparing the oral presentation.
- When students have finished the project, you may ask them to use the same brochure-writing assessment table they have completed in Lesson 6, page 54 of the Teacher's Book. Ask them to redraw it and complete it. Ask them to compare it with the previous one in order to check whether they have progressed in brochure writing. Discuss the results with the whole class.

Student's Book page 39

Design your ideal town

PROJECT 3

Before you start

Think about your ideal town. What would you like to have: a park, a museum, a theatre, a school, a train station, a bank? Is there a river, a bridge, a mosque? Are there a lot of houses? Where are they?

Your task is ...

To draw the plans for your ideal town and to design a brochure about an eco-friendly public transportation system.

A Your first assignment

You and your friends are architects. Decide where you want the buildings to go and draw them on a large piece of paper. Draw the streets, the parks and the river.

B Your second assignment

What types of transportation are there in this town? Bus, railway, underground? Discuss which system is best for the environment and what buildings it should link. Decide where to put the underground, bus and railway stations. Give your town a name. Present your town to the class.

39

REVISION MODULES 1–3

I now know ...

Lessons 1 and 2

The outcomes of these lessons are:

- To practise the Present Simple tense (affirmative, negative and interrogative)
- To practise the Present Simple tense with adverbs of time and frequency
- To review the vocabulary related to jobs, sports, climatic change, places and food

Materials

- Student's Book pages 40–41
- Cassette
- Activity Book: I now know … – pages 34–35

How to go about the material:

- You may ask students to do the quiz and all the exercises on page 41 as homework and then correct them orally in the following class.
- If you have time, you may do the revision of Modules 1–3 in class before asking students to do the exercises.
- If you have time, you can do the Optional Activity.

Student's Book page 40

Before you start

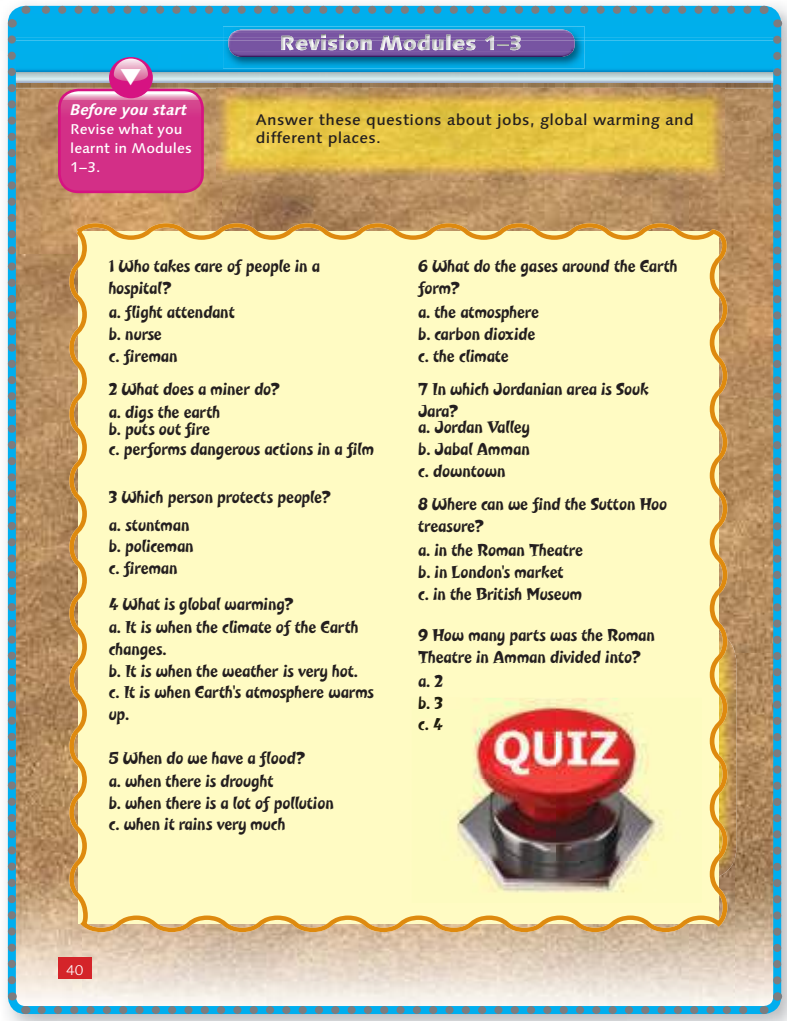
- If you have decided to do the revision in class, give students time to go over their notes in pairs and the pages of Modules 1–3. Use this opportunity to begin the revision of the Present Simple and the Imperative by asking questions about the different points of Modules 1–3.

Teaching tips

- Read through the quiz with students. Have a short discussion about the different topics of the quiz.
- Ask students to work in pairs answering the questions. Walk around the class monitoring the activity.
- Have individual students tell the whole class what they think the answers are. Write their suggestions on the board.
- Write the correct answers next to the students' suggestions. Have a show of hands to see how many got the correct answers.

Answers

1. b; **2.** a; **3.** b; **4.** c; **5.** c; **6.** a; **7.** b; **8.** c; **9.** b



Student's Book page 41

Page 41, Exercise 1

- Read the instructions. Give students a few minutes to do the exercise.

Answers

1. Where; **2.** Who; **3.** What; **4.** When; **5.** Why; **6.** How many

Page 41, Exercise 2

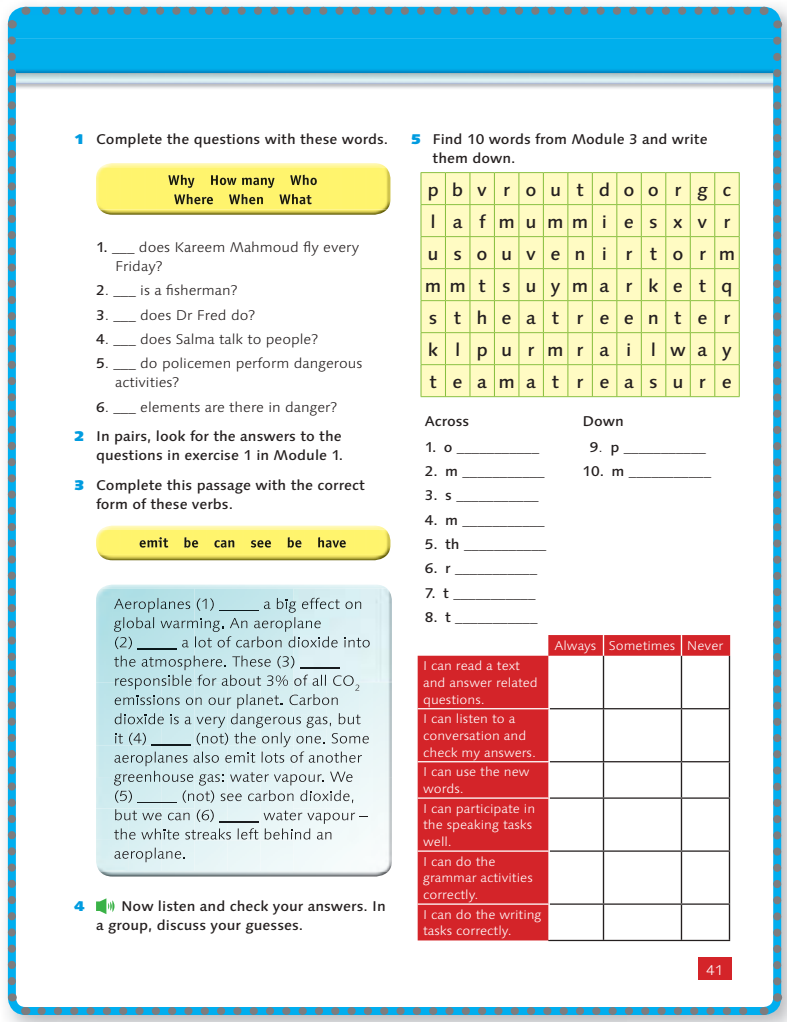
- Have a general round of students reading their questions.
- Read the instructions. Divide the class in pairs. Tell students that to answer the questions they are allowed to look through the Module 1. Explain that the fastest pair to answer all the questions correctly will be the winner. You may wish to give some sweets to the champions as a prize.

Answers

1. Kareem Mahmoud flies to Sao Paulo in Brazil every Friday.
2. Sami is a fisherman.
3. Dr Fred is a psychologist.
4. Salma talks to people at night.
5. Policemen perform dangerous activities because these are part of their job.
6. There are two elements in danger: one is fear, the other is the need to defeat fear.

Page 41, Exercise 3

- Students read the rubric and in pairs complete the exercise in their notebooks.
- Ask students to give their notebooks to other pairs for them to correct their sentences. Explain that they should not write anything until they have listened to the passage on the cassette.



1 Complete the questions with these words.

Why How many Who
Where When What

1. ___ does Kareem Mahmoud fly every Friday?
2. ___ is a fisherman?
3. ___ does Dr Fred do?
4. ___ does Salma talk to people?
5. ___ do policemen perform dangerous activities?
6. ___ elements are there in danger?

2 In pairs, look for the answers to the questions in exercise 1 in Module 1.

3 Complete this passage with the correct form of these verbs.

emit be can see be have

Aeroplanes (1) _____ a big effect on global warming. An aeroplane (2) _____ a lot of carbon dioxide into the atmosphere. These (3) _____ responsible for about 3% of all CO_2 emissions on our planet. Carbon dioxide is a very dangerous gas, but it (4) _____ (not) the only one. Some aeroplanes also emit lots of another greenhouse gas: water vapour. We (5) _____ (not) see carbon dioxide, but we can (6) _____ water vapour – the white streaks left behind an aeroplane.

4 Now listen and check your answers. In a group, discuss your guesses.

5 Find 10 words from Module 3 and write them down.

p	b	v	r	o	u	t	d	o	o	r	g	c
l	a	f	m	u	m	m	i	e	s	x	v	r
u	s	o	u	v	e	n	i	r	t	o	r	m
m	m	t	s	u	y	m	a	r	k	e	t	q
s	t	h	e	a	t	r	e	e	n	t	e	r
k	l	p	u	r	m	r	a	i	l	w	a	y
t	e	a	m	a	t	r	e	a	s	u	r	e

Across
1. o _____
2. m _____
3. s _____
4. m _____
5. th _____
6. r _____
7. t _____
8. t _____

Down
9. p _____
10. m _____

	Always	Sometimes	Never
I can read a text and answer related questions.			
I can listen to a conversation and check my answers.			
I can use the new words.			
I can participate in the speaking tasks well.			
I can do the grammar activities correctly.			
I can do the writing tasks correctly.			

41

Answers

1. have; **2.** emits; **3.** are; **4.** is not; **5.** cannot; **6.** see

Page 41, Exercise 4

- Explain that students will listen to the passage and they will check their friends' answers against it.
- Play the cassette. As the cassette is playing write the answers on the board for slower students to use as a reference.
- Have a show of hands to see how many students got the correct answer. Have the groups of four students who have shared their answers comment on the mistakes, then discuss the mistakes as a class. If necessary, refer students to the Grammar Notes in the corresponding modules or tell them to revise them at home.

Audioscript

Aeroplanes have a big effect on global warming.
An aeroplane emits a lot of carbon dioxide into the atmosphere. These are responsible for about 3% of all CO_2 emissions on our planet.
Carbon dioxide is a very dangerous gas, but it is not the only one. Some aeroplanes also emit lots of another greenhouse gas: water vapour. We cannot see carbon dioxide, but we can see water vapour – the white streaks left behind an aeroplane.

Page 41, Exercise 5

- Read the instructions. If you have a slow class put students into pairs. Otherwise, students may work individually to complete the task.

Answers

Across: 1. outdoor; **2.** mummies; **3.** souvenir; **4.** market; **5.** theatre; **6.** railway; **7.** team; **8.** treasure
Down: 9. plums; **10.** museum

Refer to Activity Book pages 34–35.

- Ask students to do the exercises individually using what they have learnt in Modules 1, 2 and 3. They then work in pairs assessing each other's work and deducing what difficulties they have encountered in the first semester.

Optional Activity

- Ask students to evaluate their learning of the language and the different tasks and skills by placing a tick (✓) in the right box.

MODULE 4

Wonders of the ancient world

The outcomes of this module are:

- To predict the meanings of new vocabulary items
- To practise the Past Simple tense to talk about ancient cities and wonders of the world
- To listen to a dialogue about the wonders of the ancient world
- To read an article about the list of the Seven Wonders of the world
- To write a report about a wonder of the world
- To make a wonder diorama

Background

The Hanging Gardens of Babylon were built in the ancient city of Babylon (in present-day Iraq). They are renowned for their once-great beauty and splendour.
The Pyramids of Giza can still be found on the outskirts of Cairo. They are important partly because nobody knows exactly how such a complex feat of engineering was achieved using ancient building methods. They are also the only one of the seven ancient wonders of the world still standing today.
The Lighthouse of Alexandria was built on the island of Pharos in Alexandria, Egypt. At over 400 feet, it was one of the tallest man-made structures on earth and possibly the tallest lighthouse ever built.

Lesson 1

The outcomes of this lesson are:

- To listen to a dialogue about the wonders of the ancient world
- To use context to guess the meanings of new words
- To talk about the ancient wonders of the world

Materials

- Student's Book pages 42–43
- Dictionaries
- Glossary – Activity Book pages 73–74
- Cassette

How to go about the material:

- Exercise 2 can be set as homework.
- If you have time, you can do the Optional Activity.

Student's Book pages 42–43

Teaching tips

- Ask students to read the title of the module, to look at the pictures and to tell you what they think the module is about. Ask *What are ancient wonders?*
- Read through the outcomes of the module with students.
- Ask students whether they know any locations which they believe are wonders. Encourage students to tell the class what they know about them. Make a list on the board.

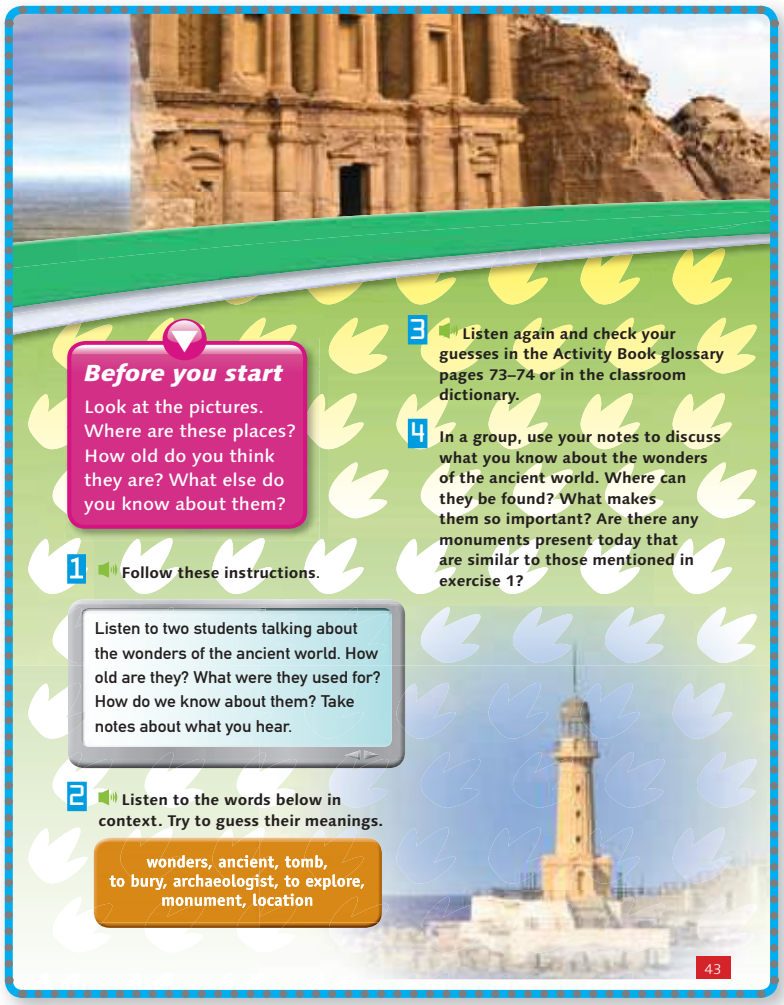
- Ask students if they know anything about ancient cities and how people lived, what they did, where they lived, etc.
- Explain what a diorama is to prepare students for the project.

Before you start

- Encourage a discussion about the reasons why these places were considered wonders.
- Some factors to consider are size, scale, age and purpose. Encourage students to think of differences and similarities among the ancient wonders.
- Direct them to notice that all three examples depicted are in the Middle East, and to speculate why that might be so.

Answers

They are ancient wonders: the Hanging Gardens of Babylon in Iraq; the Great Pyramids of Giza and the Lighthouse of Alexandria in Egypt.
They are thousands of years old.



Page 43, Exercise 1

- Play the cassette and give students time to write down the answers to the questions.
- Play the cassette again for students to check or complete their answers. Have a general round of students answering the questions using their notes.

Audioscript

Ramzi: Hello, Maher. What are you doing?
Maher: I'm working on a project about the wonders of the ancient world.
Ramzi: That sounds interesting!
Maher: Yeah! Do you know that most of these wonders were built by people thousands of years ago?
Ramzi: Really? Why did they build them?
Maher: Some of them were used as tombs where kings were buried, while others were places where people prayed.
Ramzi: How do you know that?
Maher: Well, this is what archaeologists discovered while exploring the ancient world.
Ramzi: Hmm … What's an archaeologist?
Maher: Archaeologists are people who study old monuments and locations. This tells them a lot about the history of the place and the people who lived there.
Ramzi: Wow! I would like to be an archaeologist one day!

Answers

They are thousands of years old.
Some of them were used as tombs where kings were buried, while others were places where people prayed.
We know about the ancient world because of archaeologists who study old monuments and locations.

Page 43, Exercise 2

- Play the cassette for students to listen to the key words in context. Pause after each sentence and ask students to work in pairs to guess the meaning of the key word.

wonders, ancient, tomb, to bury, archaeologist, to explore, monument, location

Audioscript

1 Petra was voted one of the new Seven **Wonders** of the World.
2 I'm working on a project about the wonders of the **ancient** world.
3 The Egyptians used the pyramids as **tombs** to **bury** their kings.
4 **Archaeologists** are people who study old places.
5 Archaeologists **explore** the ancient world.
6 They study old **monuments** and **locations**.

Page 43, Exercise 3

- Put the students in groups and ask them to check their guesses and do the necessary corrections while you play the cassette again. Then, tell them to check their answers in the Activity Book glossary or in a dictionary.

Page 43, Exercise 4

- Read the instructions. Whether you do the whole of the introductory lesson on the same day or in two different lessons, refer to the notes students took in exercise 1.
- Divide the class into groups. Tell students to complete the task using their notes. Give them time to discuss. Call their attention to the Hanging Gardens of Babylon, the Pyramids and the Lighthouse of Alexandria. Is there a relationship between the three? You can refer to the background information about these places on page 60 of the Teacher's Book. Make sure the whole group makes notes on their discussion.
- Have the different groups read their notes and give explanations as to their conclusions. Walk around the class monitoring the activity.

Answers

Example answer: They are ancient wonders used in different ways for different purposes.

Remember!
Remind students to bring their notes for exercises 3 and 4 to the following class!

Optional Activity

- Put students into groups and tell each group to choose a different wonder of the world. Each group will write about their location: where it is, what it was used for, etc.

Lessons 2 and 3

The new Seven Wonders

The outcomes of these lessons are:

- To read a newspaper article about the city of Petra
- To determine the meanings of words in context related to wonders of the world
- To practise the Past Simple of the verb *to be* and of regular verbs (affirmative, negative and interrogative)
- To pronounce the final *-ed* in past tense regular verbs
- To listen to information about ancient Jordan to develop vocabulary

Teaching tips

It is normal for students to encounter two difficulties when practising the Past Simple:

- Identifying which verbs add *-ed* to make the past tense
- Using the auxiliary *did* to make the negative and the interrogative

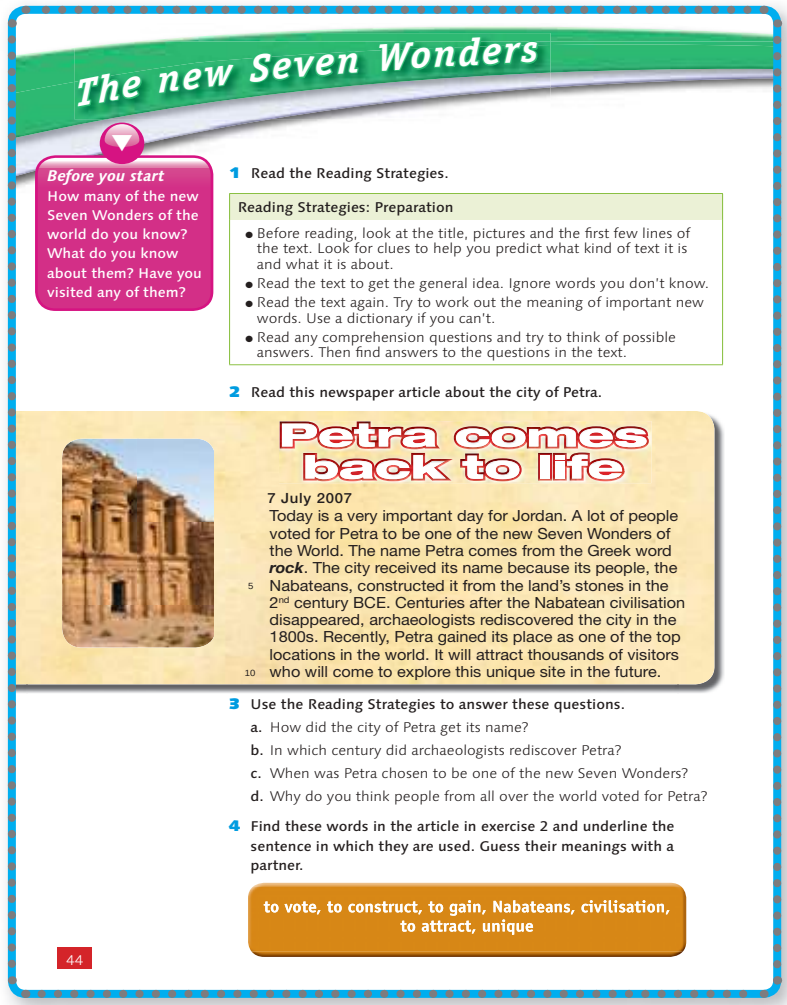
Do not expect students to master these two difficulties from the very beginning.

Materials

- Student's Book pages 44–46
- Dictionaries
- Glossary – Activity Book pages 73–74
- Cassette
- Activity Book: Module 4 – pages 36–40

How to go about the material:

- Exercises 2, 3, 6, 7 and 8 of the Grammar section can be set as homework.
- If you have time, you can do the Optional Activities.



The new Seven Wonders

Before you start
How many of the new Seven Wonders of the world do you know? What do you know about them? Have you visited any of them?

1 Read the Reading Strategies.

Reading Strategies: Preparation

- Before reading, look at the title, pictures and the first few lines of the text. Look for clues to help you predict what kind of text it is and what it is about.
- Read the text to get the general idea. Ignore words you don't know.
- Read the text again. Try to work out the meaning of important new words. Use a dictionary if you can't.
- Read any comprehension questions and try to think of possible answers. Then find answers to the questions in the text.

2 Read this newspaper article about the city of Petra.

Petra comes back to life

7 July 2007
Today is a very important day for Jordan. A lot of people voted for Petra to be one of the new Seven Wonders of the World. The name Petra comes from the Greek word ***rock***. The city received its name because its people, the Nabateans, constructed it from the land's stones in the 2nd century BCE. Centuries after the Nabatean civilisation disappeared, archaeologists rediscovered the city in the 1800s. Recently, Petra gained its place as one of the top locations in the world. It will attract thousands of visitors who will come to explore this unique site in the future.

3 Use the Reading Strategies to answer these questions.

a. How did the city of Petra get its name?
b. In which century did archaeologists rediscover Petra?
c. When was Petra chosen to be one of the new Seven Wonders?
d. Why do you think people from all over the world voted for Petra?

4 Find these words in the article in exercise 2 and underline the sentence in which they are used. Guess their meanings with a partner.

to vote, to construct, to gain, Nabateans, civilisation, to attract, unique

44

- Give students time to read the article. Ask them to underline any words they do not know.
- When they have read the article once, they work in pairs to guess the meanings of words they do not know from the context. Ask students to volunteer to share words and their meanings with the whole class.
- Check understanding of the text by asking simple questions, e.g. *What place is this article about? Where is it located? What did it look like in the past?* Note that *BCE* refers to *Before the Common Era*, also known as BC.

Page 44, Exercise 3

- When you are satisfied that students have got the gist of the text, ask them to continue to work in pairs to do this exercise.
- Then check answers with the whole class.
- Explain to students the relationship between years and centuries: the first century went from the years 0 to 99, the second from 100 to 199, and so on. The number of the century is therefore always one higher than the years being described. So the *nineteenth* century refers to the *eighteen* hundreds.

Answers

a. It got its name because the Nabateans constructed it from the land's stones; Petra means ***rock*** in Greek.
b. Petra was rediscovered in the 19th century.
c. It was chosen to be one of the new Seven Wonders in July 2007.
d. *Students' own answers*

Student's Book page 44

Before you start

- Ask the questions and have a general discussion on the basis of what you discussed in the previous class. Have some students read their notes to the whole class.
- Tell students that Machu Picchu is a historical site in Peru. The settlement was established by the Incas around 1450 CE and included temples, homes and farmland which can still be seen today.

Answers

Petra in Jordan; the Taj Mahal in India; Machu Picchu in Peru; the Great Wall of China

Page 44, Exercise 1

- Read the Reading Strategies to the whole class. Ask volunteers to explain them. Meanwhile, write the steps for preparing to read on the board so that the students refer to them while doing the reading task in the following exercise.

Page 44, Exercise 2

- Have students look at the picture and read the title of the article individually. Discuss what it is about as a whole class.

Page 44, Exercise 4

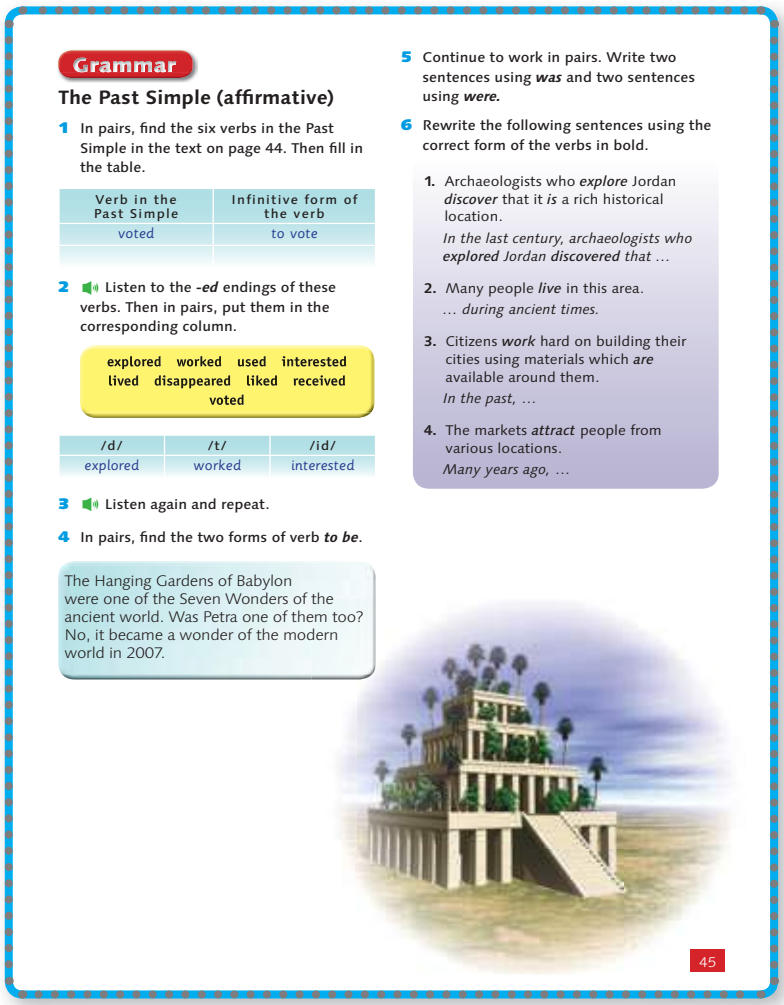
to vote, to construct, to gain, Nabateans, civilisation, to attract, unique

- Students work individually underlining the sentences which include the key words in the box. They then work in pairs, checking their answers and trying to guess the meanings of the key words from the sentences in which they are used.
- After the pair work, students share their answers with the whole class.

Refer to Activity Book page 36, exercise 1.

- In this exercise students will identify the relationship between words and phrases that describe them. Ask students to compare their answers in pairs. Go around and make sure they have done the exercise correctly.

Student's Book page 45



Grammar

The Past Simple (affirmative)

1 In pairs, find the six verbs in the Past Simple in the text on page 44. Then fill in the table.

Verb in the Past Simple	Infinitive form of the verb
voted	to vote

2 Listen to the *-ed* endings of these verbs. Then in pairs, put them in the corresponding column.

explored worked used interested lived disappeared liked received voted

/d/	/t/	/id/
explored	worked	interested

3 Listen again and repeat.

4 In pairs, find the two forms of verb *to be*.

The Hanging Gardens of Babylon were one of the Seven Wonders of the ancient world. Was Petra one of them too? No, it became a wonder of the modern world in 2007.

5 Continue to work in pairs. Write two sentences using *was* and two sentences using *were*.

6 Rewrite the following sentences using the correct form of the verbs in bold.

1. Archaeologists who *explore* Jordan *discover* that it *is* a rich historical location.
   In the last century, archaeologists who explored Jordan discovered that …
2. Many people *live* in this area.
   … during ancient times.
3. Citizens *work* hard on building their cities using materials which *are* available around them.
   In the past, …
4. The markets *attract* people from various locations.
   Many years ago, …

45

Grammar

The Past Simple (*to be*)

Page 45, Exercise 1

- Ask students to look back at the text about Petra on page 44. As a class, find the six verbs in the text that are in the Past Simple. Write these on the board for slower students.
- Then have students copy the table into their notebooks and ask them to work individually completing it. Remind students that the infinitive form of the verb always begins with 'to'.
- To check understanding of the meanings of the verbs, ask individual students to think of new sentences including one of these verbs (eg. *I received a letter from my sister*).
- To make sure students know how to form the Past Simple of regular verbs, do some simple actions in front of the class, such as opening the book, closing the door, etc. and ask students *"What did I do?"* Elicit such answers as *"You opened the book. You closed the door."* Make sure you choose actions that require the use of regular verbs only.

Answers

Verb in the Past Simple	Infinitive form of the verb
voted	to vote
received	to receive
constructed	to construct
disappeared	to disappear
rediscovered	to rediscover
gained	to gain

Page 45, Exercise 2

Pronunciation rules:

- The past of regular verbs ending in voiced sounds (/b/, /g/, /v/, /l/, /m/, /n/, /ð/, /dz/, /tʃ/, all vowels) is pronounced /d/.
- The past of regular verbs ending in voiceless sounds (/p/,/k/, /s/, /z/, /ʃ/, /Đ/) is pronounced /t/.
- The past of regular verbs ending in /t/ and /d/ is pronounced /id/.

- Read the three examples (/eksplɔːd/, /wɜːkt/, /ɪntrestɪd/). Explain to students that there are some pronunciation rules for the *-ed* ending of regular verbs, but without going into too many details. It is important to point out the difference between writing and pronunciation, as in the exercises in the Activity Book they will practise different spellings.
- Divide the class in pairs. Each pair will say the verbs to each other and will put them in the corresponding column.
- Play the cassette twice. If necessary, read the words yourself, stopping after each word.
- Draw the table on the board and ask students to tell you which verbs should go in which column. Clarify any doubts.

Audioscript

explored, worked, used, interested, lived, disappeared, liked, received, voted

Answers

/d/ explored, used, lived, disappeared, received
/t/ worked, liked
/id/ interested, voted

Page 45, Exercise 3

- Play the cassette and have students repeat, first chorally and then individually. Make sure they pronounce /d/, /t/ and /id/ correctly.

Page 45, Exercise 4

- Read the short text to the students, or ask a volunteer to read it to the class. Ask students to work in pairs to identify the two forms of the verb *to be* in the text. If they are unable to, go over the irregular forms of the verb in the Past Simple with the students. Then ask for volunteers to say their answers to the class.

Answers

were; Was

Page 45, Exercise 5

- This exercise ensures students are able to recognise and use the verb *to be* in the Past Simple tense. Remind students that the verb *to be* is very common and it is very important that they learn it.
- Ask students to remain in their pairs and ask them to write their sentences. They can use vocabulary from the module or make up completely new sentences.

Answers

Students' own answers

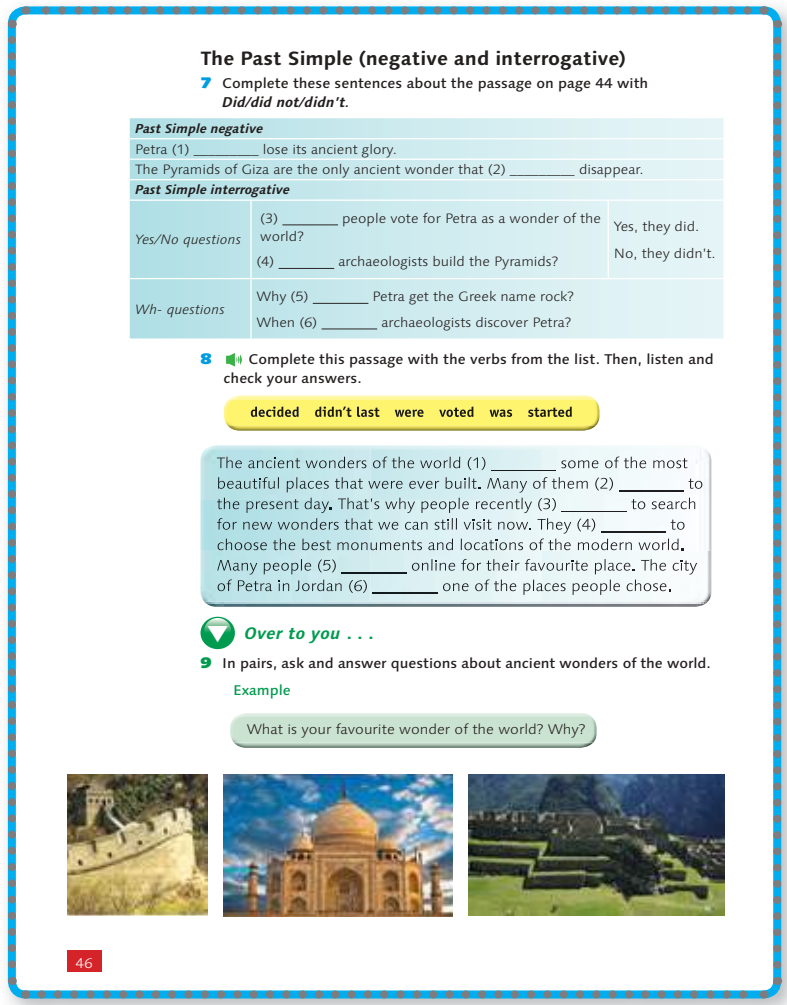
Page 45, Exercise 6

- Explain the task to the students. Point out that the verbs in bold should be put into the correct form. Make sure the students know that in each instance, either the beginning or the end of the answer is given as a clue for them to use the correct form of the verb.
- Students do the exercise individually. Then, ask them to compare their answers in pairs. To check the answers with the whole class, ask three volunteers to write their answers on the board. The rest of the students compare the answers and provide feedback.

Answers

1. In the last century, archaeologists who explored Jordan discovered that it was a rich historical location.
2. Many people lived in this area during ancient times.
3. In the past, citizens worked hard on building their cities using materials which were available around them.
4. Many years ago, the markets attracted people from various locations.

Student's Book page 46



The Past Simple (negative and interrogative)

7 Complete these sentences about the passage on page 44 with *Did/did not/didn't*.

Past Simple negative		
Petra (1) _____ lose its ancient glory.		
The Pyramids of Giza are the only ancient wonder that (2) _____ disappear.		
Past Simple interrogative		
Yes/No questions	(3) _____ people vote for Petra as a wonder of the world? (4) _____ archaeologists build the Pyramids?	Yes, they did. No, they didn't.
Wh- questions	Why (5) _____ Petra get the Greek name rock? When (6) _____ archaeologists discover Petra?	

8 Complete this passage with the verbs from the list. Then, listen and check your answers.

decided didn't last were voted was started

The ancient wonders of the world (1) _____ some of the most beautiful places that were ever built. Many of them (2) _____ to the present day. That's why people recently (3) _____ to search for new wonders that we can still visit now. They (4) _____ to choose the best monuments and locations of the modern world. Many people (5) _____ online for their favourite place. The city of Petra in Jordan (6) _____ one of the places people chose.

Over to you . . .

9 In pairs, ask and answer questions about ancient wonders of the world.

Example

What is your favourite wonder of the world? Why?

46

The Past Simple (negative and interrogative)

Page 46, Exercise 7

- Write a few sentences on the board showing students how to form the negative and the interrogative of the Past Simple, e.g.:
  I walked to school.
  → *I didn't walk to school.*
  She studied with her friend.
  → *Did she study with her friend?*
- Ask students to give you similar sentences. Ask them to deduce the rule of forming the negative and the interrogative of the Past Simple.
- Students complete the exercise individually, then check their answers in pairs.
- Refer students to the Grammar Notes on page 87 of the Student's Book. Read the notes with them and explain that they can always refer to these notes to revise at home.

- Ask students to write out the sentences in their notebooks and to fill in the gaps. If they have difficulty point to the grammar rules you have just discussed and which are written on the board.

Answers

1. did not/didn't; **2.** did not/didn't; **3.** Did; **4.** Did; **5.** did; **6.** did

Page 46, Exercise 8

- Ask students to work individually to complete the text.
- Tell them to compare their answers in pairs before checking them with the whole class.
- Ask individual students to read their answers. Write their answers on the board.
- Play the cassette and have students listen to the text and check their answers.
- Write the answers on the board next to the students' answers while the cassette is playing, as a reference for less confident students.
- Have a show of hands to see how many students got the correct answers. Comment on the mistakes and refer students to the Grammar Notes on page 87 of the Student's Book or tell them to revise them at home.

Audioscript

The ancient wonders of the world were some of the most beautiful places ever built. Many of them didn't last to the present day. That's why people recently started to search for new wonders that we can still visit now. They decided to choose the best monuments and locations of the modern world. Many people voted online for their favourite place. The city of Petra in Jordan was one of the places people chose.

Answers

1. were; **2.** didn't last; **3.** started; **4.** decided; **5.** voted; **6.** was

Over to you ...

Page 46, Exercise 9

- Read the example question to the class. Students work in pairs asking and answering their questions. Tell them to write down their partner's answers. Walk around the class monitoring the activity and making notes of students' mistakes. Remember not to interrupt their exchanges.
- Have different pairs of students read their questions and answers to the class. Answers might include the three pictured wonders of the world: the Great Wall of China, the Taj Mahal and Machu Picchu.
- Comment on the mistakes you heard while the activity was taking place. Do not say who made the mistake, just ask students to correct the mistakes and explain why the sentences were wrong.

Answers

Students' own answers

Refer to Activity Book pages 36–40.

- Before giving students time to start doing the exercises, briefly revise the general rules of using the affirmative, interrogative and negative forms of the Past Simple. To check their understanding, ask them to give you an example of each. Remind them that they should pay attention to the pronunciation of the verbs in the Past Simple in order to list them in the correct column.

Optional Activities

- Have students close their books. Write on the board:

  wonder — archaeologist
  civilisation — vote

  Ask students what they can remember about each one of these words. Elicit sentences about their meanings, purpose and use.
- Ask students if any one of them has visited Petra. If so, ask for volunteers to tell the class something about their experience.

Lessons 4 and 5

Skills focus

Amazing historical places

The outcomes of these lessons are:

- To determine the meanings of words in context related to places
- To read an article about the wonders of the ancient world
- To listen to a tourist guide in a historical location in Jordan
- To talk about ancient cities and how they are now
- To practise vocabulary related to archaeological findings
- To practise the Past Simple tense (affirmative, negative and interrogative)

Materials

- Student's Book pages 47–49
- Dictionaries
- Glossary – Activity Book pages 73–74
- Cassette
- Activity Book: Module 4 – pages 41–42

How to go about the material:

- Exercises 5, 6 and 7 can be set as homework.
- If you have time, you can do the Optional Activities.

Student's Book page 47

Before you start

- Ask students to guess what the monuments are. Ask them if they have visited these places or other similar ones. What did they see? Have a discussion about the reasons such places are considered to be wonders.

Answers

1. Karak – Jordan; **2.** Jerash – Jordan; **3.** Temple of Hercules – Amman, Jordan

Page 47, Exercise 1

traveller, historian, buyer, seller, journey, famous, visitor, centre

- Play the cassette and pause after each sentence for students to guess the meanings of the key words. If they didn't guess some of the words, move on to the next sentence and tell students that they will check the meanings in the next exercise.

Audioscript

1 **Travellers** like to visit new and different places.
2 **Historians** learn about locations of the ancient world.
3 The markets were very busy with **buyers** and **sellers**.
4 People started to write about their **journeys**.
5 And here we are, in one of Jordan's **famous** historical locations.
6 The cities opened their doors to all **visitors**.
7 Jordan was a **centre** for travellers from all around the world.

Page 47, Exercise 2

- Play the cassette again and ask students to try to extract from the sentences the meanings of the key words that they didn't guess previously. Then, ask them to work in groups checking their answers in the Activity Book glossary or in a dictionary. You can refer to the Teacher's Book introduction page 14 to help the students use the dictionary effectively.

Find the words

- Have some students read the definitions aloud and find the corresponding key words to match them.

Answers

historians; journey; famous

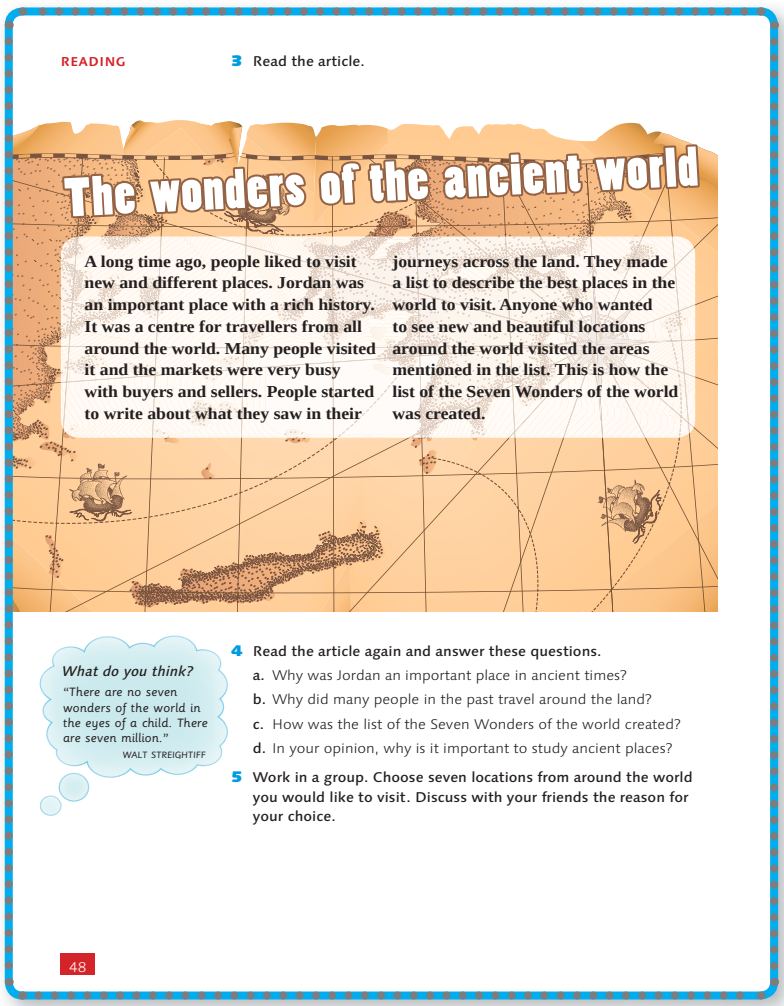
Student's Book page 48

Reading

Page 48, Exercise 3

- Have students read the title of the article. Discuss what students think the article might be about as a whole class.
- Give students time to read the article. Ask them to underline any words they do not know.
- When they have read the article once, have a round of students asking the meanings of words they do not know. Write them on the board. Try to make them guess the meanings of the words from context. Eventually, allow students to look them up in the dictionary or tell them the meanings.

- Check that students understand the article by asking simple questions, e.g. *What was Jordan like in the past? What was the list made for?*



READING

3 Read the article.

The wonders of the ancient world

A long time ago, people liked to visit new and different places. Jordan was an important place with a rich history. It was a centre for travellers from all around the world. Many people visited it and the markets were very busy with buyers and sellers. People started to write about what they saw in their journeys across the land. They made a list to describe the best places in the world to visit. Anyone who wanted to see new and beautiful locations around the world visited the areas mentioned in the list. This is how the list of the Seven Wonders of the world was created.

What do you think?
"There are no seven wonders of the world in the eyes of a child. There are seven million."
WALT STREIGHTIFF

4 Read the article again and answer these questions.

a. Why was Jordan an important place in ancient times?
b. Why did many people in the past travel around the land?
c. How was the list of the Seven Wonders of the world created?
d. In your opinion, why is it important to study ancient places?

5 Work in a group. Choose seven locations from around the world you would like to visit. Discuss with your friends the reason for your choice.

48

Page 48, Exercise 4

- Read the rubric and give students some time to read the article and answer the questions. Remind them that they have to provide a reason from the text for their answers.
- Give students some time to write the answers in their notebooks. In the meantime, walk around the class monitoring the activity.
- Have students check their answers in pairs before checking them with the whole class.

Answers

a. Jordan was an important place because it was a centre for travellers from around the world.
b. People travelled around the land to visit new cities and market places.
c. The list was created when travellers put together a list of places people must visit because of their beauty.
d. *Students' own answers*

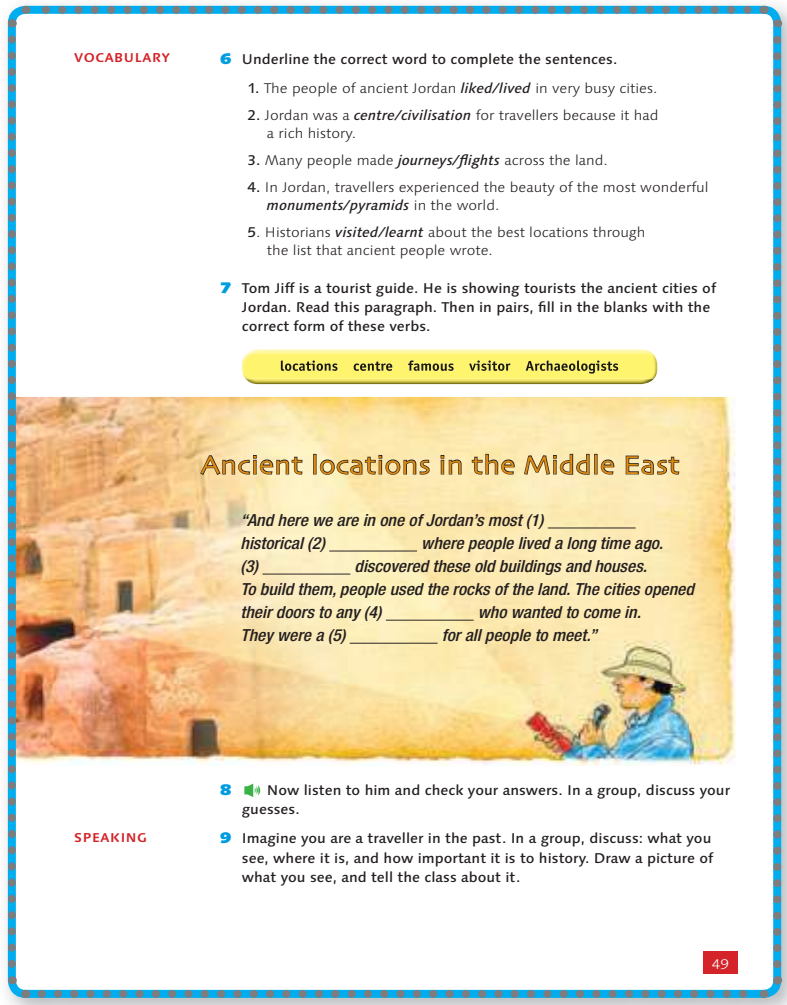
Page 48, Exercise 5

- Put the students in groups, if possible in groups of seven. Each student chooses a place from around the world he or she would like to visit and adds it to the list of his or her group. They then discuss with their group the reason for choosing that particular place.
- If you have time, ask volunteers to share their discussions with the whole class.

What do you think?

Read the quotation to the class and ask them to explain what it means. Help them to explain the quotation if they could not make correct guesses.

Student's Book page 49



VOCABULARY

6 Underline the correct word to complete the sentences.

1. The people of ancient Jordan ***liked/lived*** in very busy cities.
2. Jordan was a ***centre/civilisation*** for travellers because it had a rich history.
3. Many people made ***journeys/flights*** across the land.
4. In Jordan, travellers experienced the beauty of the most wonderful ***monuments/pyramids*** in the world.
5. Historians ***visited/learnt*** about the best locations through the list that ancient people wrote.

7 Tom Jiff is a tourist guide. He is showing tourists the ancient cities of Jordan. Read this paragraph. Then in pairs, fill in the blanks with the correct form of these verbs.

locations centre famous visitor Archaeologists

Ancient locations in the Middle East

"And here we are in one of Jordan's most (1) _____ historical (2) _____ where people lived a long time ago. (3) _____ discovered these old buildings and houses. To build them, people used the rocks of the land. The cities opened their doors to any (4) _____ who wanted to come in. They were a (5) _____ for all people to meet."

8 Now listen to him and check your answers. In a group, discuss your guesses.

SPEAKING

9 Imagine you are a traveller in the past. In a group, discuss: what you see, where it is, and how important it is to history. Draw a picture of what you see, and tell the class about it.

49

Vocabulary

Page 49, Exercise 6

- Have students read the rubric and complete the exercise individually.
- Ask different students to read their answers. Write them on the board. Have a round of students saying what their mistakes were. Clarify any doubts.

Answers

1. lived; **2.** centre; **3.** journeys; **4.** monuments; **5.** learnt

Page 49, Exercise 7

- Students read the paragraph individually and fill in the blanks in pairs. While they are working, walk around the class monitoring the activity and clarifying any doubts.
- Eventually, you may ask individual students to read their answers and write them on the board to see how accurate their guesses were.

Page 49, Exercise 8

- Ask students to check their answers against the tape.
- Play the cassette twice. If you have already written the students' answers on the board, write the correct answers next to them. Have a show of hands to see how many got the correct answers. Discuss the mistakes with the whole class.

Audioscript

Ancient locations in the Middle East

"And here we are in one of Jordan's famous historical locations where people lived a long time ago. Archaeologists discovered these old buildings and houses. To build them, people used the rocks of the land. The cities opened their doors to any visitor who wanted to come in. They were a centre point for all people to meet."

Answers

1. famous; **2.** locations; **3.** Archaeologists; **4.** visitor; **5.** centre

Speaking

Page 49, Exercise 9

- Read the rubric with the whole class. Divide students into groups and ask them to carry out the activity.
- Give students time to discuss. Have each group make a presentation of their observations and pictures clan as an opening activity for the following class.

Answers

Students' own answers

- When students are done, ask them to assess their contribution to the speaking activity in the following table individually. Tell them that their assessment would be very useful for other people in their group to share opinions and learn from each other.

SPEAKING ASSESSMENT CHECKLIST			
	Yes	**No**	**Comments**
Was the speaking activity interesting?			
Was I able to share my ideas with the group?			
Was I able to discuss other people's ideas in the group?			
Did I present my ideas clearly to the class?			

	Poor (1)	**Okay (2)**	**Good (3)**	**Excellent (4)**
How successful was the activity?				

Refer to Activity Book pages 41–42.

- Divide the class into groups and explain the tasks they need to complete. Ask students if they have any questions. When you are sure that they know how to work on the exercises, give them enough time to finish working. Then, choose a student from each group to give you the answers of his/her group. Ask the other groups to correct any mistakes.

Optional Activities

- Ask students to decide the place (besides their own) they would like to travel to and to give reasons for their choice (the monument, the people, the traditions, etc.)
- In groups, students make their own lists of "the Seven Wonders". Then they share and discuss their lists with the whole class.

Lesson 6

Communication Workshop

Writing a report on the wonders of the world

The outcomes of this lesson are:

- To do some simple research
- To write notes (Refer to Teacher's Book page 14 for instructions on how to write notes)
- To write a report
- To practise punctuation and capital letters
- To practise joining sentences with ***when***, ***before*** and ***after***

Teaching tips

- Students are likely to be unfamiliar with doing research and writing reports. Go over the questions carefully with them and give them all the help they need. You may direct them to a library to research the place.

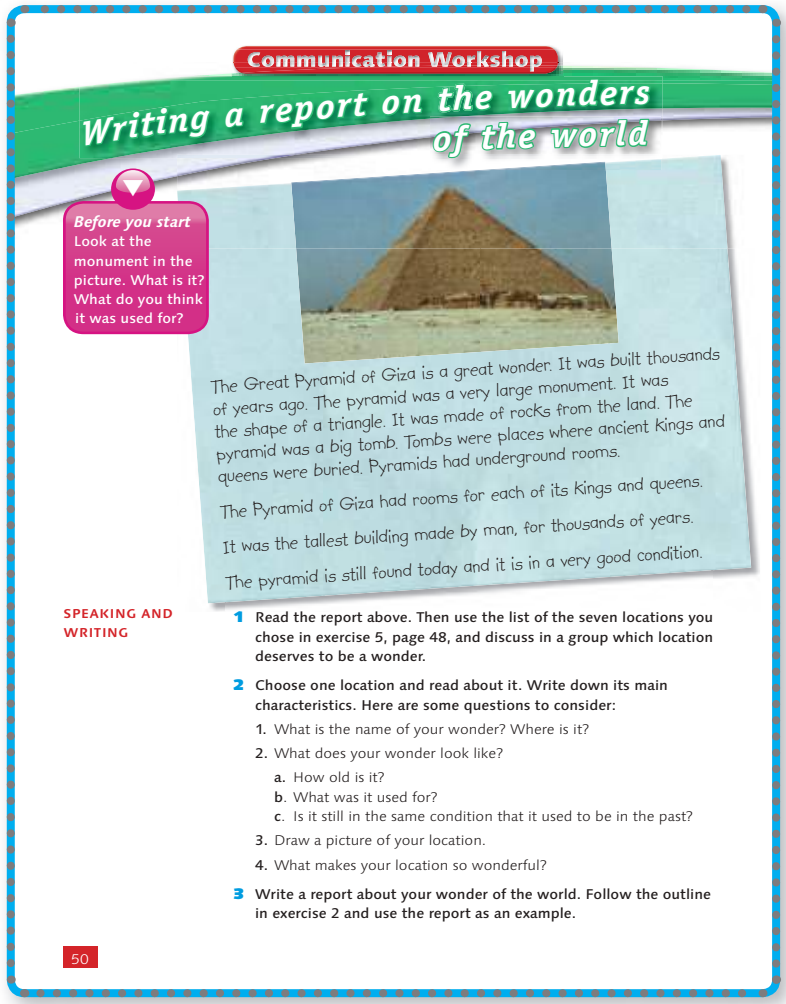
Materials

- Student's Book page 50
- Dictionaries
- Glossary – Activity Book pages 73–74
- Activity Book: Module 4 – pages 42–43

How to go about the material:

- Exercises 2 and 3 can be set as homework.
- If you have time, do the Optional Activity.

Student's Book page 50



Communication Workshop

Writing a report on the wonders of the world

Before you start
Look at the monument in the picture. What is it? What do you think it was used for?

The Great Pyramid of Giza is a great wonder. It was built thousands of years ago. The pyramid was a very large monument. It was the shape of a triangle. It was made of rocks from the land. The pyramid was a big tomb. Tombs were places where ancient kings and queens were buried. Pyramids had underground rooms.

The Pyramid of Giza had rooms for each of its kings and queens.

It was the tallest building made by man, for thousands of years.

The pyramid is still found today and it is in a very good condition.

SPEAKING AND WRITING

1 **Read the report above. Then use the list of the seven locations you chose in exercise 5, page 48, and discuss in a group which location deserves to be a wonder.**

2 **Choose one location and read about it. Write down its main characteristics. Here are some questions to consider:**

1. What is the name of your wonder? Where is it?
2. What does your wonder look like?
   a. How old is it?
   b. What was it used for?
   c. Is it still in the same condition that it used to be in the past?
3. Draw a picture of your location.
4. What makes your location so wonderful?

3 **Write a report about your wonder of the world. Follow the outline in exercise 2 and use the report as an example.**

50

Before you start

- Ask your students to discuss the answers in groups and write down their guesses.
- Discuss students' guesses with the whole class.

Answers

It is the Great Pyramid of Giza in Egypt. Egyptians used pyramids as tombs to bury their kings.

Speaking and Writing

Page 50, Exercise 1

- Ask students to read the report.
- Divide the class into groups and ask the members to discuss the locations on their lists. Give them time for discussion. While they are working, walk around the class monitoring the activity and guiding the discussion.

Answers

Students' own answers

Page 50, Exercise 2

- Ask each group to choose a location to write about. Make sure each group chooses a different one.
- Read the rubric and the questions. If you have time, go with students to the school library or bring books to the classroom so they can find the necessary information to answer the questions in the exercise.
- Walk around the class monitoring the activity, listening to the exchanges in the different groups and writing down the mistakes you hear. Do not interrupt them while they are talking. Once the activity is over, use your notes for further discussion.

Answers

Students' own answers

Page 50, Exercise 3

- Ask students to write their report. Have all students in the group take part in discussing, writing, editing and illustrating the report. If necessary, help them to allocate particular roles and tasks to one another. Remind them that they should check spelling, the use of tenses, capital letters, full stops and commas.
- Tell students to hand in their reports. The day before doing the project give students their corrected reports so that they can prepare their class presentations.
- Read your notes on the mistakes students made during the discussion and presentation of the activity. Do not say who made them, simply say the wrong sentence and ask students to correct it. If students are unable to do so, point to the mistake yourself and explain why it is wrong and how to correct it.

Answers

Students' own answers

- When students have written their reports, ask them to assess their own work in the following table. They should only respond to the final question if they have already presented their report orally to the rest of the class. If this is the case, ask them to compare their spoken work with the previous speaking activity in order to check whether they have progressed in giving class presentations. Discuss the results with the whole class.

WRITING ASSESSMENT CHECKLIST			
	Yes	**No**	**Comments**
Was the topic interesting?			
Was I able to find relevant information for my report?			
Was I able to cover each of the points outlined in exercise 2?			
Did I present my ideas clearly?			
Was my report written accurately?			

Refer to Activity Book pages 42–43.

- Ask students to take a quick look at the exercises. Make sure they understand all the tasks, and give them some time to do the exercises either individually or in pairs. While correcting the exercises, take notes of the students' common mistakes and explain them before moving on.

Optional Activity

- If you have asked students to present their report, ask them to rewrite it, adding two things about their location that are not true. Then ask them to hand in their reports. Give them to different groups. Ask each group to read the reports and find the things that are not true. Have different students tell the class what they think the false information in their reports was. The group that wrote the report has to say whether the students were right or wrong. If they didn't guess correctly, the group must give the correct information.

Lesson 7

Language Development

The outcomes of this lesson are:

- To practise the Past Simple of ***to be*** and of regular verbs (affirmative, negative and interrogative)
- To practise the module's vocabulary

Teaching tips

- Students are likely to forget the forms of the 3rd person singular in the affirmative and the negative, or the use of the auxiliary ***do/does*** for the negative and the interrogative.
- Some students may have difficulty distinguishing the /s/ and /z/ endings in the 3rd person singular.

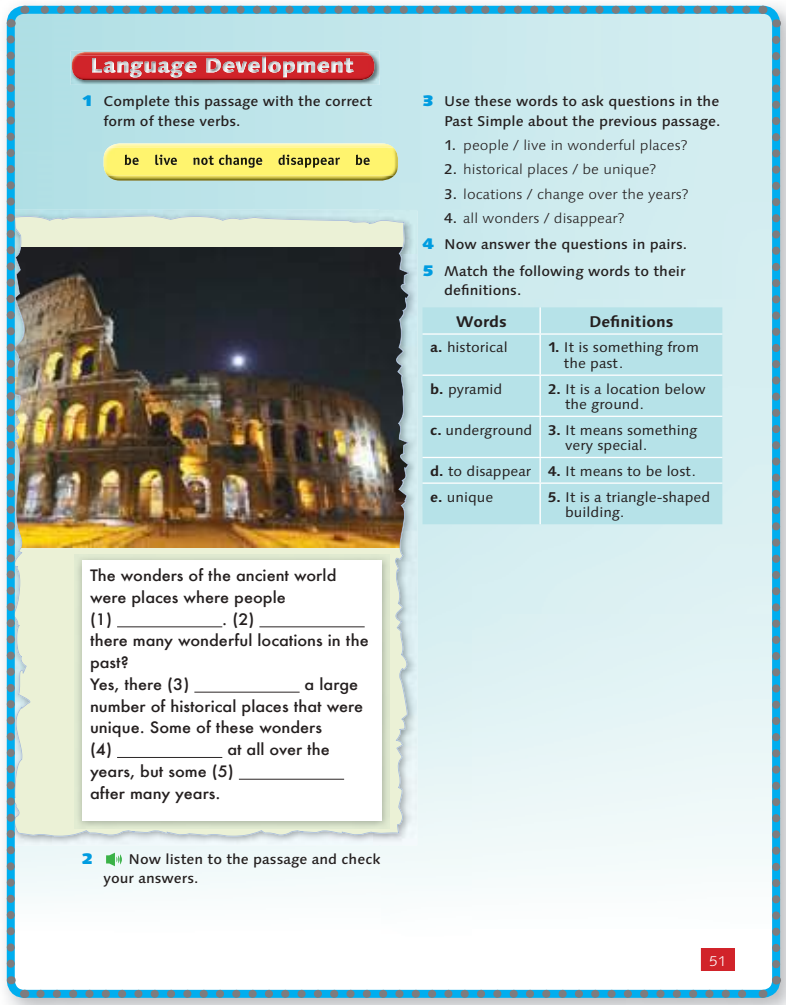
Materials

- Student's Book pages 51–52
- Cassette
- Activity Book: Module 4 – pages 44–45

How to go about the material:

- Exercises 3, 4 and 5 can be set as homework.
- If you have time, you can do the Optional Activities.

Student's Book pages 51–52



Language Development

1 Complete this passage with the correct form of these verbs.

be live not change disappear be

The wonders of the ancient world were places where people (1) _____. (2) _____ there many wonderful locations in the past?
Yes, there (3) _____ a large number of historical places that were unique. Some of these wonders (4) _____ at all over the years, but some (5) _____ after many years.

2 Now listen to the passage and check your answers.

3 Use these words to ask questions in the Past Simple about the previous passage.

1. people / live in wonderful places?
2. historical places / be unique?
3. locations / change over the years?
4. all wonders / disappear?

4 Now answer the questions in pairs.

5 Match the following words to their definitions.

Words	Definitions
a. historical	1. It is something from the past.
b. pyramid	2. It is a location below the ground.
c. underground	3. It means something very special.
d. to disappear	4. It means to be lost.
e. unique	5. It is a triangle-shaped building.

51

Page 51, Exercise 1

- Read the task aloud and clarify any doubts. Ask students to work individually.
- Give them time to do the exercise. While they are working, walk around the class monitoring the activity.

Page 51, Exercise 2

- Explain that students will listen to the cassette to correct their sentences.
- Play the cassette. While the cassette is playing, write the correct form of the verb on the board so that slower students will have a guide to check their answers. Give students time to correct their exercises.
- Have a show of hands to see what the mistakes were. Explain why the sentences were wrong.

Audioscript

The wonders of the ancient world were places where people lived. Were there many wonderful locations in the past? Yes, there was a large number of historical places that were unique. Some of these wonders didn't change at all over the years, but some disappeared after many years.

Answers

1. lived; **2.** Were; **3.** was; **4.** didn't change; **5.** disappeared

Page 51, Exercise 3

- Read the task aloud and clarify any doubts.
- Ask students to work individually writing down the questions. Then have them compare their questions in pairs.
- Ask individual students to read their questions and write them on the board.

Answers

1. Did people live in wonderful places?
2. Were historical places unique?
3. Did the locations change over the years?
4. Did all the wonders disappear?

Page 51, Exercise 4

- Ask students to answer the questions on the passage in pairs. While they are working, walk around the class monitoring the activity.
- Check answers as a class by having students read their answers aloud.

Answers

1. Yes, they did.
2. Yes, there were.
3. Some locations changed, but others remained the same.
4. Some of them did.

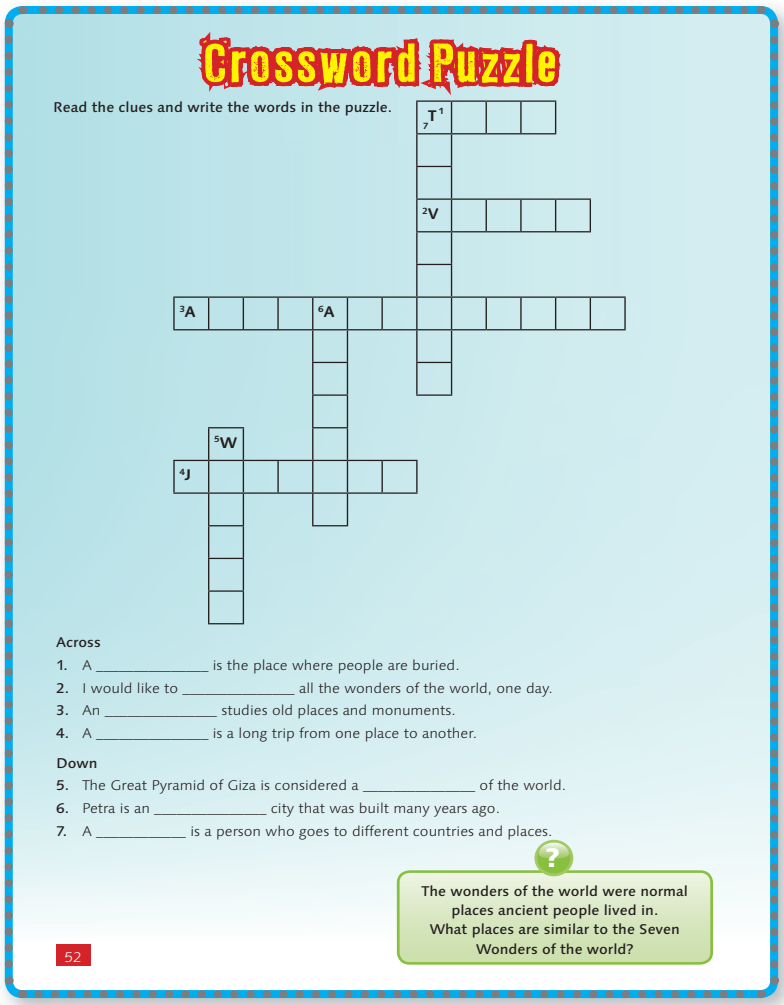
Vocabulary

Page 51, Exercise 5

- Go over the first column with the students, refreshing their memory of the key words in the module. Give them some time to do the matching activity in pairs. They then make their own sentences individually and read them to their partner to check if the words were used correctly in context.
- Correct the matching activity with the whole class, then ask volunteers to say their sentences to the class. The rest of the students provide feedback and correct the mistakes if there were any.

Answers

a. 1; **b.** 5; **c.** 2; **d.** 4; **e.** 3



Page 52, Crossword puzzle

- Start this activity with a review of vocabulary words that students have encountered in the module.
- Ask them to work individually and tell them that there is a time limit for solving the puzzle.
- When time is up, provide the students with the answers. Have a show of hands to see who got the correct answers.

Answers

Across
1. tomb
2. visit
3. archaeologist
4. journey

Down
5. wonder
6. ancient
7. traveller

Read the question aloud and set it as a task for the following class.

Answers

Students' own answers

Refer to Activity Book pages 44–45.

- Ask students to work individually and do the exercises based on what they have learnt in this module. Tell them to ask you about things they are not sure of. Then, ask them to tell you what they found easy and difficult in Module 4. If they are not confident using any of the structures they learnt, take notes of the difficulties they have encountered and clarify them.

Optional Activities

- Do the Evaluation on page 45 of the Activity Book after students have completed the test. Then, there are two courses of action:

  a) mark the tests;
  b) ask students to exchange their tests and mark one another's mistakes. Then go over the test orally to confirm or correct the marking.

- Have a general revision of the Past Simple by asking students to work individually and write the activities they did during the weekend. Divide the class into groups, collect the papers of each group, shuffle them and give them out to the members of the same group. Each member of the group reads aloud the paper he/she has received and the whole group has to guess who wrote it.

Lesson 8

Project 4

Make a wonder diorama

The outcomes of this lesson are:

- To practise the module's vocabulary in a project
- To follow instructions to make a diorama
- To answer questions about the diorama
- To practise the language in a cooperative and non-stressful atmosphere

Materials

- Student's Book page 53
- The wonder of the world report students wrote
- A large cardboard box, coloured paper, crayons, marker pens, a glue stick and scissors for each group of students

How to go about the material:

- Make sure all groups have the necessary materials. Just in case, bring a couple of extra boxes and colour paper to the class.
- You may decide that students do the Project as homework and give oral presentations in class.

Student's Book page 53

- Make sure each group has all the elements they need. Each group reads the corresponding instructions and works accordingly. Monitor the activity to make sure they are doing it correctly. You may also decide to give this part of the project as homework.
- Once the diorama has been made, ask different groups to present their wonder of the world report to the class and show their diorama. Their presentation should include pieces of information about the wonder of the world they chose.
- Have the dioramas as class exhibits. Finally, students may ask students from other classes to see the projects and can present their dioramas to them. You may reward the groups who have designed the best dioramas and who have presented their project well.
- When students are done, ask them to assess their project work in the following table as a group. Tell them that their assessment would be very useful for the other groups to share opinions and learn from each other.

PROJECT WORK ASSESSMENT CHECKLIST			
	Yes	**No**	**Comments**
Was the project work interesting?			
Were you able to share information with the group?			
Were you able to cooperate with the group?			
Did you present your ideas clearly to the class?			
How successful was your project?			
COMMENTS			

MODULE 5 Elementary, my dear Watson!

The outcomes of this module are:

- To predict the meanings of new vocabulary items
- To talk about the greatest detectives throughout history using the Past Simple tense
- To practise the comparative and the superlative degrees to talk about qualities of great detectives
- To listen to a story to act it out
- To read about famous detectives
- To write a detective story

Lesson 1

The outcome of this lesson is:

- To read a conversation
- To use context to guess the meanings of new words
- To talk about detectives

Materials

- Student's Book pages 54–55
- Dictionaries
- Glossary – Activity Book pages 74–76
- Cassette

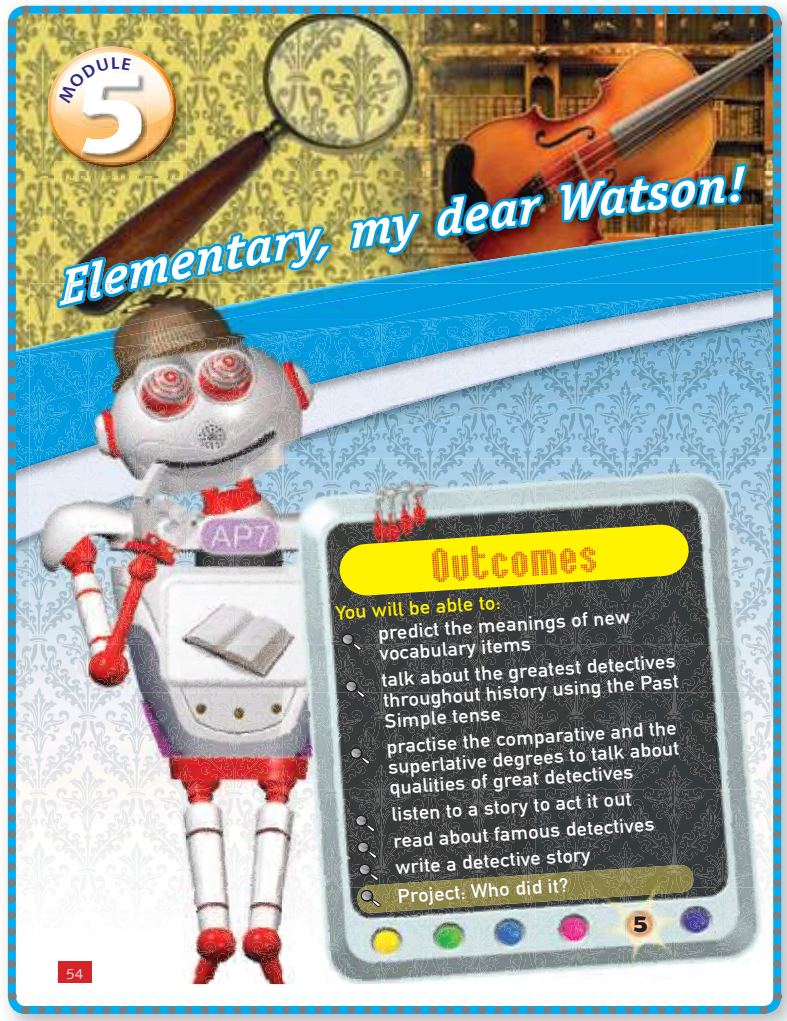
How to go about the material:

- Exercise 2 can be set as homework.
- If you have time, you can do the Optional Activity.

Student's Book pages 54–55

Teaching tips

- Ask students to read the title of the module, to look at the pictures and to tell you what they think the module is about. Ask *Who said this? Who is Watson?*
- Read through the outcomes of the module with students.
- Ask students whether they know the names of different detectives who feature in either films or novels. Encourage students to share with the class what they know about these detectives. Make a list of their names on the board.
- Ask students if they know anything about them: when and where they lived, what they did, what their methods of investigation were, etc.
- Ask them if they have ever tried to solve a mystery when reading a novel or watching a film. Did they guess correctly? What method did they use?
- Explain to students that they are going to write a detective story as a project.



Before you start

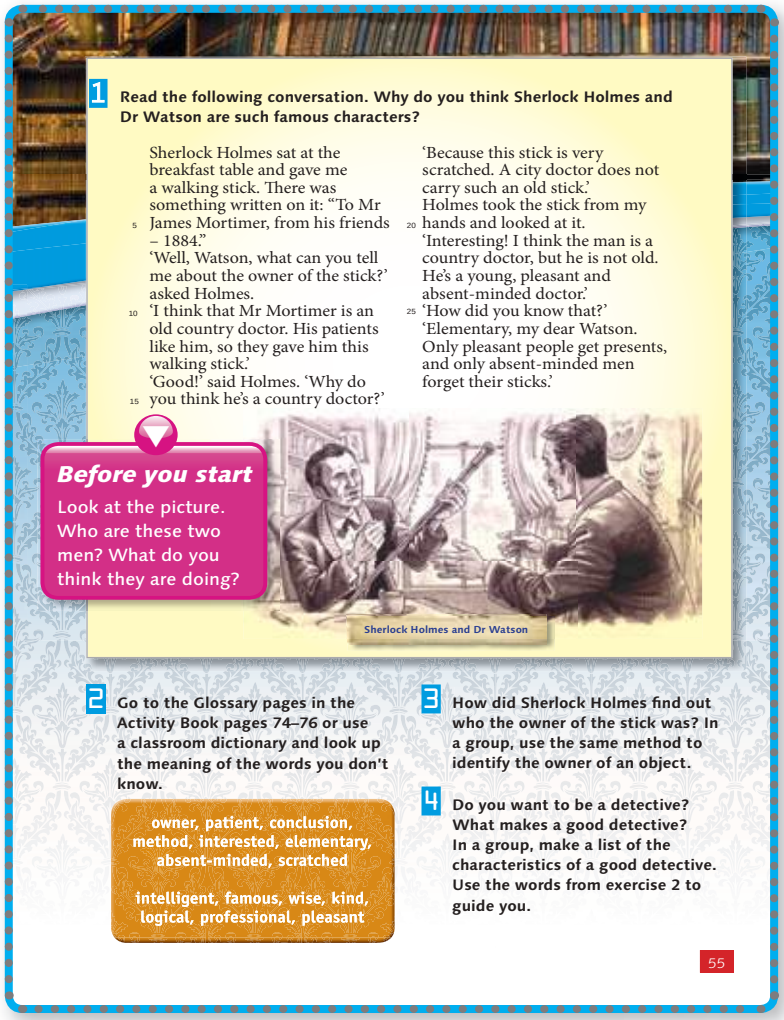
- Read through the questions with students. Initiate a discussion about who the two men in the picture are and what they are doing. Make sure students know that the two men are fictional characters in a series of books by the Scottish author Sir Arthur Conan Doyle.

Suggested answers

They are Sherlock Holmes and Dr Watson. They are examining an object, analysing it and drawing conclusions.

Page 55, Exercise 1

- Give students time to read the passage. Ask them to try to find the answer to the question: ***Why do you think Sherlock Holmes and Dr Watson are such famous characters?*** Tell them that the answer is implied in the text and that they might have different answers.



- After they have answered the question, ask students to read the passage again and then check understanding of the dialogue by asking simple questions, e.g. *Who are the men in the story? Who was Mr Mortimer? Was he old or young? Who gave him his walking stick?*

Suggested answers

Sherlock Holmes and Dr Watson are famous because they were the main characters who solved mysteries in Sir Arthur Conan Doyle's very popular books.

Page 55, Exercise 2

owner, patient, conclusion, method, interested, elementary, absent-minded, scratched

intelligent, famous, wise, kind, logical, professional, pleasant

- Ask students to find the key words in the text and underline them. Students try to guess their meanings in groups. For the words that are not found in the passage, students discuss their meanings in their group. Tell them to check their answers in the glossary or a dictionary. You can refer to the Teacher's Book introduction page 14 to help the students use the dictionary effectively.
- If you decide to devote two classes to this lesson, this is a good point to stop.

Page 55, Exercise 3

- Read the instructions. Whether you do the whole of the introductory lesson on one day or in two different lessons, ask some quick questions about the passage.
- Divide the class into groups. Tell students to discuss what they think Sherlock Holmes' method is. Give them time to discuss. Make sure the whole group participates in the discussion.
- Ask the different groups to exchange objects and identify the owners using the same method as Holmes. Remind students that they will have to explain how they arrived at their conclusions. Walk around the class monitoring the activity.

Answers

1. He observed the details:
- the scratches on the stick
- the writing on it
- the fact that it was lost

2. He explained the details:
- The owner must live in the countryside because the stick is very scratched.
- He must be friendly for people to offer him presents.
- He must be absent-minded because he forgot his walking stick.

3. He reached a conclusion: The owner is a young, pleasant and absent-minded country doctor.

Page 55, Exercise 4

- Ask students to look again at the words in the box in exercise 2 and revise their meanings before setting out the task. Ask them for other words that they could use to describe a good detective and write them on the board.
- Read the rubric with the whole class and arrange the different groups.
- Give groups time to make their own list. Walk around the class monitoring the activity.
- Ask different groups to read their lists and discuss their choices. Try to reach a common list for the whole class.

Suggested answers

patience, intelligence, a logical mind, a good sense of observation ...

Optional Activity

- Ask each group of students to choose a detective and write a short description of him/her: *Where does he/she live? What cases did he/she work on? What methods did he/she use to solve the cases?*

Lessons 2 and 3

'The best detective of all time'

The outcomes of these lessons are:

- To talk about the qualities of famous fictional detectives
- To read three short extracts about detectives
- To practise the Past Simple of irregular verbs (affirmative, negative and interrogative)
- To practise the comparative and the superlative degrees of adjectives
- To listen to a dialogue about detectives

Teaching tips

It is normal for students to encounter two main difficulties when practising the Past Simple of irregular verbs:

- Identifying the forms of irregular past tenses. Explain that the only way is to learn them by heart.
- Remembering to use the auxiliary *did* for the negative and the interrogative.

Do not expect students to master these two difficulties from the very beginning.

In relation to adjectives in the comparative and superlative degrees, the main difficulties are:

- Discriminating between the comparative (comparison between two) and the superlative (comparison between three or more).
- Identifying adjectives that form the comparative and the superlative by adding *-er/-est* and which require *more* or *the most*.
- Practising irregular comparatives and superlatives.

Materials

- Student's Book pages 56–58
- Dictionaries
- Glossary – Activity Book pages 74–76
- Cassette
- Activity Book: Module 5 – pages 46–49

How to go about the material:

- Exercises 2, 4, 5, 8 and 9 of the Grammar section can be set as homework.
- If you have time, you can do the Optional Activity.

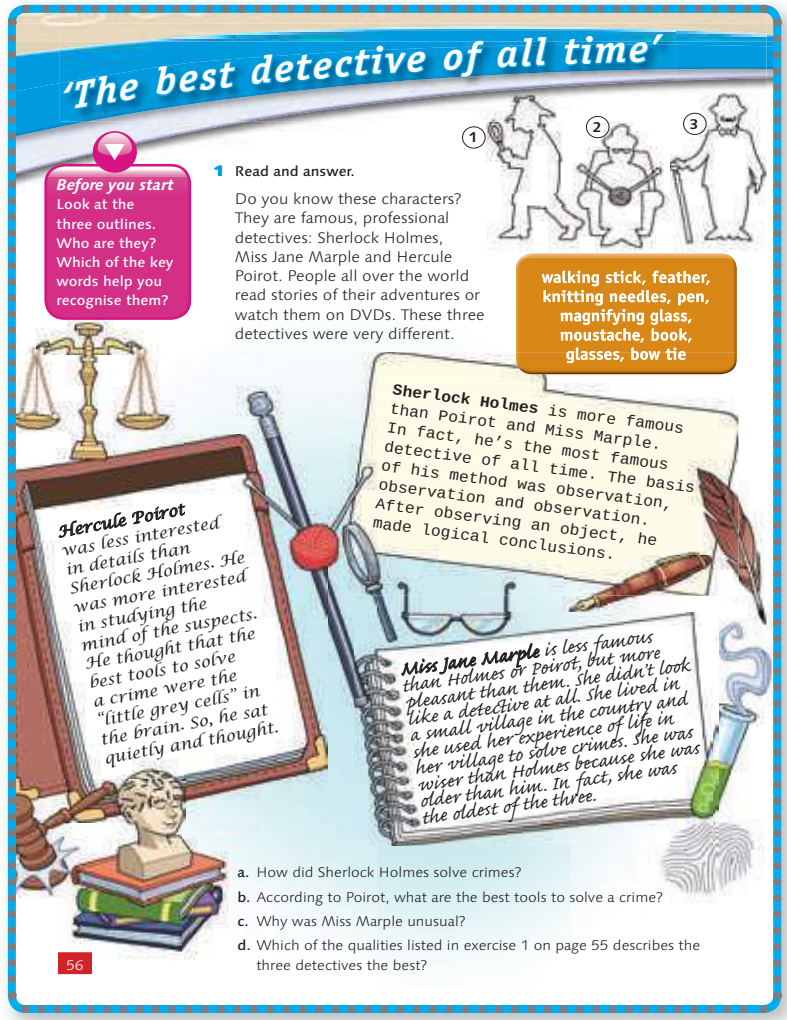
Student's Book page 56

Before you start

- Ask the questions and have a general discussion about who these characters are and what objects are typically associated with them.
- Revise the words in the orange box with students and make sure they know what they mean. Draw three columns on the board. Write *Sherlock Holmes, Miss Marple, Hercule Poirot* in each column and ask students to put the words in the correct column.
- Note that some words in the box don't belong in any of the columns.

Answers

1. **Sherlock Holmes:** a magnifying glass
2. **Miss Jane Marple:** knitting needles and glasses
3. **Hercule Poirot:** a moustache, a bow tie and a walking stick



Page 56, Exercise 1

- You may decide to do this activity with students working either individually or in pairs. Have students read the article quickly and, as a whole class, discuss what it is about.
- Ask students to underline any words they do not know.
- When they have read the article once, have a round of students asking the meanings of words they do not know. Write them on the board. Try to make them guess the meanings from the context. Then have the students look them up in the dictionary or tell them the meanings.
- Check understanding of the text by asking simple questions, e.g. *Who's the most famous detective in the world? What was his method? What was Hercule Poirot's method? Where did Miss Marple live? What was her method?*
- When you are satisfied that students have got the gist of the text, have them answer the questions individually. While students work, walk around the classroom monitoring the activity.
- Students check their answers, first in pairs then with the whole class.
- Write a few suggested answers on the board. Have a show of hands to see how many students got the answers correctly. Finally, help students with any difficulties they might have.

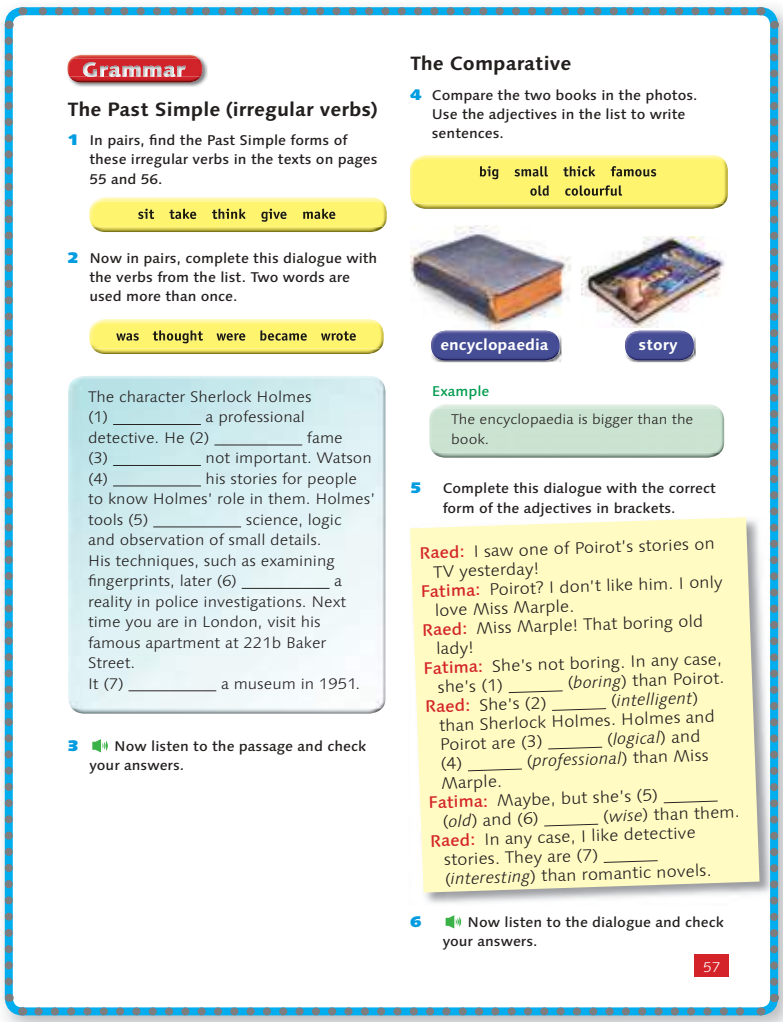
Answers

a. Sherlock Holmes used observation and logical thought to solve crimes.
b. Poirot thought the best tools to solve a crime were the "little grey cells": the brain.
c. Miss Marple was unusual because she didn't look like a detective.
d. **Holmes:** famous, logical
Poirot: intelligent
Miss Marple: pleasant, wise

Refer to Activity Book page 46, exercise 1

- Ask students to match the words from the reading passage with their meanings. Walk around and check their answers. Dont forget to point out their mistakes.

Student's Book page 57



Grammar

The Past Simple (irregular verbs)

1 In pairs, find the Past Simple forms of these irregular verbs in the texts on pages 55 and 56.

sit take think give make

2 Now in pairs, complete this dialogue with the verbs from the list. Two words are used more than once.

was thought were became wrote

The character Sherlock Holmes (1) _____ a professional detective. He (2) _____ fame (3) _____ not important. Watson (4) _____ his stories for people to know Holmes' role in them. Holmes' tools (5) _____ science, logic and observation of small details. His techniques, such as examining fingerprints, later (6) _____ a reality in police investigations. Next time you are in London, visit his famous apartment at 221b Baker Street. It (7) _____ a museum in 1951.

3 Now listen to the passage and check your answers.

The Comparative

4 Compare the two books in the photos. Use the adjectives in the list to write sentences.

big small thick famous old colourful

encyclopaedia story

Example

The encyclopaedia is bigger than the book.

5 Complete this dialogue with the correct form of the adjectives in brackets.

Raed: I saw one of Poirot's stories on TV yesterday!
Fatima: Poirot? I don't like him. I only love Miss Marple.
Raed: Miss Marple! That boring old lady!
Fatima: She's not boring. In any case, she's (1) _____ (*boring*) than Poirot.
Raed: She's (2) _____ (*intelligent*) than Sherlock Holmes. Holmes and Poirot are (3) _____ (*logical*) and (4) _____ (*professional*) than Miss Marple.
Fatima: Maybe, but she's (5) _____ (*old*) and (6) _____ (*wise*) than them.
Raed: In any case, I like detective stories. They are (7) _____ (*interesting*) than romantic novels.

6 Now listen to the dialogue and check your answers.

57

Grammar

The Past Simple (irregular verbs)

Page 57, Exercise 1

- Read the rubric to the whole class and put students into pairs to find the Past Simple forms of these verbs.
- Ask individual students to read their answers. Write them on the board for the whole class to check. Have a show of hands to see how many got the correct answers.
- To make the activity more challenging, ask students to work in groups, extracting from the texts on pages 55 and 56 as many verbs in the Past Simple tense as they can. You can reward the groups who found verbs the most.

Answers

sat, took, thought, gave, made

Page 57, Exercise 2

- Ask students to work in pairs, and tell them to read the dialogue and fill in the gaps with the correct verb. Once they have finished, ask volunteers to read out their completed sentences.
- If you have time, you can check understanding by asking students to write the infinitive form of each verb in their notebooks *(to be – to think – to be – to become – to write)*.

Page 57, Exercise 3

- Play the cassette twice and ask students to check their answers.
- If students struggle to hear the answers, you can write them on the board, and pause the cassette after each sentence.
- Have a show of hands to see how many students got the correct answers. Explain any problems.
- When the activity is finished, play a game with the students, choosing different irregular verbs for individual students to guess their form in the Past Simple. You can refer to the Irregular Verbs list in the Activity Book pages 78–79 to choose the verbs.

Audioscript

The character Sherlock Holmes was a professional detective. He thought fame was not important. Watson wrote his stories for people to know Holmes' role in them. Holmes' tools were science, logic and observation of small details. His techniques, such as examining fingerprints, later became a reality in police investigations. Next time you are in London, visit his famous apartment at 221b Baker Street. It became a museum in 1951.

Answers

1. was; **2.** thought; **3.** was; **4.** wrote; **5.** were; **6.** became; **7.** became

The Comparative

Page 57, Exercise 4

- Ask students to look at the pictures of the two books and read the example. Tell them that they are going to compare the two books using the words in the box. Ask them to do the activity in pairs. Then, check the answers with the whole class.

- When the activity is finished, ask two students to come to the front of the class. Make sure they differ in some of their features, such as one being taller than the other, darker, having longer hair, etc. Ask students to compare the two and make sure they use the correct form of the comparative.

Answers

The encyclopaedia is bigger than the story.
The story is smaller than the encyclopaedia.
The encyclopaedia is thicker than the story.
The story is more famous than the encyclopaedia.
The encyclopaedia is older than the story.
The story is more colourful than the encyclopaedia.

Page 57, Exercise 5

- Ask two confident students to stand up and read the dialogue. When they reach the blanks, ask different students to suggest the correct form of the adjective. Write the answers on the board.
- Ask students to complete the dialogue in their notebooks. If you have time, put students in pairs and ask them to read the dialogue. As they read, walk around the class checking for correct pronunciation.

Page 57, Exercise 6

- Play the cassette and have students listen to the dialogue and check their answers against it.
- Write the answers on the board next to the students' answers as the cassette is playing, as a reference for less confident students.
- Explain any mistakes and refer students to the Grammar Notes on page 87 of the Student's Book or tell them to revise them at home.

Audioscript

Raed: I saw one of Poirot's stories on TV yesterday!
Fatima: Poirot? I don't like him. I only love Miss Marple.
Raed: Miss Marple! That boring old lady!
Fatima: She's not boring. In any case, she's less boring than Poirot.
Raed: She's less intelligent than Sherlock Holmes. Holmes and Poirot are more logical and more professional than Miss Marple.
Fatima: Maybe, but she's older and wiser than them.
Raed: In any case, I like detective stories. They are more interesting than romantic novels.

Answers

1. less boring; **2.** less intelligent; **3.** more logical;
4. more professional; **5.** older; **6.** wiser;
7. more interesting

Student's Book page 58

7 Complete the text by the new detective Sameer. Use the comparative form of the adjectives from the list.

courageous patient logical intelligent hard

Hello! I'm Sameer. I finally passed the test and became a real detective, but Joe didn't. It wasn't so easy; in fact, it was (1) _____ than we expected. I was (2) _____ than Joe and didn't give up thinking about the solutions of the different problems. The head detective said that I was (3) _____ than Joe since all the solutions I suggested made perfect sense. Although Joe is (4) _____ than I am, he couldn't solve all the problems. I think he was a bit scared of failing; I was (5) _____ than him and didn't care about the test results.

The Superlative

8 Complete this table with the superlative form of the adjectives.

Adjective	Comparative	Superlative
old	older	1 *the oldest*
pleasant	more pleasant	2 *the most pleasant*
hot	hotter	3 _____
famous	more famous	4 _____
good	better	5 _____
bad	worse	6 _____

9 Read each situation and decide which of the two sentences a) or b) is correct.

1. Sherlock Holmes is a very well-known character.
a) He is the more famous detective of all time.
b) He is the most famous detective of all time.

2. Poirot was an arrogant man.
a) He thought he was the better detective in the world.
b) He thought he was the best detective in the world.

3. Holmes and Poirot are younger than Miss Marple.
a) Miss Marple is the most old detective.
b) Miss Marple is the oldest detective.

4. Everyone loved Miss Marple.
a) She became the most popular detective in history.
b) She became the more popular detective in history.

Now write a situation like the above ones about Holmes, Poirot or Miss Marple. Ask your partner to guess the correct answer.

Over to you . . .

10 **In pairs, discuss the qualities of each detective. Who do you prefer?**

58

Page 58, Exercise 7

- Tell students to read the text quickly.
- Ask them to tell you the first missing word. Then give them time to do the exercise.
- When they have finished, check their answers. Write the correct answers on the board.

Answers

1. harder; **2.** more patient; **3.** more logical;
4. more intelligent; **5.** more courageous

The Superlative

Page 58, Exercise 8

- Have students complete the table individually. While they are working, walk around the classroom monitoring the activity.
- Ask the class to close their books and stand up. Say one of the adjectives from the table – or from earlier in the module – to a student and ask them to put it into the comparative or superlative form. If they get the answer correct they can sit down. Continue until all the students have sat down.

Answers

1. the oldest; **2.** the most pleasant; **3.** the hottest; **4.** the most famous; **5.** the best; **6.** the worst

Page 58, Exercise 9

- Ask students to go through the exercise quickly in order to get a general idea of what it is about. Give them some time to do the activity individually. Then in pairs, they check their answers and correct each other.
- When the activity is finished, ask three students to stand in front of the class. Make sure they differ in some of their features. Ask the rest of the students to compare the three of them, saying such sentences as *Omar is taller than Sami. Omar is the tallest.*

Answers

1. a; **2.** b; **3.** b; **4.** a

Over to you ...

Page 58, Exercise 10

- Students work in pairs discussing the three detectives and their characteristics, and choosing their favourite. Walk around the class monitoring the activity and taking down notes of students' mistakes. Remember not to interrupt their exchanges.
- Have different pairs of students say their choices to the class.
- Comment on the mistakes you heard while the activity was taking place. Do not say who made the mistake, just ask students to correct the mistakes and explain why the sentences were wrong.

Answers

Answers should include:

Holmes: famous, logical
Poirot: more interested in studying the mind of suspects
Miss Marple: pleasant, wise

- Draw the following table on the board and ask students to copy it in their notebooks. Tell one pair of students to fill it in on the board to assess their collaborative work, while the others complete it in their notebooks in pairs.

SPEAKING PAIR WORK ASSESSMENT CHECKLIST			
	Yes	**No**	**Comments**
Did we explain the qualities of the detectives clearly?			
Were we able to express our preferences for any of the detectives?			
Did we speak confidently?			
Did we communicate clearly with each other?			
Did we ask for clarification?			

Refer to Activity Book pages 46–49.

- Put the students in groups and ask them to discuss the use of the comparative and the superlative. Encourage them to give you an example of each. Offer some further explanation if the concept is not clear to them. Also ask them to tell you the past tense of a few irregular verbs that are not used in the exercises.
- Students then do the exercises individually or in pairs.

Optional Activity

- Have students close their books. Write on the board:

  Sherlock Holmes Hercule Poirot Miss Marple

Ask students what they can remember about each one of them. Elicit sentences about their qualities, their detecting habits, etc.

Lessons 4 and 5

Skills focus

The lost bag

The outcomes of these lessons are:

- To determine the meanings of words in context
- To read a mystery story
- To practise the vocabulary related to detecting
- To listen to a police story to develop vocabulary
- To practise the Past Simple tense (affirmative, negative and interrogative)

Materials

- Student's Book pages 59–61
- Dictionaries
- Glossary – Activity Book pages 74–76
- Cassette
- Activity Book: Module 5 – pages 50–51

How to go about the material:

- Exercises 4 and 5 can be set as homework.
- If you have time, you can do the Optional Activity.

Student's Book page 59

Before you start

- Ask students to guess who the people in the picture are and what might be in the bag. Ask what they think the story will be about.

Answers

The two men are a merchant and a Sheikh. They are at the Sheikh's house. There are some jewels and a thousand dinars in the bag.

Page 59, Exercise 1

servant, merchant, loss, to wander, to pull

- Play the cassette for students to listen to the key words used in context. Ask them to write the meanings they have guessed in their notebooks. They then work in pairs checking their answers and correcting each other's mistakes.

Audioscript

1 Servants travelled behind the rich man.
2 The **merchant**'s business was buying and selling goods.
3 He discovered the **loss** of his money when he reached home.
4 They **wandered** for a long time on the roads.
5 The Sheikh **pulled** an old, black bag from a box.

Page 59, Exercise 2

- Play the cassette again and ask students to work in groups, double-checking the meanings of the key words. They then check their answers in the Activity Book glossary or in a dictionary. You can refer to the Teacher's Book introduction page 14 to help the students use the dictionary effectively. Write the answers of each group on the board and discuss the results with the whole class.

Find the words

- Have some students match the definitions with the words in the box.
- If you have time, put the students in groups and ask them to write in their notebooks the definitions of the key words that are not referred to in this activity, using the Activity Book glossary or a dictionary. Then one member of each group writes the definitions on the board. Compare the answers with the whole class and discuss any misunderstandings.

Answers

servant; to wander; merchant

Student's Book page 60

LISTENING

3 Listen to this story which an old man is telling to his grandchildren. Then act it out with three of your classmates.

The Lost Bag

A long time ago, there lived a rich merchant. He was always dressed nicely and he carried many fine jewels with him. He travelled from one city to another. A band of camels and servants often travelled behind him in a long line. His business was buying and selling goods. He was very good and kind to poor people.
Once, the merchant was travelling with a lot of money. As he was on his way back home, his money bag fell to the ground. But he did not notice it. He only discovered the loss of his money when he reached home.
The merchant did not worry about the lost bag. He still had enough money for himself and for helping others. Then, there came a time when business was not so good. He became an old man with very little money. The poor merchant sold everything he had and, soon, he did not have any money at all. Very often, he and his wife had nothing to eat. And then, one cold night ...

Wife: We have no more food. Let us walk to the next village where no one knows us. Someone will help poor people like us.

And so they walked in the cold night air. They wandered for a long time until they reached the first house in the next village. The wife was too tired to walk any more. She fell down on the steps and began to cry. The Sheikh who lived in the house heard her and opened the door.

Sheikh: Who are you? What are you doing here at this time of night?

The merchant and his wife told him their sad story. The Sheikh asked them to come in.

Sheikh: What colour was your bag?

Merchant: It was a round, black bag with a string around it. Inside were some jewels and a thousand dinars.

Sheikh: It is late and you must be very tired. Eat some hot food and rest with us for the night. Tomorrow you will feel better.

The next morning, they all sat around the table for breakfast. The Sheikh pulled an old, black bag from a box.

Sheikh: Now, I have a story to tell you. A long time ago, I found this bag on the road near my house. I hid it away safely. I knew that some day I could return it to its real owner. Now I am sure you are the person. Is this the bag you lost?

Merchant: Yes, is it! It's the bag that I lost. I cannot tell you how thankful I am ... I will always remember how kind you were to me.

Student's Book page 61

READING

4 Read the story on page 60 and answer these questions.

a. How did the merchant become poor?

b. How did the Sheikh know that the merchant was the real owner of the bag?

c. Why didn't the Sheikh spend the money he found?

d. What would you do with the money you gained back from the Sheikh if you were the merchant?

5 In pairs, fill in the blanks with the verbs from the list.

investigated knew robbed came
saw arrived made followed

Someone (1) _____ a bank in the city. A very famous detective (2) _____ from another country and (3) _____ a plan to solve the mystery. When he (4) _____ at the bank, he (5) _____ the way the thief broke in through a glass window. He (6) _____ the guard and (7) _____ that his footprints were always next to the broken glass. So, this is how he (8) _____ that the guard was the thief.

What do you think?
"When you eliminate the impossible, whatever remains is the truth."
SHERLOCK HOLMES

6 Now, listen and check your answers. In a group, discuss your answers.

Speaking Strategies: Interacting in discussions

- Don't be the only one speaking. Listen to what the other person says.
- When you want to say something, wait for the other person to pause.
- Invite the other person to speak, asking his/her opinions (e.g. What do you think about ... ?)

SPEAKING

7 In a group, discuss the merchant's story, following the Speaking Strategies above. What do you think about the Sheikh's actions? What would you do if you found a bag full of money? How would you try to find the owner? Take down notes.

Listening

Page 60, Exercise 3

- Have students look at the picture on page 59 and read the title of the story individually. Discuss what it is about as a whole class.
- Students listen to the story twice. Then, put the students in groups of four, each student roleplaying a character from the story. Ask them to underline any words they do not know.
- When they have read the story once, have a round of students asking the meanings of words they do not know. Write them on the board. Invite other students to tell the class the meanings of some of the words. Ask them to guess the meaning of others from the context. Finally, allow students to look them up in the dictionary or tell them the meanings.
- Check understanding of the story by asking simple questions, e.g. *Why didn't the merchant come back for the lost bag? What did the Sheikh show them?*

Audioscript

(Audioscript of the story – Student's Book page 60)

Page 61, Exercise 4

- Read the rubric and give students time to read and answer the questions. Remind them that they have to provide a reason from the text for their answers.
- Give students some time to write the answers in their notebooks. Refer to page 14 of the Teacher's Book for instructions on using notebooks.
- Get students to work in pairs to compare their answers.
- Check answers with the whole class. Ask different students to share their ideas about the last question.

Answers

a. The merchant became poor because business was bad and he had to sell everything he owned.
b. The merchant described the bag correctly (it was a round, black bag with a string around it with jewels and a thousand dinars inside).
c. The Sheikh knew that some day he could return the bag to its real owner.
d. *Students' own answers*

Page 61, Exercise 5

- Ask students to read the story in pairs and to try to understand the story before filling in the gaps. Ask a few pairs what they think the story is about and discuss it with the whole class.
- Then, ask students to complete the exercise with their partner. While they are working, walk around the class monitoring the activity and clarifying any doubts.
- You may ask individual students to read their answers and write them on the board.

Page 61, Exercise 6

- Explain that students should listen to the cassette to check their answers against it.
- Play the cassette twice. If you had already written the students' answers on the board, write the correct answers next to them. Have a show of hands to see how many got the correct answers. Discuss mistakes with the whole class.

Audioscript

Someone robbed a bank in the city. A very famous detective came from another country and made a plan to solve the mystery. When he arrived at the bank, he investigated the way the thief broke in through a glass window. He followed the guard and saw that his footprints were always next to the broken glass. So, this is how he knew that the guard was the thief.

Answers

1. robbed; **2.** came; **3.** made; **4.** arrived; **5.** investigated; **6.** followed; **7.** saw; **8.** knew

Speaking

Page 61, Exercise 7

- Read the Speaking Strategies with the whole class. Tell students that these are useful tips for them to follow in order to have an effective discussion.
- Divide students into groups and ask them to carry out the activity. Give students time to discuss. You may want to give this activity as homework and have each group make a presentation as an opening activity in the following class.

Answers

Answers should include:
deciding what to do in a problematic situation, and giving reasons for the decision.

- Ask students to assess their group work in the following table. Then discuss the results with the whole class to see how they have done in general. Ask them if they have noticed any progress in group work in this semester.

GROUP PERFORMANCE RATING SCALE **1 = Major Difficulty 2 = Good 3 = Excellent**			
1. All members participated in the group activities.	1	2	3
2. Members listened to others in the group.	1	2	3
3. Members helped and encouraged others in the group.	1	2	3
4. Group members practised the cooperative skills.	1	2	3
5. Trust developed among group members.	1	2	3
Add all circled numbers for Total Score _____ (out of 20)			
What we really liked about our group:			
We can do better by:			

What do you think?

- Read the quotation to the class and ask them to explain what it means. Tell students that it refers to the way Sherlock Holmes solves mysteries. In Arthur Conan Doyle's stories, the character Sherlock Holmes (a detective) would consider every possibility about how or why something happened. By working out what wasn't possible, Holmes was able to work out what was and, in this way, to uncover the truth.
- Discuss whether they agree or disagree with the quotation.

Refer to Activity Book pages 50–51.

- Tell students that they are going to form and answer questions in these exercises. Also, tell them that they are going to write a paragraph using the notes in the Activity Book and solve a puzzle.
- Ask them to work in pairs. When they are finished, ask each pair how they helped each other to answer the questions.

Optional Activity

- Hold a vote as to which is the students' favourite detective.

Lesson 6

Communication Workshop

Writing a detective story

The outcomes of this lesson are:

- To discuss the solution to a case
- To write a short detective story
- To practise establishing a sequence in a story
- To read a story

Teaching tips

- Students are likely to be unfamiliar with writing stories. Go over the questions carefully with them and give them all the help they need.

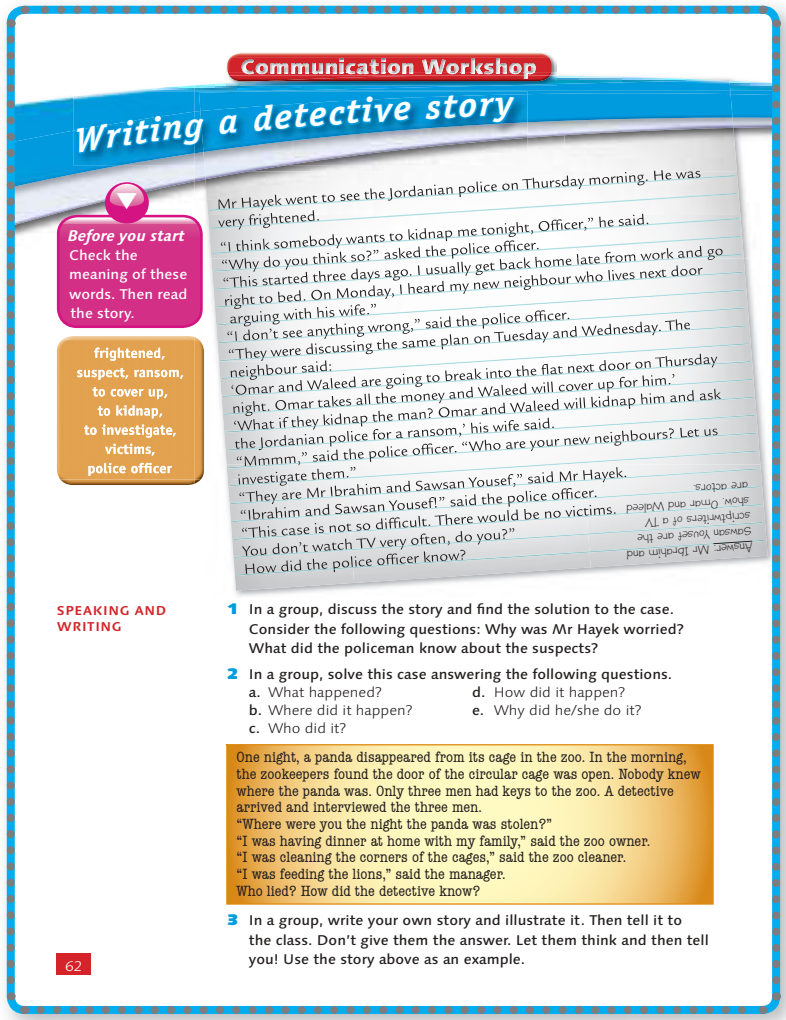
Materials

- Student's Book page 62
- Dictionaries
- Glossary – Activity Book pages 74–76
- Activity Book: Module 5 – pages 52–53

How to go about the material:

- Exercise 3 can be set as homework.
- If you have time, do the Optional Activity.

Student's Book page 62



Communication Workshop

Writing a detective story

Before you start Check the meaning of these words. Then read the story.

frightened, suspect, ransom, to cover up, to kidnap, to investigate, victims, police officer

Mr Hayek went to see the Jordanian police on Thursday morning. He was very frightened.

"I think somebody wants to kidnap me tonight, Officer," he said.

"Why do you think so?" asked the police officer.

"This started three days ago. I usually get back home late from work and go right to bed. On Monday, I heard my new neighbour who lives next door arguing with his wife."

"I don't see anything wrong," said the police officer.

"They were discussing the same plan on Tuesday and Wednesday. The neighbour said:

'Omar and Waleed are going to break into the flat next door on Thursday night. Omar takes all the money and Waleed will cover up for him.'

'What if they kidnap the man? Omar and Waleed will kidnap him and ask the Jordanian police for a ransom,' his wife said.

"Mmmm," said the police officer. "Who are your new neighbours? Let us investigate them."

"They are Mr Ibrahim and Sawsan Yousef," said Mr Hayek.

"Ibrahim and Sawsan Yousef!" said the police officer.

"This case is not so difficult. There would be no victims.

You don't watch TV very often, do you?"

How did the police officer know?

Answer: Mr Ibrahim and Sawsan Yousef are the scriptwriters of a TV show. Omar and Waleed are actors.

SPEAKING AND WRITING

1 In a group, discuss the story and find the solution to the case. Consider the following questions: Why was Mr Hayek worried? What did the policeman know about the suspects?

2 In a group, solve this case answering the following questions.

a. What happened?
b. Where did it happen?
c. Who did it?
d. How did it happen?
e. Why did he/she do it?

One night, a panda disappeared from its cage in the zoo. In the morning, the zookeepers found the door of the circular cage was open. Nobody knew where the panda was. Only three men had keys to the zoo. A detective arrived and interviewed the three men.
"Where were you the night the panda was stolen?"
"I was having dinner at home with my family," said the zoo owner.
"I was cleaning the corners of the cages," said the zoo cleaner.
"I was feeding the lions," said the manager.
Who lied? How did the detective know?

3 In a group, write your own story and illustrate it. Then tell it to the class. Don't give them the answer. Let them think and then tell you! Use the story above as an example.

62

Before you start

frightened, suspect, ransom, to cover up, to kidnap, to investigate, victims, police officer

- Ask students to look up the meanings of the words. You may decide to do this activity with students working either individually or in pairs. Ask a few students to explain the meanings of the words to make sure they understood.
- Ask students to read the story in groups of three: the first would be the narrator, the second would be Mr Hayek and the third would be the police officer.

Speaking and Writing

Page 62, Exercise 1

- Students do the exercise in groups. Give them time to answer the questions and find the solution to the problem.
- You may ask them to think of alternative solutions to the problem.

Suggested answer

Mr Hayek thought that Mr Ibrahim, his new neighbour, was sending Omar and Waleed to kidnap him.
Mr Hayek heard Mr Ibrahim discussing the plan for three consecutive days while he was on his way to his flat. It appears that Mr Ibrahim and Sawsan Yousef are the scriptwriters of a TV show. They were writing a new script. Omar and Waleed are actors.

Page 62, Exercise 2

- Divide the class into groups and ask students to do the exercise. Tell them that the answers to the last two questions might vary from one group to another, especially the last one which expects students to use their imagination and critical-thinking skills to answer it.
- Ask each group to provide their answer. Then, as a class, discuss whether it is the correct one.

Answers

a. A panda went missing
b. In a zoo
c. The zoo cleaner
d. The zoo cleaner stole the panda when the owner was at home and the manager was busy feeding the lions
e. *Students' own answers*

Page 62, Exercise 3

- Ask each group to write their own detective story. If you don't have time, you may set this task as homework.
- If students do the writing task in class, walk around the class monitoring the activity. Listen to the exchanges in the different groups and write down the mistakes you hear. Do not interrupt them while they are talking. Once the activity is over, use these notes for further discussion.
- Make sure all students in the group take part in discussing, writing, editing and illustrating the story. Remind them that they should check spelling, the use of tenses, capital letters, full stops and commas. Tell them to write the solution on a different sheet of paper.
- Before students present their story to the class, it might be worth interrupting the activity and asking students to fill in the following table with their group. Tell them that they can revise their piece of writing if they are not sure about one of the items of the assessment checklist.

STORY-WRITING RATING SCALE			
	Bad (1)	**Fair (2)**	**Very good (3)**
Purpose and organisation			
We organised the events of our story with a beginning, middle and an end.			
We put the events in a sensible order.			
We linked the events by using such expressions as *one day*, *suddenly* and *then*.			
We added interest to the story by presenting an unexpected solution to the mystery.			
Grammar			
We used punctuation correctly.			
We spelled all the words correctly.			
We wrote well-structured, full sentences.			

- After students have completed the checklist, ask each group to give an oral presentation of their story without saying the solution.
- Have a general discussion to find the solution of all the cases presented by the different groups.
- Finally, read your notes on the mistakes students made during the discussion and presentation of the activity. Do not say who made them, simply say the wrong sentence and ask students to correct it. If students do not find the mistake, point to it yourself and explain why it is wrong and how to correct it.

Answers

Answers should include:
what happened, where, how, who did it and why.

Refer to Activity Book pages 52–53.

- Before they start doing the exercises, remind students that they have previously learnt how to use comparative and superlative adjectives as well as the correct punctuation in dates.
- Give students some time to read through the exercises and make sure they don't have any questions. Tell them that they can work either in pairs or individually.

Optional Activity

- Give students a detective puzzle to solve. Read the story and write the coded message on the board. Ask students to copy the figures and try to solve the code.

A detective who was a few days from cracking an international smuggling ring has suddenly gone missing. While inspecting his last-known location, you find a note:
710 57735 34 5508 51 7718
Currently there are three suspects: Bill, Khalil, and Tareq. Can you break the detective's code and find the criminal's name?

Answers

Bill is the criminal. If you read the message upside down, you'll notice that the numbers resemble letters and that those letters form legible sentences. The message is "Bill is boss. He sells oil."

Lesson 7

Language Development

The outcomes of this lesson are:

- To practise the comparative and the superlative degrees of adjectives
- To practise the Past Simple tense of irregular verbs (affirmative, negative and interrogative)
- To practise the module's vocabulary

Teaching tips

- Students are likely to forget the Past Simple forms of irregular verbs in the affirmative and the use of the auxiliary *did* for the negative and the interrogative.
- Some students may have difficulty counting the syllables of adjectives to decide whether the comparative or the superlative are formed by adding *-er/-est* or *more/most*.

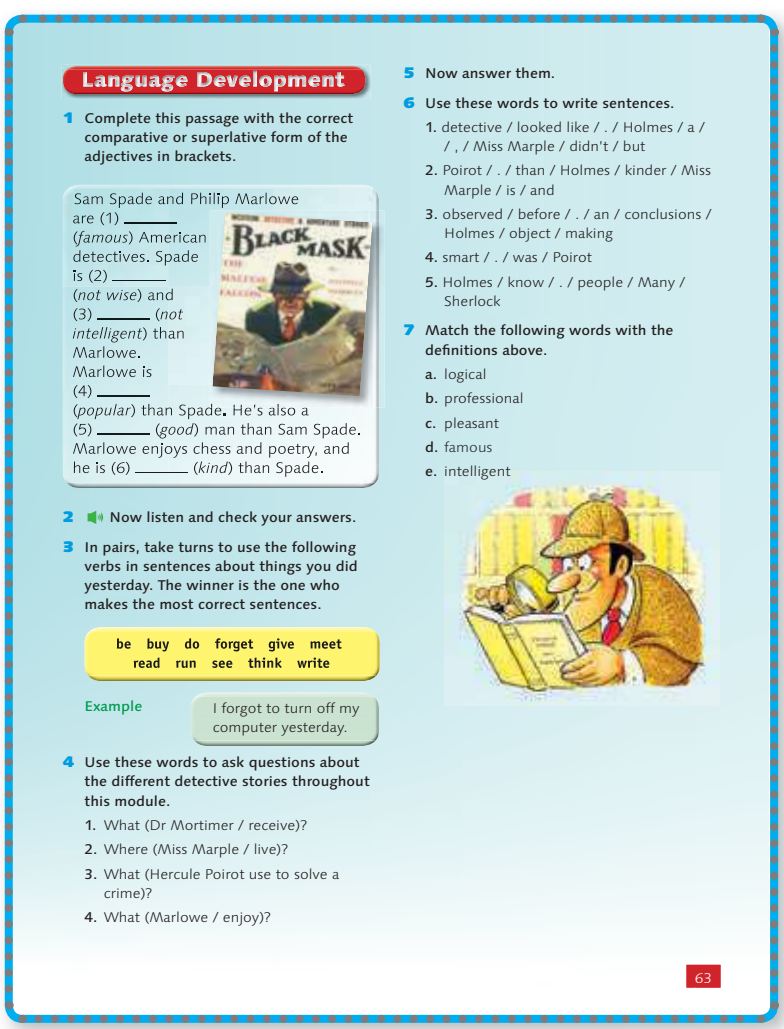
Materials

- Student's Book pages 63–64
- Cassette
- Activity Book: Module 5 – pages 54–55

How to go about the material:

- Exercises 4, 5 and 6 can be set as homework.
- If you have time, you can do the Optional Activities.

Student's Book pages 63–64



Language Development

1 **Complete this passage with the correct comparative or superlative form of the adjectives in brackets.**

Sam Spade and Philip Marlowe are (1) _____ (*famous*) American detectives. Spade is (2) _____ (*not wise*) and (3) _____ (*not intelligent*) than Marlowe. Marlowe is (4) _____ (*popular*) than Spade. He's also a (5) _____ (*good*) man than Sam Spade. Marlowe enjoys chess and poetry, and he is (6) _____ (*kind*) than Spade.

2 **Now listen and check your answers.**

3 **In pairs, take turns to use the following verbs in sentences about things you did yesterday. The winner is the one who makes the most correct sentences.**

be buy do forget give meet read run see think write

Example: I forgot to turn off my computer yesterday.

4 **Use these words to ask questions about the different detective stories throughout this module.**

1. What (Dr Mortimer / receive)?
2. Where (Miss Marple / live)?
3. What (Hercule Poirot use to solve a crime)?
4. What (Marlowe / enjoy)?

5 **Now answer them.**

6 **Use these words to write sentences.**

1. detective / looked like / . / Holmes / a / / , / Miss Marple / didn't / but
2. Poirot / . / than / Holmes / kinder / Miss Marple / is / and
3. observed / before / . / an / conclusions / Holmes / object / making
4. smart / . / was / Poirot
5. Holmes / know / . / people / Many / Sherlock

7 **Match the following words with the definitions above.**

a. logical
b. professional
c. pleasant
d. famous
e. intelligent

63

Page 63, Exercise 1

- Ask students to work individually.
- Give them time to do the exercise. While they are working, walk around the class monitoring the activity.

Page 63, Exercise 2

- Explain that students will listen to the cassette to correct their sentences.
- Play the cassette. While the cassette is playing, write the correct form of the adjective on the board for the less confident students to check their answers against. Give students time to correct the exercise.
- Have a show of hands to see what the mistakes were. Explain why the sentences were wrong.

Audioscript

Sam Spade and Philip Marlowe are the most famous American detectives. Spade is less wise and less intelligent than Marlowe. Marlowe is more popular than Spade. He's also a better man than Sam Spade. Marlowe enjoys chess and poetry, and he is kinder than Spade.

Answers

1. the most famous; **2.** less wise; **3.** less intelligent; **4.** more popular; **5.** better; **6.** kinder

Page 63, Exercise 3

- Give students time to write down their sentences. Then have them compare their sentences. Write the correct Past Simple forms of the verbs on the board and ask students to count how many correct sentences each of them has made.
- Ask some individual students to read their sentences. Correct all grammar mistakes.

Answers

Students' own answers

Page 63, Exercise 4

- Ask students to read the rubric and explain the task to them.
- Give students time to work individually writing the questions.
- Check the questions as a class by having a few students write them on the board in order to compare the different answers.

Answers

1. What did Dr Mortimer receive?
2. Where did Miss Marple live?
3. What did Hercule Poirot use to solve a crime?
4. What did Marlowe enjoy?

Page 63, Exercise 5

- Give students time to write down their answers. Then have students compare them in pairs.
- Ask some individual students to read their answers to check with the whole class.

Answers

1. He received a walking stick.
2. She lived in a small village in the country.
3. He used his "little grey cells" method.
4. He enjoyed chess and poetry.

Page 63, Exercise 6

- Ask students to read the rubric. Explain that the words are out of order and that they have to put them in the correct sequence. When they have done so, they will find the definition of a word they have learnt in this module.
- Give students time to do the task individually.
- Have students check their sentences in pairs before asking individual students to read their sentences to the class.

Answers

1. Holmes looked like a detective, but Miss Marple didn't.
2. Miss Marple is kinder than Holmes and Poirot.
3. Holmes observed an object before making conclusions.
4. Poirot was smart.
5. Many people know Sherlock Holmes.

Page 63, Exercise 7

- Have students work in pairs finding the words that correspond to the sentences in exercise 6.

Answers

a. 3; **b.** 1; **c.** 2; **d.** 5; **e.** 4

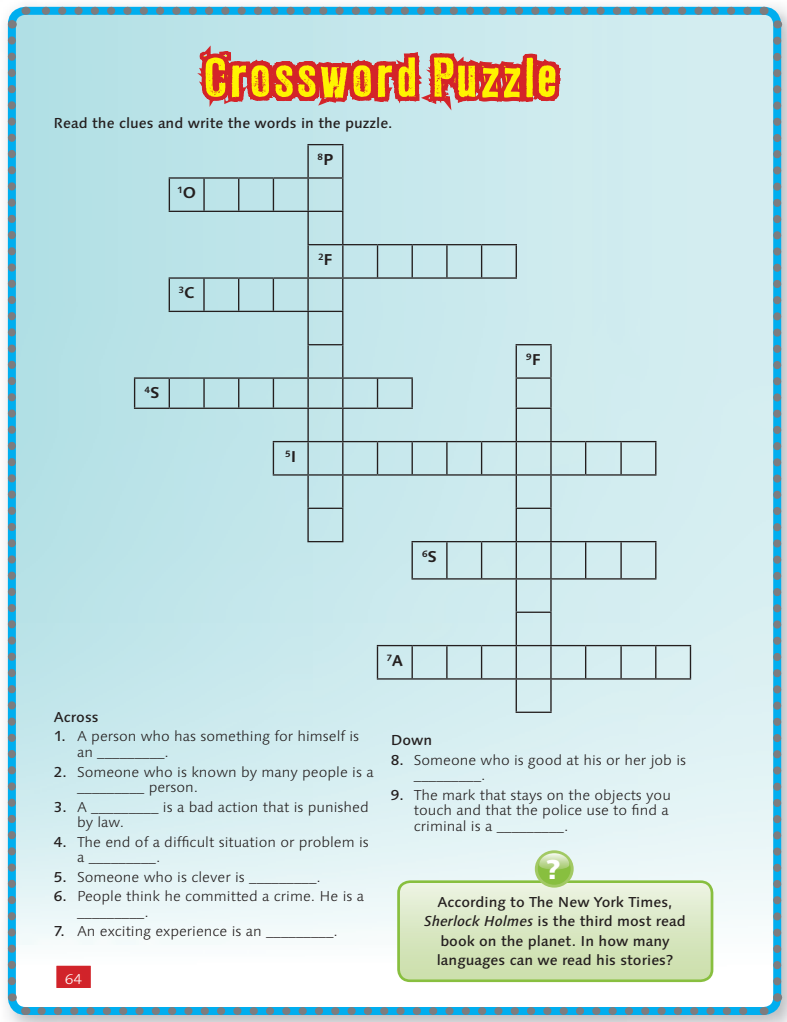
Crossword puzzle

- Set a time limit and ask the students to start solving the crossword puzzle. You may reward the ones who finish before or on time.
- After they have finished, they work in groups checking their answers and doing the necessary corrections.

Answers

Across
1. owner
2. famous
3. crime
4. solution
5. intelligent
6. suspect
7. adventure

Down
8. professional
9. fingerprint



Read the question aloud and set it as a task for the following class. Tell students that they will have to research the answer for the following class.

Answers

His stories have been translated into more than 60 languages; among them are French, German, Spanish, Russian, Chinese and Arabic.

Refer to Activity Book pages 54–55.

- Tell students that they have reached the end of Module 5 and that they need to do the exercises based on what they have learnt. Make sure they understand what they need to do and then tell them to fill in the last box. Ask them to rate the difficulty of each lesson of Module 5 and encourage them to answer using the comparative and the superlative.

Optional Activities

- Do the Evaluation on page 55 of the Activity Book after students have completed the test. Then, there are two courses of action:
  a) mark the tests;
  b) ask students to exchange their tests and mark one another's copies.
- Have a quick competition. Divide the class into two groups. You will give each group an infinitive and they will have to write the corresponding Past Simple form on the board.

Lesson 8

Project 5

Who did it?

The outcomes of this lesson are:

- To practise the Past Simple of regular and irregular verbs (affirmative, negative and interrogative)
- To practise the module's vocabulary in story writing
- To practise the language in a cooperative and non-stressful atmosphere

Materials

- Student's Book page 65
- A sheet of paper for each student

How to go about the material:

- Make sure all students have a sheet of paper.
- You may decide that students do the Project as homework and give oral presentations in class.

Student's Book page 65

- Divide the class into groups of five – one member for each question. It is best if groups can sit in small circles. Make sure each student has a sheet of paper.
- Tell students they will be writing a story as a group, but they should not consult one another to write it. The story will be about what happened to one of Lady Violet's treasures (jewellery, silver, rare book or royal sweets). Explain that you will ask the first question and they will write their answer on the sheet of paper. Then, they will fold the sheet to cover it – just one fold – and pass it on to their friend on the right. The student who received the folded sheet should not read the previous answer.
- Ask the other questions repeating the procedure each time. The questions to be asked are:
  a) What happened?
  b) Where did it happen?
  c) Who did it?
  d) How did he/she do it?
  e) Why did he/she do it?
- Once the questions have been answered, ask all students to unfold their sheet and read the story to the group and then to the class. The results are bound to be incoherent but very amusing.
- You may ask each group to rewrite the stories, giving them coherent plots in order to make a real detective story. You may reward the groups who have the most logical and coherent plots.
- If you have time, you may ask students to assess their story writing in the same checklist they have used in Lesson 6, exercise 3. This way, they can compare both checklists to see how much progress they have made in story writing.

MODULE 6 I'm having fun!

The outcomes of this module are:

- To predict the meanings of new vocabulary items
- To talk about holidays and travel
- To listen to a report by an expert on tourism
- To read a dialogue and notes about travel
- To practise the Present Continuous tense to talk about an ideal holiday
- To write a newspaper article
- To make a tourist brochure

Lesson 1

The outcomes of this lesson are:

- To listen to an expert talking about tourism
- To use context to guess the meanings of new words
- To talk about holidays

Materials

- Student's Book pages 66–67
- Dictionaries
- Glossary – Activity Book pages 76–77
- Cassette

How to go about the material:

- Exercise 2 can be set as homework.
- If you have time, you can do the Optional Activity.

Student's Book pages 66–67

Teaching tips

- Ask students to read the title of the module, to look at the pictures and to tell you what they think the module is about. Ask *Do you know where these people are?*
- Read through the outcomes of the module with students.
- Ask students where they go for their holidays. Encourage students to tell the class about the places they visit – relatives, homes in other cities, the seaside, the mountains, etc.
- Ask them if they and their family read the newspapers at home. Ask what sort of articles they like to read. Tell them that in this lesson they will write a newspaper article.
- Explain to students that they will also write a tourist brochure as a project. Explain what it is. Ask them if they read about the places they will visit when they decide to go on holiday.

Before you start

- Read through the questions with students. Encourage a discussion about holidays. It is possible that some of your students do not go on holiday. If that is the case, ask them about short trips they may have made to visit their grandparents or other relatives who live in other places, or outings they may have made with their family or the school. Make sure that all students have something to say – adapt the questions accordingly to suit your students' circumstances.

Page 67, Exercise 1

- Play the cassette and give students time to write down notes answering the questions. An easy way to take notes would be drawing a two-column table with the headings "Adventure tourism" and "Ecotourism" and filling it in with the suitable information.
- Play the cassette again for students to check or complete their answers. Have a general round of students answering the questions using their notes. Tell students to keep these notes.

Before you start

Look at the pictures of people on holiday. Do you know where they are? Where do you usually go for your holidays? What do you usually do on holiday? Where did you go on holiday last year? Where did you stay? What was the weather like?

1 Follow the instructions below.

Listen to the expert on tourism talking about adventure tourism and ecotourism. What is the difference between them? What does a responsible tourist do? Write down notes as you listen.

2 Listen to the words below in context. Try to guess their meanings.

tourism, adventure holiday, ecotourism, beach holiday, sandcastle, to build, to lie, to phone, to rain, to relax, to rest, to shine, to sunbathe

3 Listen again and check your guesses in the Activity Book glossary pages 76–77 or in the classroom dictionary.

4 In a group, use your notes to discuss different types of holidays. Can you go on an adventure or on an ecological holiday in your country? Make a list of the places you can visit and of the activities you can do there.

67

Audioscript

There are two kinds of tourism which are the most popular at present: adventure tourism and ecotourism. Sometimes it is difficult to find the difference between them.
Adventure tourism or an adventure holiday is going to far or exotic places to learn about other cultures, do a physical activity and/or be in contact with nature. Adventure tourism may include dangerous activities such as mountain climbing, mountain biking and rock climbing.
Ecotourism means having responsible holidays. Travelling by air is the most polluting part of the trip. So, ecotourists travel responsibly:

- They minimise air travel: they stay longer in a destination instead of making many short trips.
- When possible, they choose trains, buses and passenger boats for transportation instead of aeroplanes and cars.

Answers

Adventure tourism is going to remote or exotic places. Ecotourism means having a holiday for the purpose of taking care of the environment.
Responsible tourists choose trains, buses and passenger boats for transportation instead of aeroplanes and cars; they stay longer at a destination instead of making many short trips.

Page 67, Exercise 2

tourism, adventure holiday, ecotourism, beach holiday, sandcastle, to build, to lie, to phone, to rain, to relax, to rest, to shine, to sunbathe

- Play the cassette for students to listen to the words in context. They try to guess their meanings with a partner. Then, ask the pairs to share their answers with the whole class and write down the ones they haven't guessed.

Audioscript

1 **Tourism** is when you visit new places.
2 An **adventure holiday** means going to far away places and doing fun activities.
3 **Ecotourism** means having responsible holidays.
4 This is the best **beach holiday** ever!
5 Let's **build** a **sandcastle**!
6 I**'m lying** under a tree.
7 Where **are** you **phoning** from?
8 It**'s** actually **raining** here!
9 I **am relaxing** on the beach.
10 I**'m resting** because we are cycling up a mountain.
11 The sun**'s shining**.
12 He **is sunbathing** on the beach.

Page 67, Exercise 3

- Play the cassette again to give the students another chance to guess the meanings of the rest of the words. After that, they can check their answers in pairs in the Activity Book glossary or in a dictionary.
- You can refer to the Teacher's Book introduction page 14 to help the students use the dictionary effectively.
- Then, ask students to work in groups, each individual choosing two of these words and using them in one sentence.

Page 67, Exercise 4

- Read the instructions. Refer to the notes students took in the previous exercise.
- Divide the class into groups. Tell students to carry out the task using their notes and discussing them.
- Have different groups read their lists and say what activities they can do in those places.

Suggested answers

Types of holidays:
- religious holiday
- exotic beach holiday
- safari holiday

Activities:
- hiking
- swimming
- sunbathing

Remember!
Remind students to bring their notes for exercises 1 and 4 to the following class!

Optional Activity

- Ask students to choose a different type of holiday. Each group will discuss what activities they can do at the different places: the seaside, the mountains, the city, the countryside, etc.

Lessons 2 and 3

Adventure holidays are brilliant!

The outcomes of these lessons are:

- To read a dialogue about an adventure holiday
- To act out a dialogue
- To talk about an ideal holiday using the Present Continuous tense

Teaching tips

It is normal for students to stumble on two difficulties when practising the Present Continuous:

- The concept of immediacy (describing an action at the same time that it is being done)
- The use of the auxiliary *be*

Do not expect students to master these two difficulties from the very beginning.

Materials

- Student's Book pages 68–70
- Cassette
- Activity Book: Module 6 – pages 56–59

How to go about the material:

- Exercises 3, 6 and 7 of the Grammar section can be set as homework.
- If you have time, you can do the Optional Activity.

Answers

Hassan is in New Zealand.
Hassan is cycling up a mountain. His dad is sunbathing and playing chess with Hassan's younger brother. Khaled is playing hide and seek. Sami is rock climbing.

Refer to Activity Book page 56, exercise 1.

- Tell students to read the words and the phrases. Make sure they know what they mean. Give them some time to finish the exercise and correct it with the whole class.

Student's Book page 68

Before you start

- Divide the class in the same groups as in the previous class. Ask groups to carry out the task using the notes they took previously. Have a general discussion on the basis of the activities they are doing. Have groups either read their notes or perform a roleplay to the whole class. You can refer to page 12 of the Teacher's Book for detailed instructions about roleplay.

Page 68, Exercise 1

- Ask students to look at the pictures at the top of the page and read the title of the lesson individually. Tell students to ask and answer questions about what the people are doing.
- Give students time to read the dialogue. Check understanding of the text by asking simple questions, e.g. *Where is Hassan? Where is Omar? What is Hassan doing? What's the weather like at home? What's Hassan's dad doing? What's the rest of his family doing?*
- Ask students to work in pairs, acting out the dialogue and exchanging roles.

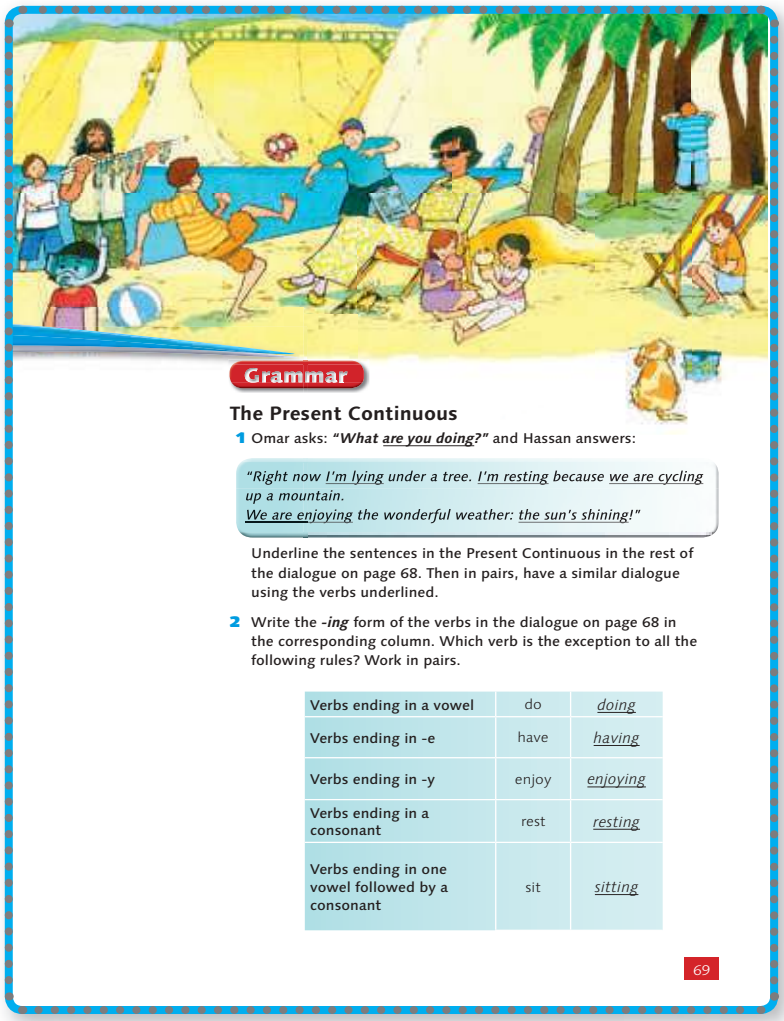
Student's Book page 69

Grammar

The Present Continuous

Page 69, Exercise 1

- Ask volunteers to come to the front and mime actions one at a time. Ask the class *What is he/she doing?* Elicit such answers as *He/She's reading/writing/walking/drinking …*
- You can also play a game with the students, asking them to say such sentences about the picture as *The man is playing chess* and the class will have to guess who is being referred to.
- Read the rubric to the whole class and set up pairs of students to find the verbs in the Present Continuous. While they are working, walk around the classroom monitoring the activity.



Grammar

The Present Continuous

1 Omar asks: ***"What are you doing?"*** and Hassan answers:

"Right now I'm lying under a tree. I'm resting because we are cycling up a mountain.
We are enjoying the wonderful weather: the sun's shining!"

Underline the sentences in the Present Continuous in the rest of the dialogue on page 68. Then in pairs, have a similar dialogue using the verbs underlined.

2 Write the ***-ing*** form of the verbs in the dialogue on page 68 in the corresponding column. Which verb is the exception to all the following rules? Work in pairs.

Verbs ending in a vowel	do	*doing*
Verbs ending in -e	have	*having*
Verbs ending in -y	enjoy	*enjoying*
Verbs ending in a consonant	rest	*resting*
Verbs ending in one vowel followed by a consonant	sit	*sitting*

69

- Ask individual students to read their answers. Write them on the board for the whole class to check. Have a show of hands to see how many got the correct answers.
- Write the first sentences from exercise 1 on the board. Read the second part of the rubric and have students answer the questions.

Answers

are/phoning; 'm having; are/doing; 'm lying; 'm resting; are cycling; are enjoying; 's shining; 's/raining; am sitting/looking; are/doing; Are/enjoying; isn't/having; is sunbathing/playing; 's playing; 's doing; is calling; 'm coming

Students' own answers

Page 69, Exercise 2

- Read the examples to the whole class and, if necessary, write them on the board.
- Set up pairs of students to find and classify the *-ing* forms in the dialogue. While they are working, walk around the classroom monitoring the activity.
- Ask individual students to read their answers to the whole class. Write the verbs on the board for the whole class to check.
- After that, have students guess in groups which verb is an exception to the rules in the table and ask them to agree on the reason why they think that particular verb is an exception. Then, one student of each group gives the answer and the justification.

Answers

Verbs ending in a vowel	do – doing
Verbs ending in -e	have – having; phone – phoning; cycle – cycling; shine – shining; sunbathe – sunbathing; come – coming
Verbs ending in -y	enjoy – enjoying; play – playing
Verbs ending in a consonant	rest – resting; rain – raining; look – looking; build – building; call – calling
Verbs ending in one vowel followed by a consonant	sit – sitting

Exception: lie – lying

Student's Book page 70

3 Complete this dialogue with the correct form of the verbs in brackets.

Alia: This is the best beach holiday ever! Let's build a sandcastle!
Samira: Yes! Is that your father? What (1) _____ he _____ (do)?
Alia: He (2) _____ (play) chess. He can't swim because he broke his leg yesterday.
Samira: Where's your mum?
Alia: She (3) _____ (buy) lemonade.
Samira: Oh! It's so hot! Look, those girls (4) _____ (eat) ice cream. Where's their mother?
Alia: She's over there. She (5) _____ (read) a book.
Samira: Is that your sister? What (6) _____ she _____ (buy)?
Alia: No, that's her friend Mariam. She (7) _____ (buy) some necklaces. My sister (8) _____ (learn) diving.

4 Now listen to the passage and check your answers.

5 Read each situation and complete the following sentences with a or b.

1. Don't forget to take your umbrella. _____
   a. It rains.
   b. It's raining.
2. Every Friday, _____
   a. Sami drives his son to football practice.
   b. Sami is driving his son to football practice.
3. Be quiet! _____
   a. The baby sleeps.
   b. The baby is sleeping.
4. You will not find Hind at home right now. _____
   a. She visits her grandparents.
   b. She is visiting her grandparents.
5. Once a week, _____
   a. we go to a music class.
   b. we are going to a music class.

6 Look at the picture on pages 68 and 69 for two minutes. Try to memorise what the people are doing.

7 Now close your book and write down as many sentences as possible about the people in the picture. In pairs, check each other's sentences. The one with the most correct sentences wins.

Over to you . . .

8 Imagine you are on your ideal holiday. Where is it? Where are you staying? What is it like? What do you do every day? What are you doing now? Write down notes. In pairs, take turns to have a telephone conversation like the one on page 68.

Example

A: Hi, Ahmad! Guess where I am?
B: Hi, Khalil. What are you doing?

70

Page 70, Exercise 3

- Tell students to read the dialogue quickly.
- Ask them to give you the correct form of the first verb. Then ask them to do the exercise individually.
- Tell students to read the dialogue in pairs. Walk around the class making sure they are using the correct form of the verbs and the correct pronunciation.

Page 70, Exercise 4

- Play the cassette and have students listen to the dialogue and check their answers against it.
- Write the answers on the board next to the students' answers as the cassette is playing, as a reference for slower students.
- Have a show of hands to see how many students got the correct answers. If there are any mistakes, refer students to the Grammar Notes on page 87 of the Student's Book or tell them to revise them at home.

Audioscript

Alia: This is the best beach holiday ever! Let's build a sandcastle!
Samira: Yes! Is that your father? What's he doing?
Alia: He's playing chess. He can't swim because he broke his leg yesterday.
Samira: Where's your mum?
Alia: She's buying lemonade.
Samira: Oh! It's so hot! Look, those girls are eating ice cream. Where's their mother?
Alia: She's over there. She's reading a book.
Samira: Is that your sister? What is she buying?
Alia: No, that's her friend Mariam. She's buying some necklaces. My sister is learning diving.

Answers

1. 's/doing; **2.** 's playing; **3.** 's buying; **4.** are eating; **5.** 's reading; **6.** is/buying; **7.** 's buying; **8.** is learning

Page 70, Exercise 5

- Do the first situation with the students to make sure they know what the activity is about. Then , ask them to work in pairs, taking turns to complete the sentences and explaining the reasons why they chose one of the options.
- Check the answers with the whole class and explain the difference in usage between the Present Simple (talking about routines) and the Present Continuous (talking about actions happening at the moment of speaking).

Answers

1. b; **2.** a; **3.** b; **4.** b; **5.** a

Page 70, Exercise 6

- Ask students to look at the picture on pages 68 and 69 and memorise what the people are doing. Give students two minutes to do so.

Page 70, Exercise 7

- Students close their books and write sentences individually. Walk around the class monitoring the activity. Make sure the students are using the Present Continuous in their sentences. After five minutes, ask them to stop and to check each other's sentences.
- Ask individual students to read some of their sentences to make sure they understood the task.

Suggested answers

sunbathing, playing, digging in the sand

Over to you ...

Page 70, Exercise 8

- Read the rubric and make sure students understand the task. Ask them to work in pairs and write down their answers to the questions, e.g. *"Where are you staying?" – "Well, I'm in Jerash."*
- Walk around the class making notes of students' mistakes. Remember not to interrupt their exchanges.
- Have different pairs of students read their roleplay to the class.
- Comment on the mistakes you've heard while the activity was taking place.
- See notes on roleplay and assessment tool on page 12 of the Teacher's Book.

Answers

Answers may include:

- names of different countries and regions (Italy, Spain, Turkey …)
- type of accommodation (hotel, youth hostel, with friends)
- type of activity (surfing, swimming, playing …)

Refer to Activity Book pages 56–59.

- Ask a few students to give you sentences using the Present Continuous. Then, tell them that they are going to use the affirmative, interrogative and negative forms of the Present Continuous to solve the exercises, as well as write questions and answers. Put them in small groups and correct the exercises when everyone has finished.

Optional Activity

- Have students close their books. Write on the board:

  Omar Hassan Samira the little girls
  Samira's friends Khaled and his friends

Ask students what they can remember about each one of them.

Lessons 4 and 5

Skills focus

He travelled around the world for 29 years!

The outcomes of these lessons are:

- To determine the meanings of words in context
- To read notes about a famous traveller
- To listen to information about Ibn Battuta
- To check the meanings of words in a dictionary
- To write notes about activities (Refer to Teacher's Book page 14 for instructions on how to take notes)
- To express opinions about activities

Background

Ibn Battuta began first by exploring the lands of the Middle East. Then he sailed down the Red Sea to Makkah. He crossed the huge Arabian Desert and travelled to what are now Iraq and Iran. In 1330 CE, he set off again down the Red Sea to Aden and then along the coast of East Africa to present-day Tanzania. Then in 1332 CE, Ibn Battuta decided to go to India. He was welcomed by the Sultan of Delhi and given the job of a judge. He stayed in India for 8 years and then left for China. He survived wars, shipwrecks and rebellions. Finally, he returned home to Tangiers in 1349 CE and left again in 1352 CE. He went south, crossed the Sahara Desert and visited the African kingdom of Mali. Ibn Battuta got back to Morocco in 1354 CE. He had travelled for about 29 years and more than 75,000 miles, visited all Muslim lands and met sixty different rulers.

Materials

- Student's Book pages 71–73
- Dictionaries
- Glossary – Activity Book pages 76–77
- Cassette
- Activity Book: Module 6 – pages 59–61

How to go about the material:

- Exercise 4 can be set as homework.
- If you have time, you can do the Optional Activity.

Student's Book page 71

Before you start

- Ask students if they know any famous travellers: *Marco Polo, Christopher Columbus, Amundsen, Ibn Battuta, etc.* What do students know about them? What did they discover? What countries did they visit?
- Ask them what they know specifically about Ibn Battuta.

Suggested answers

This lesson is about Ibn Battuta. He is a famous Moroccan traveller and scholar who travelled for twenty-nine years.

Reading Strategies

- Read the Reading Strategies box with the students. Tell them that they will apply these strategies later in the lesson and that these are effective strategies for them to follow every time they come across a reading task.

Find the words

- Have some students read the definitions. Ask them if they know the corresponding words. If they do not, tell them to wait until they have read the notes from Ibn Battuta's journal on page 72 to find the words to match them.

Answers

march; castle; fortress

Student's Book page 72

Reading

Page 72, Exercise 1

- Have students look at the picture on the previous page and read the titles of the notes individually. Discuss what they are about as a whole class. Elicit the meaning of *journal* (a daily record of news and events of someone's personal life).
- Give students time to read the notes from the journal. Ask them to find the words the definitions of which they read in the ***Find the words*** box. Tell them to underline any words they do not know.
- When they have read the notes once, ask students to tell you the words corresponding to the definitions. Then, have a round of students asking the meanings of words they do not know. Write them on the board. Try to make them guess the meanings from the context. Then, allow students to look them up in the dictionary or tell them the meaning.

READING

1 Read the notes from Ibn Battuta's journal.

THE LONGEST JOURNEY

Ibn Battuta was a Moroccan scholar and traveller. He visited the Middle East, Turkey, North, East and West Africa, Southern and Eastern Europe, Central Asia, Southeast Asia, China and parts of India. Ibn Battuta met kings, ministers and other powerful men. He travelled for twenty-nine years. Historians read his travel notes to find out what happened in those times.

2nd Rajab 725 (14th June, 1325)
I am 22 years old and I am leaving Tangiers today. My parents are very sad.

9th Ramadan 726 (9th August, 1326)
I am in Damascus. I am living at Malikite College. The Umayyad Mosque is the most beautiful mosque in the world.

New moon of Shawwal 726 (1st September 1326)
The Hijaz caravan is leaving Damascus for Medina and I am travelling with it. First we are going to the Castle of Karak. Kings use this fortress as a refuge in difficult times.
...
I am very tired. After a march of two days, we are staying at Tabuk for four days to rest and to water the camels.
...
Now, at last, we are travelling to Medina
...

1st week of September, 1344
I am staying in the palace of the Sultan of Ceylon. We met at the port, and he invited me to visit his palace. He gave me the best pearls in his kingdom as a present.

VOCABULARY

2 Find these words in the text. Use the Reading Strategies on page 71 and guess their meanings.

1. scholar
   a. someone who is on a journey
   b. an intelligent and well-educated person
   c. a ruler in a country
2. refuge
   a. a hotel
   b. a place for people to be safe
   c. a house for poor people
3. kingdom
   a. a country ruled by a king or queen
   b. the people who live in a palace
   c. a large, beautifully decorated house

3 Now check your answers using a dictionary.

Vocabulary

Page 72, Exercise 2

- Read out the first word and ask students to match it with the correct meaning. Then ask them to complete the task in pairs.
- While students are working, go round and answer any questions they may have.
- Ask different students to read out each word in turn and give the matching definition.

Answers

1. b; **2.** b; **3.** a

Page 72, Exercise 3

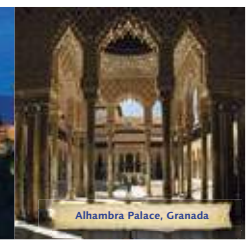
- Students check their answers in pairs using a dictionary. Tell them that they might not find the exact definition of each word in the dictionary. If this is the case, ask them to discuss whether both definitions mean the same thing.

Student's Book page 73

4 Read the text again and answer these questions.

a. How do we know about Ibn Battuta's journey?
b. Why do you think he wanted to leave his country?
c. Which means of transportation did he use?
d. Why do you think travelling is important? What can we learn from visiting different places?

Granada, Spain


Alhambra Palace, Granada

LISTENING

5 Listen to a history teacher talk about Ibn Battuta. Complete the sentences with the new information.

a. Ibn Battuta joined the Moroccan army when he was _____ years old.
b. The Black Death was a _____. It killed millions of people.
c. Ibn Battuta went to Malaga because he wanted to see its famous _____.
d. The most important city in Andalusia at the time was _____.
e. Ibn Battuta returned to Tangiers at the end of _____.

What do you think?
To travel hopefully is better than to arrive.
PROVERB

6 Now listen again and check your answers. In a group, discuss your answers.

WRITING AND SPEAKING

7 Write down five activities you've done and at least one thing that happened in the last twenty-four hours. Write down your opinion: was it a good thing or a bad thing, interesting or uninteresting, and did you enjoy it or not?

8 In a group, discuss what you have written. Do all of you have the same opinion about the activities or events you mention in your notes? Why are there similarities and differences? Imagine a historian is reading these accounts a century later. What would he think about your different points of view? Can we believe everything Ibn Battuta said in his travel notes? Why or why not?

Page 73, Exercise 4

- Read the rubric. Tell students to read Ibn Battuta's journal again and then cover it. Give them time to read and answer the questions. In the meantime, walk around the class monitoring the activity.
- Have students check their answers in pairs before checking them with the whole class.

Answers

a. We know about Ibn Battuta's journey from his notes.
b. *Students' own answers*
c. He travelled by camel.
d. *Students' own answers*

Listening

Page 73, Exercise 5

- Have students read the rubric. Give them time to read the sentences. Explain that they will have to listen and fill in the blanks.
- Play the cassette and give students time to complete the exercise individually.
- Play the cassette again if necessary for students to complete their answers.

- You may ask different students to read their answers and write them on the board to check against the correct answers later.

Audioscript

Teacher: In April 1350, Ibn Battuta was back in Tangiers. He was about 46 years old when he heard that the King of Spain wanted to attack Gibraltar. So he decided to join the Moroccan army to defend it. When he arrived, King Alfonso of Spain and many soldiers on both sides were killed by the Black Death.
Student A: What was the Black Death?
Teacher: It was a very deadly plague. It killed millions of people. But Ibn Battuta went on travelling.
Student B: Sorry, he was in Gibraltar, wasn't he? Where did he go from there?
Teacher: He went to Malaga to see its magnificent mosque. From Malaga, he went on to Granada.
Student C: Sorry, can you spell that, please?
Teacher: What? Malaga or Granada?
Student C: Both, please.
Teacher: M-A-L-A-G-A and G-R-A-N-A-D-A. Granada was the shining star of Andalusia. At the end of 1350, Ibn Battuta returned to Tangiers.

Page 73, Exercise 6

- Play the cassette again, this time for students to check their answers against the recording.
- Play the cassette twice. If you have already written students' answers on the board, write the correct answers next to them. Have a show of hands to see how many got the correct answers. Discuss mistakes with the whole class.

Answers

a. 46; **b.** deadly plague; **c.** mosque; **d.** Granada; **e.** 1350

Writing and Speaking

Page 73, Exercise 7

- Read the rubric with the whole class. Ask individual students to work on it. To make sure they understand the task, ask individual students to provide some sentences.

Answers

Students' own answers

Page 73, Exercise 8

- Divide students into groups and ask them to carry out the activity. Give students time to discuss with their groups.
- Have a general class discussion answering the questions in the rubric. Tell them that they can write in their notebook the different questions in the rubric and write the answers for each to make sure they haven't missed any of them.

Answers

Students' own answers

What do you think?

- Read the quotation to the class and ask them to explain what it means. After a few guesses, tell students that it refers to what is good about travelling; a journey filled with hope and anticipation can be better than the destination itself. Discuss whether they agree or disagree with the quotation. Is there a similar proverb in their language?

Refer to Activity Book pages 59–61.

- Tell students that the topic of the exercises is about journeys and holidays. Put them in pairs and ask them to brainstorm where they would go on a holiday and what they would write in their postcards. Let them start working on the exercises as you walk around offering your help whenever necessary. Afterwards, correct the exercises and ask students to share their postcards with the class.

Optional Activity

- Have groups of students make a presentation as to what they consider the best thing and the worst thing that happened during the week. Then have a vote for the whole class to decide on it.

Lesson 6

Communication Workshop

Writing a newspaper article

The outcomes of this lesson are:

- To read a newspaper article about Ahmad Bin Majid
- To write a newspaper article
- To practise punctuation and capital letters
- To review joining sentences with conjunctions

Teaching tips

- Go carefully over the questions with students and give them all the help they need.

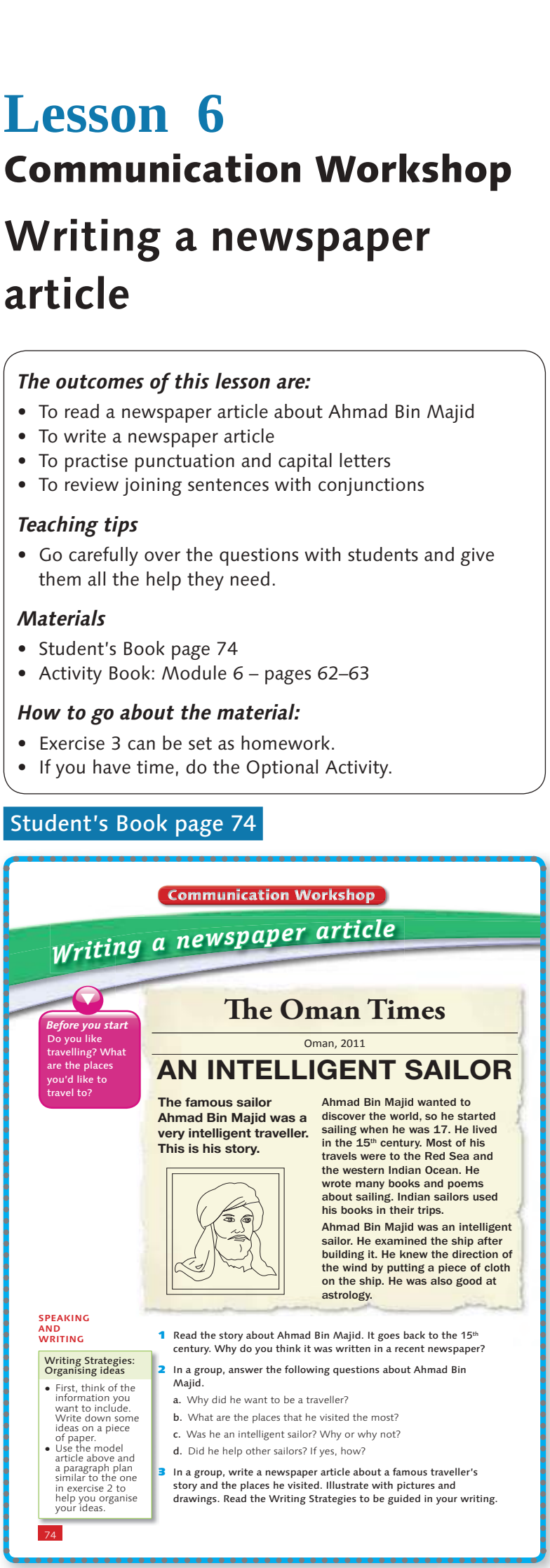
Materials

- Student's Book page 74
- Activity Book: Module 6 – pages 62–63

How to go about the material:

- Exercise 3 can be set as homework.
- If you have time, do the Optional Activity.

Student's Book page 74



Communication Workshop

Writing a newspaper article

Before you start
Do you like travelling? What are the places you'd like to travel to?

The Oman Times

Oman, 2011

AN INTELLIGENT SAILOR

The famous sailor Ahmad Bin Majid was a very intelligent traveller. This is his story.

Ahmad Bin Majid wanted to discover the world, so he started sailing when he was 17. He lived in the 15th century. Most of his travels were to the Red Sea and the western Indian Ocean. He wrote many books and poems about sailing. Indian sailors used his books in their trips.

Ahmad Bin Majid was an intelligent sailor. He examined the ship after building it. He knew the direction of the wind by putting a piece of cloth on the ship. He was also good at astrology.

SPEAKING AND WRITING

Writing Strategies: Organising ideas

- First, think of the information you want to include. Write down some ideas on a piece of paper.
- Use the model article above and a paragraph plan similar to the one in exercise 2 to help you organise your ideas.

1 Read the story about Ahmad Bin Majid. It goes back to the 15th century. Why do you think it was written in a recent newspaper?

2 In a group, answer the following questions about Ahmad Bin Majid.

a. Why did he want to be a traveller?

b. What are the places that he visited the most?

c. Was he an intelligent sailor? Why or why not?

d. Did he help other sailors? If yes, how?

3 In a group, write a newspaper article about a famous traveller's story and the places he visited. Illustrate with pictures and drawings. Read the Writing Strategies to be guided in your writing.

74

Before you start

- Ask the students to work in pairs asking and answering the questions. Ask volunteers to share their answers with the whole class.

Speaking and Writing

Page 74, Exercise 1

- Read the question with the students. Ask students to read the article quickly and silently. Then, encourage a discussion about the reason why the story was written in a recent newspaper.

Suggested answers

- to inform people about the importance of historical figures
- to celebrate the anniversary of the death of the traveller or some related event
- to present a new discovery concerning that story or that person

Page 74, Exercise 2

- Ask students to read the article again individually. Divide the class into groups and ask the members to do the task. Read the rubric and the questions.
- Walk around the class monitoring the activity, listening to the exchanges of the different groups and writing down the mistakes you hear. Do not stop them while they are talking. Once the activity is over, use these notes for further discussion.

Answers

a. He wanted to be a traveller because he wanted to discover the world.
b. He visited the Red Sea and the western Indian Ocean.
c. Yes, he was. He examined the ship after building it; he knew the direction of the wind by putting a piece of cloth on the ship; and he was good at astrology.
d. Yes, he did. Indian sailors used his books in their travels.

Page 74, Exercise 3

- Read the Writing Strategies box with the class. Tell them that they have to follow the strategies in order to organise their ideas before the writing task.
- Ask each group to write their newspaper article and illustrate it. Have all students in the group take part in discussing, writing, editing and illustrating the article. Remind them that they should check spelling, the use of tenses, capital letters and punctuation.
- If you have time, have each group make an oral presentation of their report.
- Read your notes on the mistakes students made during the discussion and presentation of the activity. Do not say who made them, simply say the wrong sentence and ask students to correct it. If students do not get it, point to the mistake yourself and explain why it is wrong and how to correct it.

Answers

Students' own answers

Refer to Activity Book pages 62–63.

- Ask students why addresses are important and what would happen if the address is not written on a postcard or a letter. Afterwards, tell them to read through the exercises quickly and make sure they understand the different tasks.
- Ask them to work in pairs. When everyone is finished, ask them to swap their Activity Books with other pairs and correct any mistakes. Make sure you check their work as they are correcting the exercises.

- If you have time, ask students to copy the following table in their notebooks and complete it individually. Then they work with the group they wrote the newspaper article with, comparing the different results they have. Ask them to agree on a single table for the whole group in order to discuss with the other groups their progress in writing.

WRITING PAIR WORK CHECKLIST			
	Yes	**No**	**Comments**
Is there a specific audience?			
Is the audience introduced well to the traveller?			
Is the introduction good?			
Is the title relevant?			
Are all my ideas clear?			
Is the sequence of events clear?			
Are there linking words between ideas?			
Is the word choice effective and appropriate?			
Are spelling, punctuation and capitalisation correct?			
Are all sentences complete?			
Are the pictures relevant and interesting?			

Optional Activity

- If you have asked students to present their articles, ask each group to rewrite them adding two pieces of information that are not true. Ask groups to hand in their articles. Give them out to different groups. Ask each group to read the articles and find the things that are not true. Have different students tell the class what they think the incorrect information in their article was. The group that wrote the article has to say whether they were right. If that were not the case, they have to give the correct information.

Lesson 7

Language Development

The outcomes of this lesson are:

- To practise the Present Continuous tense (affirmative, negative and interrogative)
- To practise the module's vocabulary

Teaching tips

It is normal for students to stumble on two difficulties when practising the Present Continuous:

- The concept of immediacy (describing an action at the same time that it is being done)
- The use of the auxiliary *be*

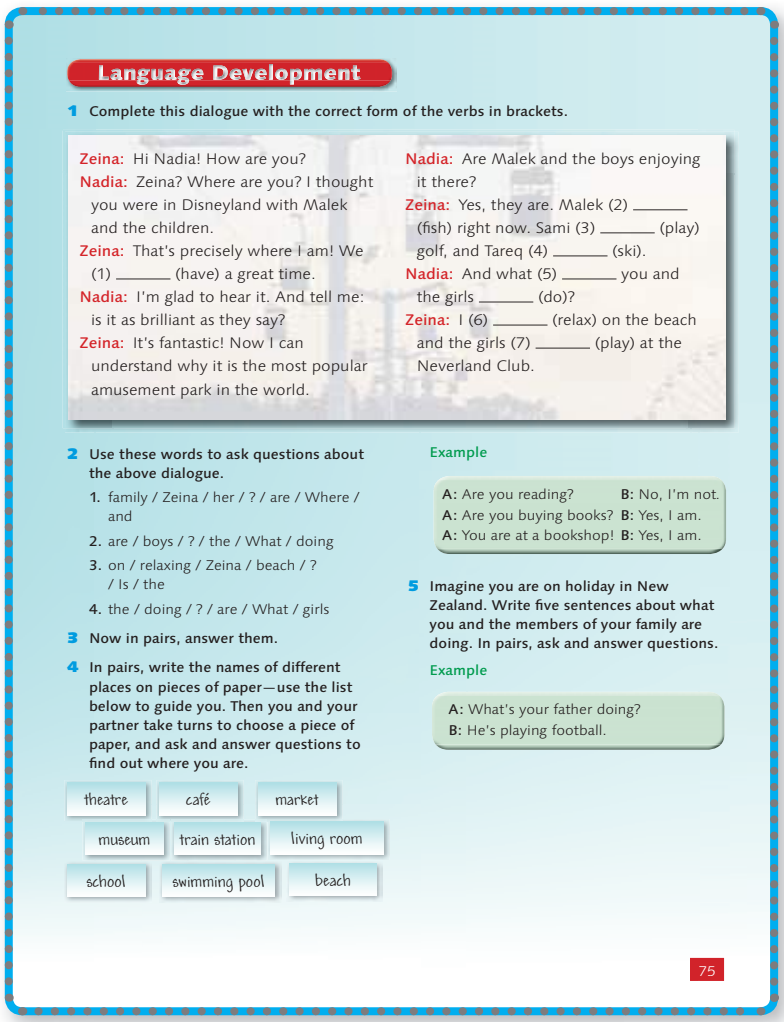
Materials

- Student's Book pages 75–76
- Activity Book: Module 6 – pages 66–67

How to go about the material:

- Exercises 1, 2 and 6 can be set as homework.
- If you have time, you can do the Optional Activities.

Student's Book pages 75–76



Language Development

1 Complete this dialogue with the correct form of the verbs in brackets.

Zeina: Hi Nadia! How are you?
Nadia: Zeina? Where are you? I thought you were in Disneyland with Malek and the children.
Zeina: That's precisely where I am! We (1) _____ (have) a great time.
Nadia: I'm glad to hear it. And tell me: is it as brilliant as they say?
Zeina: It's fantastic! Now I can understand why it is the most popular amusement park in the world.
Nadia: Are Malek and the boys enjoying it there?
Zeina: Yes, they are. Malek (2) _____ (fish) right now. Sami (3) _____ (play) golf, and Tareq (4) _____ (ski).
Nadia: And what (5) _____ you and the girls _____ (do)?
Zeina: I (6) _____ (relax) on the beach and the girls (7) _____ (play) at the Neverland Club.

2 Use these words to ask questions about the above dialogue.

1. family / Zeina / her / ? / are / Where / and
2. are / boys / ? / the / What / doing
3. on / relaxing / Zeina / beach / ? / Is / the
4. the / doing / ? / are / What / girls

3 Now in pairs, answer them.

4 In pairs, write the names of different places on pieces of paper—use the list below to guide you. Then you and your partner take turns to choose a piece of paper, and ask and answer questions to find out where you are.

theatre | café | market | museum | train station | living room | school | swimming pool | beach

Example

A: Are you reading? **B:** No, I'm not.
A: Are you buying books? **B:** Yes, I am.
A: You are at a bookshop! **B:** Yes, I am.

5 Imagine you are on holiday in New Zealand. Write five sentences about what you and the members of your family are doing. In pairs, ask and answer questions.

Example

A: What's your father doing?
B: He's playing football.

75

Page 75, Exercise 1

- Read the task to the students and clarify any doubts. Ask students to work individually. Give them time to do the exercise. While they are working, walk around the class monitoring the activity.
- Have students check their answers in pairs. Then ask individual students to read their answers. Write the answers on the board for slower students to have a guide to check their answers. Give them time to correct the exercise.
- Have a show of hands to see what the mistakes were. Explain why the sentences were wrong.
- Finally, ask pairs of students to read the dialogue, replacing the gaps with the answers on the board.

Answers

1. are having; **2.** is fishing; **3.** is playing; **4.** is skiing; **5.** are/doing; **6.** am relaxing; **7.** are playing

Page 75, Exercise 2

- Read the task aloud and clarify any doubts.
- Ask students to work individually writing down the questions, then ask them to compare their questions in pairs.
- Ask some individual students to read their questions and write them on the board. Correct all grammar mistakes.

Answers

1. Where are Zeina and her family?
2. What are the boys doing?
3. Is Zeina relaxing on the beach?
4. What are the girls doing?

Page 75, Exercise 3

- In pairs, ask students to answer the questions on the passage, one of them asking the question and the other answering it. While they are working, walk around the class monitoring the activity.
- Check the answers of selected students as you walk around. Afterwards, discuss any frequent mistakes with the whole class.

Answers

1. They are in Disneyland.
2. Sami is playing golf and Tareq is skiing.
3. Yes, she is.
4. They are playing at the Neverland Club.

Page 75, Exercise 4

- Read the rubric and clarify any doubts. Have pairs of students carry out the task.
- When they are done with the pair work, ask volunteer pairs to ask and answer questions in front of the whole class. Tell the rest of the class that they can correct them if they have spotted any mistakes.

Answers

Students' own answers

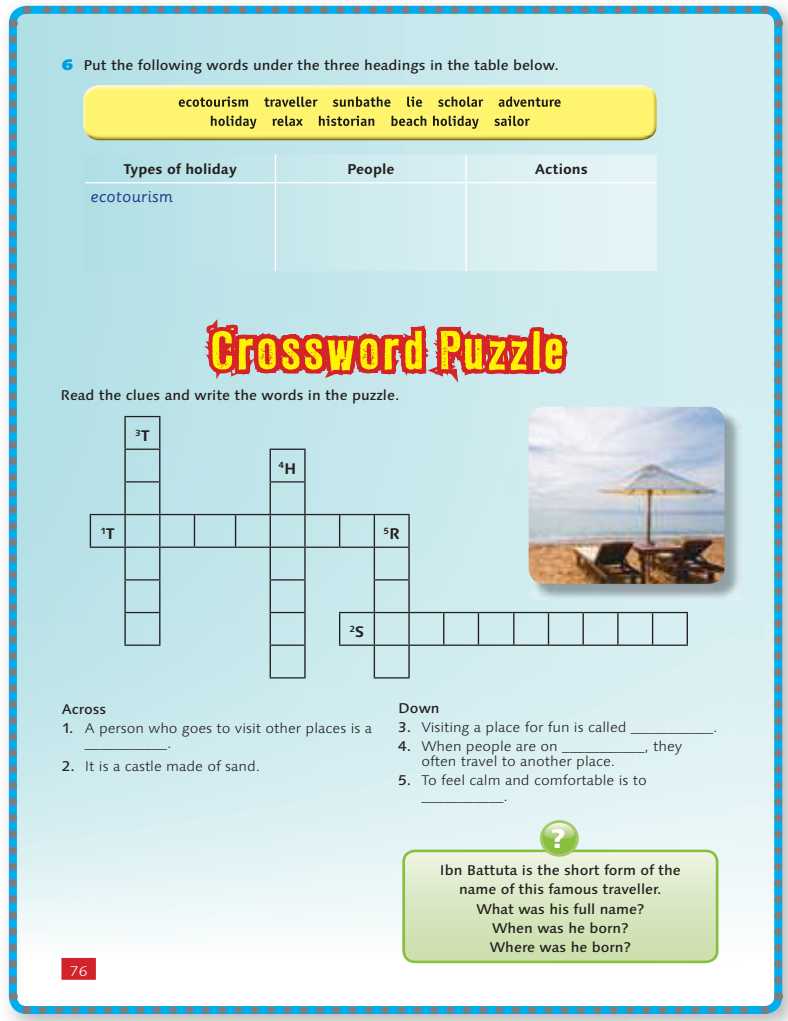
Page 75, Exercise 5

- Explain the rubric to the students. Ask them to write the sentences individually. Then, ask pairs of students to carry out the task.
- After that, ask students to change partners and carry out the same activity. Write notes of any mistakes you hear so that you share them with the whole class when the task is done.

Answers

Answers may include:

- tourist spots
- sunbathing
- swimming
- touring
- trying local dishes



6 Put the following words under the three headings in the table below.

ecotourism traveller sunbathe lie scholar adventure holiday relax historian beach holiday sailor

Types of holiday	People	Actions
ecotourism		

Crossword Puzzle

Read the clues and write the words in the puzzle.

Across
1. A person who goes to visit other places is a _____.
2. It is a castle made of sand.

Down
3. Visiting a place for fun is called _____.
4. When people are on _____, they often travel to another place.
5. To feel calm and comfortable is to _____.

Ibn Battuta is the short form of the name of this famous traveller.
What was his full name?
When was he born?
Where was he born?

76

Page 76, Exercise 6

- Ask students to draw the table in their notebook. In pairs, they fill it in with the words from the box. Ask them to discuss the reasons why they made such choices.
- While they are working, draw the table on the board. When they're finished, complete the table with the whole class for the students to check their answers.
- After that, you may ask them to add to the three columns more words they have encountered throughout the book, e.g. ***pilot***, ***archaeologist***, ***investigate***, etc.

Answers

Types of holiday	People	Actions
ecotourism	traveller	sunbathe
adventure	scholar	lie
holiday	historian	relax
beach holiday	sailor	

Crossword puzzle

- Ask students to solve the crossword puzzle individually. They then work in pairs. Tell them to exchange their books and check each other's corrections. Ask them to discuss the corrections they've done for each other and justify them.
- If you still have time, you can ask students to give you vocabulary words they've learnt in Module 6 other than the ones used in the crossword puzzle.

Answers

Across	**Down**
1. traveller	**3.** tourism
2. sandcastle	**4.** holiday
	5. relax

Read the questions about Ibn Battuta and set it as a task for the following class.

Answers

His full name was: Abu Abdullah Muhammad Ibn Abdullah Al Lawati Al Tanji Ibn Battuta.
He was born on February 24th, 1304.
He was born in Tangiers.

Remember!
Remind students that for the following class they should bring the newspaper articles they wrote with their groups as well as photos of the place they wrote about. Each group will also need coloured paper, crayons, marker pens, glue sticks and scissors.

Optional Activities

- Do the Evaluation on page 65 of the Activity Book after students have completed the test. Then, there are two courses of action:
  a) mark the tests;
  b) ask students to exchange their tests and mark one another's mistakes. Then go over the test orally to confirm or correct the marking.
- Have a general revision of the Present Continuous by asking students to imagine that it is the weekend, and ask them to write about the activities they are doing. Divide the class in groups, collect the papers of each group, shuffle them and give them out to the members of the same group. Each member of the group reads the paper he/she has received and the whole group has to guess who wrote it. Eventually, if you have time, each group can choose one of the papers and read it to the whole class for them to guess who wrote it.

Refer to Activity Book pages 64–65.

- Tell the class that they have reached almost the end of their Activity Book. As usual, they need to remember what they have learnt in this last module and solve the exercises. After correcting the exercises, congratulate the class on their good effort and hard work.

Lesson 8

Project 6

Make a tourist brochure

The outcomes of this lesson are:

- To practise the module's vocabulary in a different context
- To write a tourist brochure and present it
- To practise the language in a cooperative and non-stressful atmosphere

Materials

- Student's Book page 77
- The newspaper article students wrote
- Photos of the place the group wrote the article about, coloured paper, crayons, marker pens, a glue stick and scissors for each group of students

How to go about the material:

- Make sure all groups have the necessary materials. Just in case, bring a couple of sheets of coloured paper to the class.
- You may decide that students do the Project as homework and give oral presentations in class.

Student's Book page 77

- To prepare for this project, ask students to do some individual research about a place Ibn Battuta visited. Ask students to identify the purpose of the brochure and the audience. Ask them to collect examples of tourist brochures from museums, hotels, a tourist information office, or look for examples on the Internet or in newspapers and magazines.
- Once students have gathered the information about the place, they produce a checklist of what to include in the brochure. They draft headings and subheadings. Then, they decide on the layout and design.
- Once the brochure has been made, ask different groups to give their presentations and show their brochures to the class.
- Have the brochures as class exhibits. Your students may invite students from other classes to see their presentations.
- If you have time, you may ask students to keep working in their groups in order to assess their collaborative work. Draw the following table on the board and ask students to copy it in their notebooks and complete it with their partners. Then, ask a volunteer from one group to come to the board and complete his or her group's assessment. Discuss results with the whole class.

PROJECT WORK ASSESSMENT RATING SCALE				
	Poor (1)	**Okay (2)**	**Good (3)**	**Excellent (4)**
Ability to share knowledge with the group				
Ability to recall information about places				
Ability to recall information about Ibn Battuta				
Ability to arrange the ideas in a logical way				
Ability to remember and adapt brochure templates				
Division of tasks within the group				
Achieved result				

REVISION MODULES 4–6

I now know ...

Lessons 1 and 2

The outcomes of these lessons are:

- To practise the comparative and the superlative degrees of adjectives
- To review the vocabulary related to wonders, historical places, detectives, detecting and travelling

Materials

- Student's Book pages 78–79
- Activity Book: I now know … – pages 66–67

How to go about the material:

- You may ask students to do the quiz and all the exercises on pages 78–79 as homework and then correct them orally the following class.
- If you have time, you may do the revision of Modules 4–6 in class before asking students to do the exercises.
- If you have time, you can do the Optional Activity.

Student's Book page 78

Before you start

- If you have decided to do the revision in class, give students time to go over their notes and the pages of Modules 4–6 in pairs. Use this opportunity to begin the revision of adjectives in the comparative and superlative degrees by asking questions about the different points of Modules 4–6.

Teaching tips

- Read through the quiz with students.
- Ask students to work in pairs answering the questions. At this stage, they should be able to answer the questions without going back to the modules. However, if you have a weak group, allow them to check their answers against the texts. Finally, you may allow students to go back to the texts once you are checking the answers with the whole class. Walk around the class monitoring the activity.
- Have individual students tell the whole class what they think the answers are.
- Write the correct answers next to students' suggestions. Have a show of hands to see how many got the correct answers.

Answers

1. b; **2.** a; **3.** c; **4.** b; **5.** a; **6.** b; **7.** c; **8.** a; **9.** c

Revision Modules 4–6

Before you start Revise what you learnt in Modules 4–6.

Answer these questions about the ancient world, detective stories and travelling.

1 Which wonder of the ancient world has the shape of a triangle?
a. the Lighthouse of Alexandria
b. the Great Pyramid of Giza
c. the Hanging Gardens of Babylon

2 What do we call someone who studies old cities and monuments?
a. an archaeologist b. a tourist guide c. a historian

3 Which Jordanian city was voted one of the New World Wonders in 2007?
a. Jerash b. Amman c. Petra

4 Who is the most famous detective character in history?
a. Miss Marple b. Sherlock Holmes c. Hercule Poirot

5 What was Sherlock Holmes' friend called?
a. Dr Watson b. Mr Mortimer c. Hercule Poirot

6 Which detective was interested in studying the mind of the suspects?
a. Holmes b. Poirot c. Watson

7 In which century did Ibn Battuta live?
a. 12th century b. 13th century c. 14th century

8 What did Ahmad Bin Majid write?
a. books and poems about sailing
b. books and poems about his life
c. books and poems about his crew

9 Why was the Castle of Karak important in Ibn Battuta's days?
a. because kings used to live in it
b. because people used it as a refuge in wars
c. because kings used it as a refuge in wars

QUIZ

78

Student's Book page 79

Page 79, Exercise 1

- Ask students to read the rubric and in pairs complete the exercise in their notebooks.
- Ask students to give their notebooks to other pairs for them to correct their answers.
- Ask individual students to tell the class their answers. Have students comment on the mistakes as a class.

Answers

Petra: Jordan; new wonder; rediscovered in the 1800s
Great Pyramid of Giza: built thousands of years ago; big tomb; Egypt; ancient wonder

Page 79, Exercise 2

- Read the task to the class and make sure they all understand what the exercise is about. Ask students to work in pairs.
- Walk around the class, noting the written responses of as many students as you can. Write the sentences on the board for students to check.

Suggested answers

Petra was rediscovered in the 1800s; The Great Pyramid of Giza was built thousands of years ago; Petra is in Jordan; The Great Pyramid of Giza is in Egypt.

Page 79, Exercise 3

- Read the instructions. Give students time to do the exercise individually. Have them compare their sentences in pairs.
- Ask individual students to read their sentences aloud. Write them on the board and ask the class to correct the mistakes. If students are unable to do so, point to the mistake yourself and explain why it is wrong and how to correct it.

Answers

Students' own answers

Page 79, Exercise 4

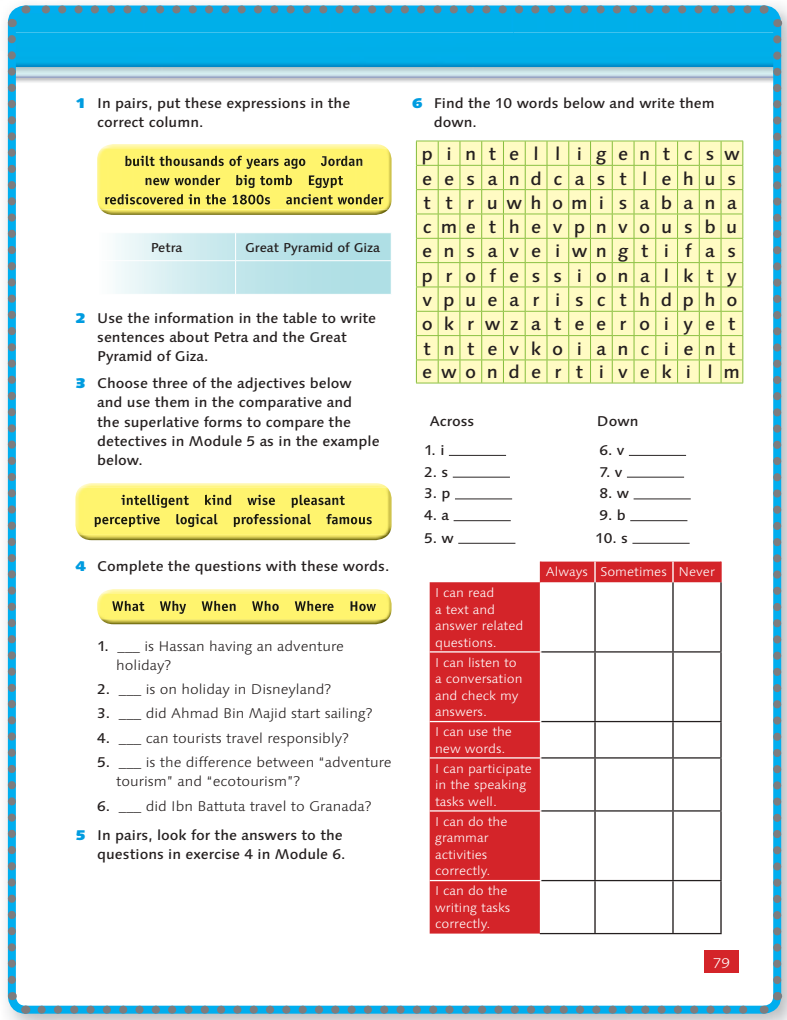
- Read the instructions. Give students time to do the exercise.

Answers

1. Where; **2.** Who; **3.** When; **4.** How; **5.** What; **6.** Why

Page 79, Exercise 5

- Have a general round of students reading their questions.
- Read the instructions. Divide the class into pairs. Tell students that to answer the questions they are allowed to go back over the three modules. Explain that the fastest pair to answer all the questions correctly will be the winner.



1 In pairs, put these expressions in the correct column.

built thousands of years ago Jordan new wonder big tomb Egypt rediscovered in the 1800s ancient wonder

Petra	Great Pyramid of Giza

2 Use the information in the table to write sentences about Petra and the Great Pyramid of Giza.

3 Choose three of the adjectives below and use them in the comparative and the superlative forms to compare the detectives in Module 5 as in the example below.

intelligent kind wise pleasant perceptive logical professional famous

4 Complete the questions with these words.

What Why When Who Where How

1. ___ is Hassan having an adventure holiday?
2. ___ is on holiday in Disneyland?
3. ___ did Ahmad Bin Majid start sailing?
4. ___ can tourists travel responsibly?
5. ___ is the difference between "adventure tourism" and "ecotourism"?
6. ___ did Ibn Battuta travel to Granada?

5 In pairs, look for the answers to the questions in exercise 4 in Module 6.

6 Find the 10 words below and write them down.

p	i	n	t	e	l	l	i	g	e	n	t	c	s	w
e	e	s	a	n	d	c	a	s	t	l	e	h	u	s
t	t	r	u	w	h	o	m	i	s	a	b	a	n	a
c	m	e	t	h	e	v	p	n	v	o	u	s	b	u
e	n	s	a	v	e	i	w	n	g	t	i	f	a	s
p	r	o	f	e	s	s	i	o	n	a	l	k	t	y
v	p	u	e	a	r	i	s	c	t	h	d	p	h	o
o	k	r	w	z	a	t	e	e	r	o	i	y	e	t
t	n	t	e	v	k	o	i	a	n	c	i	e	n	t
e	w	o	n	d	e	r	t	i	v	e	k	i	l	m

Across
1. i _____
2. s _____
3. p _____
4. a _____
5. w _____

Down
6. v _____
7. v _____
8. w _____
9. b _____
10. s _____

	Always	Sometimes	Never
I can read a text and answer related questions.			
I can listen to a conversation and check my answers.			
I can use the new words.			
I can participate in the speaking tasks well.			
I can do the grammar activities correctly.			
I can do the writing tasks correctly.			

79

Answers

1. Hassan is having an adventure holiday in New Zealand. **2.** Zeina and her family are on holiday in Disneyland. **3.** Ahmad Bin Majid started sailing when he was 17. **4.** They can minimise air travel; they can choose trains, buses and passenger boats for transportation instead of aeroplanes and cars. **5.** "Adventure tourism" is travelling to exotic places and doing dangerous activities. "Ecotourism" is travelling responsibly; **6.** Because it was the most important city in Andalusia.

Page 79, Exercise 6

- Read the instructions. If you have a slow class, put students into pairs. Otherwise, students may work individually to complete the task.

Answers

Across: 1. intelligent; **2.** sandcastle; **3.** professional; **4.** ancient; **5.** wonder; **Down: 6.** vote; **7.** visitor; **8.** wise; **9.** build; **10.** sunbathe

Refer to Activity Book pages 66–67.

- Ask the students to solve the exercises using what they have learnt in Modules 4, 5 and 6.

Optional Activity

- Ask students to evaluate their learning of the language and the different tasks and skills by placing a tick (✓) in the right box.

Reading for fun

The Boy Judge

The outcomes of this lesson are:

- To appreciate story reading
- To determine the meanings of words in context
- To review the tenses and vocabulary learnt in Modules 1–6
- To analyse a story
- To practise establishing a sequence in a story
- To roleplay a story
- To design a brochure about Amman

Materials

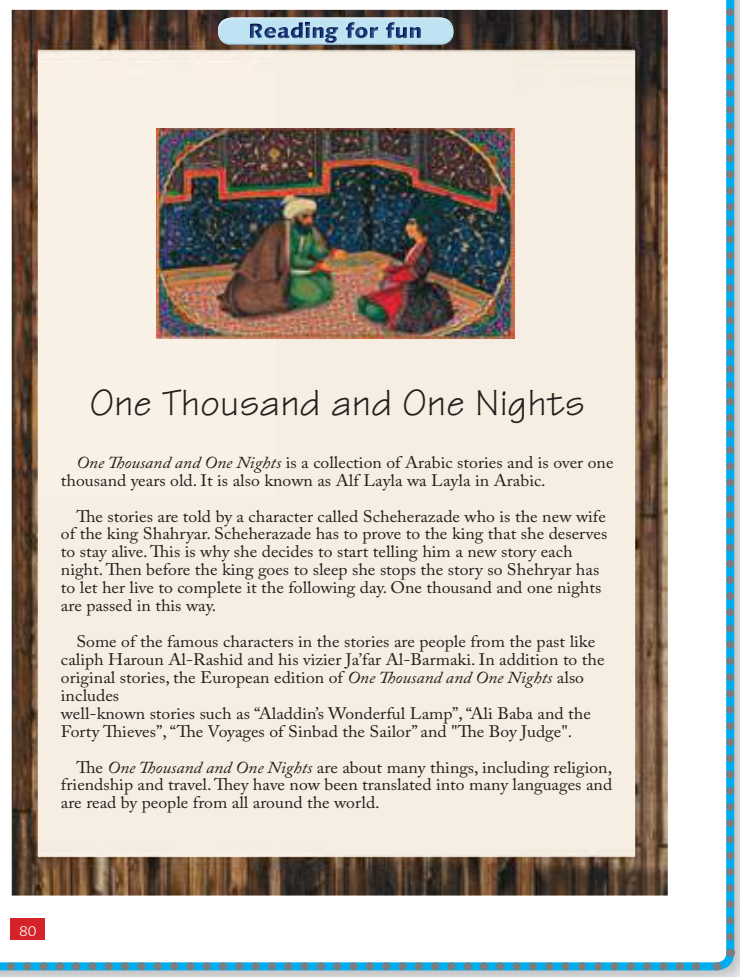
- Student's Book pages 80–85
- Dictionaries
- Cassette

How to go about the material:

- You can ask students to read the short story as homework and go straight to page 83.
- If you have time, you can do the reading of the short story in class before asking students to do the exercises.

Student's Book pages 80–83

- Tell students about *One Thousand and One Nights*. You can refer to the notes on page 80 of the Student's Book.
- If you have time to do the reading in class, give students time to read the story in pairs. Ask students to underline the words they do not know.
- When they have read the story once, have a round of students asking the meanings of words they do not know. Write them on the board. Try to make them guess the meanings from the context. Eventually, allow students to look them up in the dictionary or tell them the meanings.
- Check understanding of the text by asking simple questions.
- Alternatively, use the jigsaw learning strategy on page 122 of the Teacher's Book. Photocopy the story and divide it into parts. Students work in groups; each student gets one part. Students work together to reconstruct the story.



Student's Book pages 84–85

Vocabulary

Page 84, Exercise 1

- Ask a volunteer from the class to give a brief summary of the 'The Boy Judge' which students read on pages 81–83. Make sure students understand the exercise, and remind them that they should be able to work out the answers from the context even if they don't recognise the words immediately.
- Ask students to swap their answers with a partner. Then ask volunteers to give their answers as the class mark their partner's work.

Answers

1. b; **2.** c; **3.** a; **4.** b; **5.** a

The Boy Judge

adapted from *One Thousand and One Nights*

In the time of Caliph Haroun, a man called Ali Cogia lived in Baghdad. Ali was not rich; he was a seller of sweets and cakes. He had no wife or children, and he had enough for his own needs. Every week he put a small gold piece into a jar and over the years he saved more than a thousand gold pieces, 'more than enough for the times when I am old,' he said to himself.

He was a good man and gave money to the poor but he had never made the pilgrimage to Mecca. His life in Baghdad was good and the road to Mecca was difficult but he decided to go. He hid his gold in the jar under some olives. He foolishly thought he could trust his friend, so he left the jar with him.

'Brother Massoud,' he said, 'you know that I am going to Mecca. Can I leave this jar of olives with you till I come back?'

Massoud was glad to help his friend. He told him to leave the olives in the corner of his shop. 'They will be safe there.'

Ali put on his best clothes for the road; he wore his green and golden-yellow thobe with a green belt and a purple turban and set off to his destination. On the road, every time he felt tired he stopped to rest and discovered many beautiful new places.

After many weeks, Ali reached Mecca. He completed his religious duties as a pilgrim. When the time came for him to leave, he realised that he would like to keep travelling. Some merchants told him, 'Come back with us to our home country. There is always work there for a maker of sweets.' So Ali went with them and stayed for two years. After that he moved on to Damascus. Time passed. It was nearly seven years since he had left Baghdad. Then one day he decided he would like to return home to Baghdad.

On the same day that Ali left Damascus, Massoud's wife needed some olives. There weren't any in the house, and the shop in their street was shut. Massoud remembered that there were some in his shop. He thought that if Ali was not back after seven years, perhaps he would not return at all. So he went to take his friend's food. The top layer of olives was quite dry so he put his whole arm in to reach to the bottom. When he pulled it out he was holding a gold piece in his hand. Finding that the jar contained many gold pieces, he

threw out the olives and buried the gold in his garden. Then he bought new olives to refill the jar.

'Seven years is a long time,' he said to himself, 'but I can't be sure that Ali Cogia won't return. If he does come back, I shall have a jar of olives to give to him. And that is what he asked me to look after – a jar of olives.'

A few weeks later, Ali Cogia came back to Baghdad. He went to Massoud's house to get his gold. 'My friend,' he said to Massoud, 'you have looked after this jar for seven years. Now I want to give you something. You will see what is in the jar that you have kept so well.'

With these words he put his hand deep into the jar. But instead of finding gold pieces, he found more olives.

'Where is my gold?' he asked at last.

'Gold? What gold? You did not tell me about a jar of gold. You only gave me this jar of olives.'

Ali was a really good man so he asked his friend to be honest and said: "My dear friend, if you need the money for your family or your shop, you can always repay me week by week, so do not worry about anything, Massoud."

This made the thief even more nervous and he insisted that he did not know anything about any gold. Ali felt really disappointed with his friend's behaviour and asked for a judge. It was not easy for Ali to do so because he loved his friend. The judge said that Ali was not telling the truth because nobody had seen him put the gold in the jar.

Ali was angry at the judge's words because they were very unfair with him, so he decided to deal with the problem himself. He wrote to the caliph and gave his letter to one of the caliph's servants. By this time, the story of the jar of olives had passed through all the markets of Baghdad. Everybody was talking about it, some believing Ali, and others believing Massoud. So when the caliph got Ali's letter, he read it with care.

That night he called for his vizier and said, 'Let us put on plain clothes tonight and walk in the city. I want to hear what people are saying about this Ali Cogia. Is he a fool, or a man of truth, or a thief?'

They walked through the streets, they heard many comments about both men and everyone was trying to solve this case. Some came up with stupid solutions which made the caliph laugh loudly; others were really good but no one could prove anything. The caliph and the vizier kept on walking and saw some children playing. One boy was playing the judge, and two others were playing Ali and Massoud. The boy judge was asking good questions. The caliph had an idea. He told his vizier to invite the boy judge to the palace the next morning. He also asked for the judge, Ali Cogia, Massoud, two olive merchants and the jar of olives.

The next day all these people came before the caliph. They were all afraid: the judge thought that he might have made a mistake; Ali was afraid because the caliph might *think* he was a thief; Massoud was afraid because he *was* a thief; the merchants were afraid because they did not know what the caliph might know about them; and the boy was afraid because he had never visited such a wonderful, huge palace before …

'Come,' said the caliph to the boy. 'I heard you judge these two men in play last night. Today you shall really do it.' The caliph told the judge to watch and learn.

The boy asked for the jar. Then he put his arm into the jar, pulled out some olives and gave a few to everyone who was present at the trial, slowly eating one himself.

'These are very good olives,' he said. Everyone agreed.

Then he asked Massoud if he had eaten one before today. Massoud said that he had not even touched them. Then the boy turned to the olive merchants and asked if they enjoyed the olives. He said to them, 'They are good olives, although seven years old.'

'Seven years old? Are you sure of what you are saying? This can't be true! They still have their colour and they are not even wrinkled,' cried one of the merchants.

The other merchant agreed: 'I can see by looking at them that they are not so old. No olive is any good after three years. These olives are fresh.'

Massoud's face became white. His eyes were turned to the ground. 'I took the gold,' he said. 'It's in a hole in my garden.'The caliph then spoke: 'You know how the law punishes thieves.'

But before Massoud could answer, Ali said, 'Oh great caliph, don't cut off his hand. He was once a good friend to me. Let him go with a beating.'

The caliph looked at the boy judge. 'A beating would be enough,' the boy said.

'Then let it be so,' said the caliph.

So Massoud kept his hand, but lost his good name; Ali lost a friend, but got his gold back; and the boy judge was sent by the caliph to study law. For as the great Haroun said, 'Twenty jars of gold can't buy a good judge.'

Page 84, Exercise 2

- Students check their answers in pairs using a dictionary.

Reading

Page 84, Exercise 3

- Give students some time to look over the questions, and check they understand the vocabulary. Then ask them to read the story again quickly, noting down the answers to the questions as they read.
- As they work, walk around the class clearing up any problems that may arise.
- If you anticipate problems or are short of time, divide the questions up around the class so that each student answers two questions each. Then ask students to share their answers in small groups.

Answers

1. He kept gold pieces in a jar.
2. He left the jar in his friend Massoud's shop.
3. He wanted to keep travelling. He was invited to Jordan by Jordanian merchants, then he travelled to Damascus.
4. He took the gold and hid it, then he refilled the jar with olives.
5. The caliph tried to discover the truth by listening to what the local people were saying. Then he held a trial with the help of a wise boy.
6. *Students' own answers*
7. *Students' own answers*
8. *Students' own answers*

VOCABULARY

1 **Find these words in the text. Use the Reading Strategies on page 71 and guess their meanings.**

1. **to save**
   a. to earn **b.** to keep **c.** to spend
2. **safe**
   a. dangerous **b.** lost **c.** protected
3. **to look after**
   a. to take care of **b.** to watch **c.** to take away
4. **thief**
   a. someone who lies sells things **b.** someone who steals **c.** someone who
5. **to hand**
   a. to give **b.** to hold **c.** to wait

2 **Now, check your answers in a dictionary.**

READING

3 **Read the story again and answer these questions.**

1. What did Ali keep?
2. Where did he leave it?
3. Why did Ali not return to Baghdad immediately?
4. What did Massoud do when he discovered the gold?
5. How did the caliph try to discover the truth?
6. In your opinion, who do you think helped Ali the most?
7. What do you think the moral of the story is?
8. What is your favourite character in the story? Justify your answer.

4 **Match the names of the characters with the facts and qualities from the story.**

a. Ali	**1.** knows the laws of the kingdom unfair does not observe well
b. Massoud	**2.** poor makes sweets honest
c. the judge	**3.** has a shop next to Ali's a thief
d. the boy judge	**4.** wise fair
e. the caliph	**5.** intelligent young

84

Page 84, Exercise 4

- Ask students to tell you the names of the characters in the story. Encourage them to describe each character briefly.
- Get students to work in pairs. Tell them to match the characters with the correct description.
- If you have time, ask students to identify the adjectives in the table (unfair; poor; honest; wise; rich; intelligent; young). Tell students to pick two or three adjectives each and write them in the comparative and superlative forms. Remind them that they learnt about comparative and superlative adjectives in Module 5.

Answers

a. 2; **b.** 3; **c.** 1; **d.** 5; **e.** 4

Page 85, Exercise 5

- Ask students to read the sentences. Explain that they are not in the right order and that they have to put them in the correct sequence. Do the first sentence with them.
- Put students in pairs to reorder the events. Give them time to do the task. Go round and offer help if needed.
- Check answers with the class.

Answers

h – a – f – g – e – c – j – b – i – d

Listening

Page 85, Exercise 6

- Have students read the rubric. Give them time to read the sentences.
- Play the cassette and give students time to take down notes individually.
- Play the cassette a second time if necessary for students to complete their answers. Remember that some students may find listening for information difficult.
- Ask different students to read their answers and write them on the board to check against the correct answers later.

Audioscript

'Come,' said the caliph to the boy. 'I heard you judge these two men in play last night. Today you shall really do it.' The caliph told the judge to watch and learn.

The boy asked for the jar. Then he put his arm into the jar, pulled out some olives and gave a few to everyone who was present at the trial, slowly eating one himself.

'These are very good olives,' he said. Everyone agreed.

Then he asked Massoud if he had eaten one before today. Massoud said that he had not even touched them. Then the boy turned to the olive merchants and asked if they enjoyed the olives. He said to them, 'They are good olives, although seven years old.'

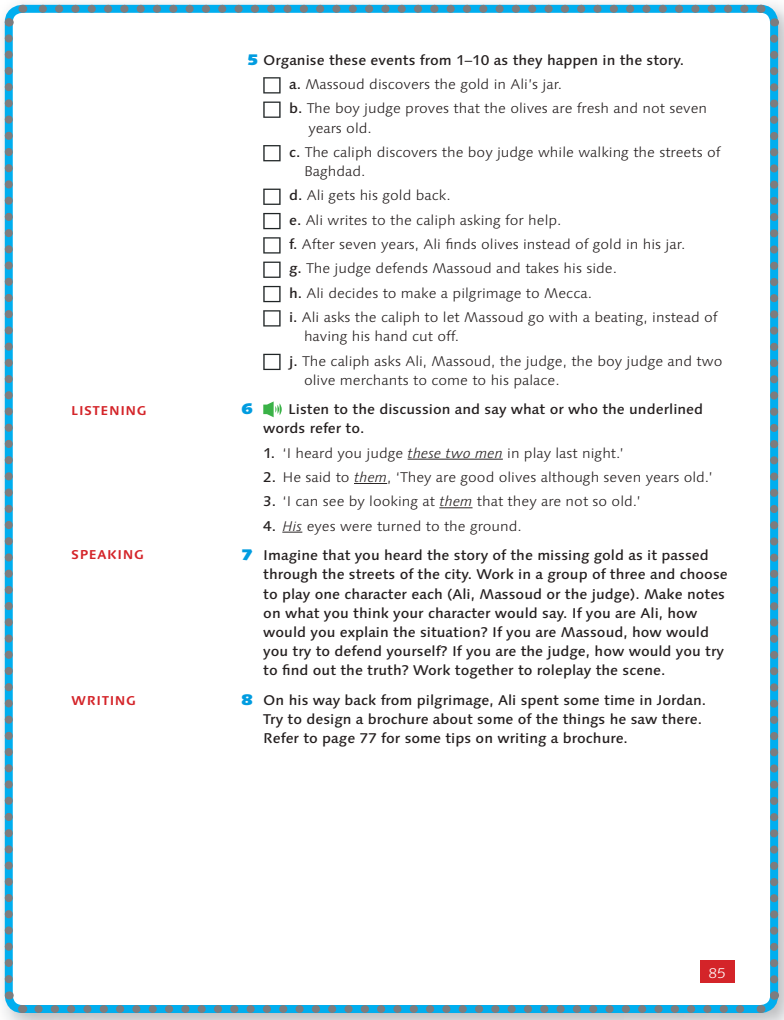
'Seven years old? Are you sure of what you are saying? This can't be true! They still have their colour and they are not even wrinkled,' cried one of the merchants.

The other merchant agreed: 'I can see by looking at them that they are not so old. No olive is any good after three years. These olives are fresh.'

Massoud's face became white. His eyes were turned to the ground. 'I took the gold,' he said. 'It's in a hole in my garden.'

Answers

1. Ali and Massoud; **2.** the olive merchants; **3.** the olives; **4.** Massoud's



5 Organise these events from 1–10 as they happen in the story.

- ☐ **a.** Massoud discovers the gold in Ali's jar.
- ☐ **b.** The boy judge proves that the olives are fresh and not seven years old.
- ☐ **c.** The caliph discovers the boy judge while walking the streets of Baghdad.
- ☐ **d.** Ali gets his gold back.
- ☐ **e.** Ali writes to the caliph asking for help.
- ☐ **f.** After seven years, Ali finds olives instead of gold in his jar.
- ☐ **g.** The judge defends Massoud and takes his side.
- ☐ **h.** Ali decides to make a pilgrimage to Mecca.
- ☐ **i.** Ali asks the caliph to let Massoud go with a beating, instead of having his hand cut off.
- ☐ **j.** The caliph asks Ali, Massoud, the judge, the boy judge and two olive merchants to come to his palace.

LISTENING

6 **Listen to the discussion and say what or who the underlined words refer to.**

1. 'I heard you judge *these two men* in play last night.'
2. He said to *them*, 'They are good olives although seven years old.'
3. 'I can see by looking at *them* that they are not so old.'
4. *His* eyes were turned to the ground.

SPEAKING

7 **Imagine that you heard the story of the missing gold as it passed through the streets of the city. Work in a group of three and choose to play one character each (Ali, Massoud or the judge). Make notes on what you think your character would say. If you are Ali, how would you explain the situation? If you are Massoud, how would you try to defend yourself? If you are the judge, how would you try to find out the truth? Work together to roleplay the scene.**

WRITING

8 **On his way back from pilgrimage, Ali spent some time in Jordan. Try to design a brochure about some of the things he saw there. Refer to page 77 for some tips on writing a brochure.**

85

Speaking

Page 85, Exercise 7

- Explain the roleplay to students. Divide the class into groups of three; each student takes the role of Ali, Massoud or the judge. For example, Ali asks Massoud, ***"Where is the money I left in the jar?"*** Massoud answers, ***"There was no money in the jar, only olives."*** The judge asks Massoud, ***"Are the olives good?"***
- Give each group time to make their notes. Go about listening to the different roleplays. Do not stop students while they are performing, but take down notes of the mistakes they make for further discussion once the activity is over.
- Read your notes on the mistakes students made during the roleplay. Do not say who made them, simply say the wrong sentence and ask students to correct it. If students do not get it, point to the mistake yourself and explain why it is wrong and how to correct it.
- If you have time, choose one group to perform their roleplay to the whole class.
- See notes on roleplay and assessment tool on page 12 of the Teacher's Book.

Answers

Students' own answers

Writing

Page 85, Exercise 8

- Explain to students that they will be designing a brochure about Jordan. Ask them to look at page 77 to remind them of how to write a brochure.
- Ask students to write notes about the things they might include.
- Give students time to think about how to present their ideas.
- Ask different pairs to read their brochure.
- For general guidance on brochure writing, see page 13 of the Teacher's Book.
- When the writing task is finished, draw the following table on the board and ask students to copy it in their notebooks. Tell them that they should assess their brochure-writing with their group. When they are done, ask them to revise their brochure and improve it if they need to, based on their group self-assessment.

BROCHURE-WRITING CHECKLIST			
	Yes	**No**	**Comments**
Does the brochure have a specific purpose?			
Does the brochure address a specific audience?			
Is there enough information in the brochure for the audience?			
Does the brochure have an attractive heading?			
Are your words and adjectives carefully chosen to persuade the audience?			
Is the layout appealing?			
I can make the brochure better by:			

Activity Book Answer Key

I remember ...

1. 1. c 2. a 3. b 4. a 5. b 6. c 7. a 8. b 9. c 10. c

2.

V	E	P	E	N	C	I	L	Q	S	R
X	N	L	T	O	Z	M	O	D	V	Z
E	E	H	K	T	U	J	D	S	B	C
B	Z	W	D	E	S	K	R	E	E	W
T	Y	U	X	B	O	O	K	E	S	E
R	E	A	S	O	R	A	N	G	E	A
E	L	Q	C	O	M	P	U	T	E	R
B	L	A	C	K	B	K	L	O	P	E
I	O	P	I	U	T	R	D	X	S	D
E	W	K	J	G	R	E	E	N	M	G

Classroom objects: pencil, notebook, desk, book, computer
Colours: yellow, orange, black, red, green

3. 1. is 2. has got 3. is 4. is 5. are

4. *Example answers*
a. Has Tareq got a computer? Yes, he has.
b. Have Nawal and Salma got a car? No, they haven't.
c. Have Nawal and Salma got football photos in their bedroom? No, they haven't.
d. Have you got an English dictionary? Yes, I have.
e. Has Tareq got two brothers? No, he hasn't.

Module 1

First section, pages 6–7

1. a. It's half past two. b. It's quarter past ten. c. It's five to six. d. It's quarter to nine.

2. a. needs b. become c. have d. flies e. works

3. a. don't b. doesn't c. don't d. don't e. doesn't f. don't

4. a. Do b. do c. does d. Do e. do f. Do

5.

/z/	/s/	/iz/
runs	jumps	catches
does	wants	matches

Second section, pages 7–9

1. a. likes b. loves c. arrives d. works e. enjoys

2.

-s	-es	y + -s	y + -ies
likes	fishes	enjoys	flies
arrives	goes		studies
climbs			
works			
prints			
needs			

3. a. want 3. don't want b. works 5. doesn't work c. flies 1. doesn't fly d. go 2. don't go e. demands 4. doesn't demand

4. a. What do the captain and the pilot talk about before the flight?
b. Does Kareem Mahmoud fly to Sao Paulo and comes back on the same day?
c. Does Salma enjoy working nights?
d. Where do Kareem Mahmoud and the captain fly every Friday night?
e. Do you like dangerous sports?
f. Do you and your friends go out during the weekend?

5. a. tells b. prints c. Do, check d. does, close e. go, sleep

6. a. Does Salma work nights or mornings?
b. Salma works nights. She doesn't work mornings.
c. Do crabbers need experience or patience?
d. Crabbers need experience. They don't need patience.
e. Do rock climbers love danger or safety?
f. Rock climbers love danger. They don't love safety.

7. 1. Does, enjoy 2. don't 3. enjoy 4. don't want 5. risk 6. need

8. Ali Karaki is a diver, but he doesn't enjoy diving in caves under water, so he doesn't do cave diving. Where does he dive? He dives in the open sea. He doesn't want to risk his life to reach 100 feet in a cave under water. He doesn't want a big scary animal to eat him.

9. a. 4 b. 5 c. 6 d. 2 e. 3 f. 1

10. a. Scuba diving b. Rock climbing c. Rock fishing d. Horse riding e. Mountain biking f. Rally driving

Third section, page 10

1.

Name	Good points	Bad points
Tareq	Age: 30 Experienced rally driver and mountain biker	No experience in mountain climbing
Samira	Age:25 Likes dangerous sports, such as scuba diving Has medical knowledge	Very little experience in mountain climbing
Ibrahim	Experienced mountain climber and rock climber Experience in first aid	Age: 40

2. *Example answers:* Tareq's good points are his age and his experience in rally driving and mountain biking. His bad point is that he doesn't have any experience in mountain climbing.
Samira's good points are her age, the fact that she likes dangerous sports and the fact that she has medical knowledge. Her bad point is that she has only been mountain climbing once.
Ibrahim's good points are his experience in mountain and rock climbing as well as his experience in first aid. His bad point is that he is rather old for the expedition.

3. *Students discuss.*

4. *Example answer:* I think the best candidate is probably Ibrahim because he is an experienced mountain climber and he also knows first aid, which is important on a dangerous expedition like this one.

Fourth section, pages 11–12

1. In Jordan, some people do dangerous activities to help poor or ill people. Every year, Alia Fawzi and Samira Hafiz do rock climbing to raise money for poor children.
They climb big rocks using ropes and other tools. Samira says, "I am always terribly scared, but I think of the poor and I climb."

2. Mountain biking is riding bicycles over difficult terrain. Mountain bikes have similar characteristics: wide tyres, a large frame tubing and dual suspension.
Mountain biking has four categories: cross country, downhill, free-ride and street riding. This sport requires a lot of skill and self-reliance. You can do it in your backyard, but generally mountain bikers ride on country back roads.

3. a. Mountain climbing and mountain biking demand experience.
b. Ibrahim is an experienced mountain and rock climber.
c. Tareq does caving and mountain biking.
d. Crabbing and rock climbing demand a lot of experience.

4. *Students' own answers*

5. a. Some pilots only fly between 30 and 90 hours a month and they also work when they are on land.
b. A crabber needs a lot of experience, but a normal fisherman does not need any experience.
c. Flying does not involve physical effort, but it is very stressful.
d. Stuntmen do dangerous activities out of necessity, but people who do dangerous sports do them because they like danger.

What I have learnt, page 13

1. 1. does 2. don't want 3. loves 4. says 5. doesn't like

2. a. I sometimes work nights, but I don't like it.
b. Ali and Samira work at the film studio.
c. A rally driver enjoys danger.
d. A pilot's job is stressful.
e. Do you enjoy rock fishing?

3. 1.b 2.c 3.c 4. b 5.c

Module 2

First section, pages 14–15

1. a. 3 b. 4 c. 2 d. 1

2. 1. Climate change 2. global warming
3. Earth's atmosphere 4. carbon dioxide

3. a. Walk b. Plant c. Turn, wear d. Wear
e. Turn off f. Brush

4. a. Don't drive b. Do not play
c. Do not throw away d. Do not leave
e. Don't take

5. a. My mother *never* drives ~~*never*~~ to work.
b. We *always* reuse ~~*always*~~ old paper at home.
c. My friends *sometimes* come ~~*sometimes*~~ to school by car.
d. I *never* remember ~~*never*~~ to turn off the lights.
e. My father *sometimes* cycles ~~*sometimes*~~ to work.
f. My friends and I *never* walk ~~*never*~~ to school.

Second section, pages 15–18

1. 1. Get 2. Add 3. Place 4. Look 5. Write
6. take, out 7. Cut 8. Look 9. Write

2. a. Don't ask your dad to drive you to school!
b. Don't leave the water running when you brush your teeth!
c. Don't leave the computer on all the time!
d. Don't throw away your old toys!
e. Don't buy things you don't need!

3. 1. Check 2. Rinse, recycle 3. Don't put in
4. Find 5. Rinse, place 6. Don't recycle

4. a. Do people cause global warming?
Yes, they do.
b. Do you reuse paper cups?
(*Students' own answer*)
c. Does your father drive to work every day?
(*Students' own answer*)
d. How often do you cycle to school?
(*Students' own answer*)
e. What does your family recycle?
(*Students' own answer*)

5. 1. is 2. is 3. notice 4. makes 5. warms 6. rises
7. expands 8. makes

6. a. Floods never happen in my country.
b. My mother always throws away my baby sister's nappies.
c. We sometimes go to the recycling centres to recycle glass.
d. At home, we usually recycle junk mail.
e. My friend Ahmad and his family often recycle aluminium cans.

7. a. How often do you reuse envelopes?
b. How often does your sister give away old toys?
c. How often does your family recycle glass?
d. How often does your teacher throw away junk mail?
e. How often do you and your classmates turn off your computers when you leave the room?

8. *Example sentences:* My sister often turns off the water when she brushes her teeth. I never do. My brother always cycles to work. My family usually recycles glass bottles. My friend Salma sometimes turns the computer off when she is not using it. My father never goes on holiday by plane.

9. *Example answers:* How often does Abla play computer games? She never plays computer games. How often does Saleem turn off the water while brushing his teeth? He always turns off the water while brushing his teeth. How often does Abla recycle aluminium cans? She sometimes recycles aluminium cans.

10. *Example answers:* Abla is a good weather warrior because she often turns off the water while brushing her teeth, she always wears cool clothes in summer and turns off the air conditioning in summer. Saleem is a good weather warrior because he always recycles tin cans, always turns off the water while brushing his teeth and always turns off the air conditioning in summer. I ...
(*Students' own answer*)

11.

1F			2C		3G		4A			
R			L		L		T			
6E	N	V	I	R	O	N	M	E	N	5T
E			M		B		O			E
Z			A		A		S			M
E			T		L		P			P
			E		W		H			E
					A		E			R
					R		R			A
					M		E			T
					I					U
					N					R
					G					E

12. ENVIRONMENT
Example answer: The natural world

Third section, page 19

1.

Name	Good points	Bad points
Making a bird-friendly environment	It is easy to attract birds to a garden. You can see different birds all year round.	You need to change the water in the birdbath and provide a lot of food.
Making a butterfly garden	Butterflies are very pretty and are fascinating to watch.	You have to grow special plants and flowers for butterflies and caterpillars.
Making a wildflower garden	Wildflowers do not need a lot of work. They will attract butterflies and birds to the garden, too.	You have to water the flowers every week.

2. *Example answers:* The good points of the proposal for making a bird-friendly environment are: it is easy to attract birds and you can see different birds all year round. The bad points are that you need to change the water in the birdbath and provide a lot of food. The good point of the proposal for making a butterfly garden is that butterflies are very pretty and fascinating to watch. The bad point is that you have to grow special plants and flowers for the butterflies and caterpillars. The good points of the proposal for making a wildflower garden are: wildflowers do not need a lot of work and they will attract butterflies and birds to the garden, too. The bad point is that you have to water the flowers every week.

3. *Students discuss.*

4. *Example answer:* I think the best project is making a wildflower garden in the school garden as it does not need a lot of work and the garden will be very colourful. Also, wildflowers will attract other wildlife, such as birds and butterflies to the garden.

Fourth section, pages 20–21

1. Our Sun's about 5,000 million years old! It heats the Earth's atmosphere. But global warming isn't the Sun's fault. It's people's fault because they use machines. And machines emit carbon dioxide. You can't see this gas, but it's the main cause of the trouble. And I'm afraid things are getting really bad. Scientists study the Earth's climate. They say our planet's weather is becoming more and more violent.

2. **Ali:** What is the K i ds E c o l o g y Cl u b?
Samira: It is a n o n-pr o f i t organisation. It helps young people d e f e nd the e nv i r o nm e nt.
Ali: And what do you do?
Samira: We take part in projects about k e e p i ng our c i t i e s cl e a n, about w a t e r c o ns e rv a t i o n and p o ll u t i o n pr e v e nt i o n, about gl o b a l cl i m a t e ch a ng e and e n e rg y c o ns e rv a t i o n. Why don't you join us?

3. *Students check answers.*

4. *Example answers:* When it rains, my father often drives me to school. When the Sun warms the Earth's atmosphere, the temperature always goes up. When I leave a room, I never forget to turn off the lights. When my mother goes to the supermarket, she sometimes takes our used plastic bags. When my friends go on a picnic, they usually don't reuse their paper cups.

5. *Students' own answers*

6. Sami and his family use only energy-saving bulbs. They also turn off the lights when they leave the room. They like to go on picnics, but they never use paper cups. They always take real plates and glasses. They also take real knives and forks.

What I have learnt, pages 22–23

1. a. turn down b. turn off
c. Don't place, Let, cool down d. Reduce

2. a. Global warming is the rise in Earth's temperature.
b. Some gases in the atmosphere catch energy from the Sun.
c. Carbon dioxide is one of these gases.
d. When we have too much carbon dioxide, the Earth gets warm.

e. Global warming changes our weather.

3. 1. c 2. b 3. c 4. a 5. c

Module 3

First section, pages 24–25

1.

Areas/Places	Activities
market	games
café	shopping
theatre	concerts

2. a. is an b. are some c. are some d. are some

3. a. There aren't any tomatoes.
b. There aren't any lemons.
c. There isn't any ice cream.
d. There aren't any eggs.

4. a. Are there any mushrooms? No, there aren't any.
b. Are there any bananas? Yes, there are some.
c. Are there any apples? Yes, there are a lot.
d. Are there any cherries? No, there aren't any.
e. Are there any potatoes? Yes, there are some.

5.

/z/	/s/	/iz/
eggs	cakes	boxes
flowers	plants	watches
cherries	apricots	peaches
pears		

Second section, pages 25–28

1. We've got some chocolate biscuits. We've got some tea. We've got some sugar. We haven't got any flour. We haven't got any fish. We haven't got any onions. We haven't got any milk.

2.

-s	-es	y + -s	y + -ies
chickens	tomatoes	days	cherries
flowers	peaches	ways	berries
cakes	boxes		flies
bridges	potatoes		

Rules to form the plural:
Most nouns add *-s* at the end of the word.
Nouns ending in *-s*, *-z*, *-ch*, *-sh* and *-x*, add *-es*
Some nouns ending in *-o*, add *-es*.
Nouns ending in *-y* preceded by a vowel, add *-s*.
Nouns ending in *-y* preceded by a consonant, drop the *-y* and add *-ies*.

3. a. There is a hospital near Souk Jara.
b. There are some handicrafts and antiques in Souk Jara.
c. There isn't a police station in Souk Jara.
d. There is some very cheap fruit in Souk Jara.
e. There aren't any policemen in the market.
There is/isn't: a, c, d.
There are/aren't: b, e.

4. a. Is there any expensive food in Souk Jara? No, there isn't.
b. Are there any vegetables in the market? Yes, there are.
c. Is there a police station in Souk Jara? No, there isn't.
d. Are there any shops and restaurants in Souk Jara? Yes, there are.
e. Is there a bus station in Souk Jara? No, there isn't.
f. Is there any honey in Souk Jara café? Yes, there is.

5. 1. any 2. some 3. some 4. some 5. some 6. some

6. a. Are there any live animals in the British Museum?
b. There aren't any animals in the British Museum. There are a lot of famous objects.
c. Are there any policemen in Souk Jara?
d. There aren't any policemen in Souk Jara. There are a lot of restaurants.
e. Are there any old statues in Children's Museum Jordan?
f. There aren't any old statues. There are some exciting games.
g. Is there any clothes shop in Children's Museum Jordan?
h. There are some special gifts. There isn't any clothes shop.

7. 1. is 2. isn't 3. is 4. are 5. are 6. are 7. are

8.

		1 S	7 T	R	E	E	T
	2 M	A	R	K	E	T	
			A				
3 F	O	O	D				
4 A	N	T	I	Q	U	E	
			T				
			I				
		5 H	O	N	E	Y	
			N				
6 B	R	E	A	D			
			L				

9. TRADITIONAL

Example answer: being a part of tradition

Third section, page 29

1. *Students' own answers*

2. *Students' own answers*

3. *Example answer:* Snowdon Aviary is in B1. Take the first turning on the right. Go past the tapirs and cross the bridge. Then take the next left and there you are.

4. *Students' own answers*

Fourth section, pages 30–31

1. a. 510,072,000; 148,940,000; 361,132,000
b. 8,511,965; 55,455 c. 1,399 d. 1859; 1906
e. 2,000

2. a. Children's Museum Jordan is a very exciting place where you can learn, explore, discover and have fun.
b. There is a library, an art studio, a museum shop and an imagination playground in Children's Museum Jordan.
c. There are some pears, oranges, lemons and plums in the kitchen.
d. I always have potatoes, tomatoes, carrots and milk on my shopping list.
e. Eat a lot of vegetables, fruit and milk. They are good for your health.

3. 1. yoghurt d 2. tomatoes f 3. cheese a
4. milk c 5. coffee b 6. chocolate cake e

4. a. There are over seven million objects in the British Museum. However, they are not all on show.
b. In the British Museum there is a glass dome, but in the Louvre there is a glass pyramid.
c. There are a lot of mummies in the Louvre. However, in the British Museum there are 140 mummies.
d. Dry seasons can be long in some places, but in other places there are floods.
e. Cars produce a lot of carbon dioxide. However, planes produce much more.

5. *Students' own answers*

What I have learnt, pages 32–33

1. 1. There are 2. there is 3. There are
4. There are 5. there aren't

2. 1. any 2. some 3. any 4. some 5. some

3. 1. c 2. a 3. c 4. c 5. c

I now know …, pages 34–35

Revision Modules 1–3

1. 1. is 2. arrives 3. gets 4. do 5. practise 6. learn
7. includes 8. comes 9. provides 10. need

2. a. What time do you get up on Saturday? (*Students' own answer*)
b. How often do you discuss global warming with your friends? (*Students' own answer*)
c. What do the rock climber and the artist have in common? (*Students' own answer*)
d. How often does your father reuse envelopes? (*Students' own answer*)
e. What can we do to slow down global warming? (*Students' own answer*)

3. 1. Take 2. Fold 3. Fold 4. Lift 5. fold 6. Flip
7. lift 8. fold 9. Draw 10. paint

4. a. Are there any bananas in the bowl?
Yes, there are.
b. Are there any oranges in the bowl?
Yes, there are.
c. Are there any grapes in the bowl?
Yes, there are.
d. Is there any tea in the bowl?
No, there isn't.
e. Are there any tomatoes in the bowl?
Yes, there are.

5. 1. a 2. a 3. b 4. a 5. c 6. b 7. c 8. c 9. b 10. a

Module 4

First section, pages 36–37

1. a. 2 b. 3 c. 1 d. 5 e. 4

2. a. was b. were c. were d. were e. was

3. 1. liked 2. studied 3. explored 4. helped
5. discovered

4. a. Was Petra one of the ancient wonders of the world?
No, it wasn't.
b. Were the Hanging Gardens of Babylon in Jordan?
No, they weren't.
c. Was the Great Pyramid of Giza a tomb for kings?
Yes, it was.
d. Were Pharaohs the kings of England?
No, they weren't.
e. Were many of the ancient wonders of the world destroyed?
Yes, they were.

5.

/d/	/t/	/id/
discovered	helped	started
used	walked	attracted
	finished	wanted
		constructed

Second section, pages 38–41

1. 1. looked 2. were 3. were 4. walked 5. was

2.

+ -d	+ -ed	-y + -ed	-y + -ied	+ -led + -ped
liked	worked	enjoyed	studied	travelled
arrived	needed			stopped
lived	walked			

3. a. Did archaeologists build ancient cities?
No, they didn't.
b. Did archaeologists find ancient cities?
Yes, they did.
c. Were world wonders special places?
Yes, they were.
d. Did all the ancient wonders last till today?
No, they didn't.
e. Was Petra voted one of the new world wonders?
Yes, it was.

4. a. Where did people vote for Petra?
People voted for Petra online.
b. When did archaeologists discover Petra?
Archaeologists discovered Petra in the 1800s.
c. Why did people search for new wonders?
Because many of the ancient wonders disappeared.
d. What did people use to build the cities of Jordan?
They used the materials around them.
e. Was Petra one of the Seven Wonders of the ancient world?
No, it wasn't.

5. a. Did ancient wonders stay the same or change over the years?
b. Ancient wonders changed over the years.
They didn't stay the same.
c. Were the Hanging Gardens of Babylon an ancient wonder or a new wonder?
d. The Hanging Gardens of Babylon were an ancient wonder. They weren't a new wonder.
e. Were Pyramids tombs for kings or ordinary people?
f. Pyramids were tombs for kings. They weren't tombs for ordinary people.

6. 1. was not / wasn't 2. voted 3. attracted
4. started 5. lasted

7. The romans started to build the colosseum in 72 CE under the emperor Vespasian. They used it for entertainment such as sports competitions. The Roman emperor welcomed people to enjoy the shows. The colosseum was also a place for workshops and a fortress too. In summer 2010, the underground passageways that people used in the past opened to the public.

8.

						1/7 W	O	R	L	D
					2 V	O	T	E	D	
				3 M	O	N	U	M	E	N	T
			4 P	Y	R	A	M	I	D		
				5 G	A	R	D	E	N	S	
		6 D	I	S	C	O	V	E	R		

9. WONDER

Example answer: a remarkable man-made structure

Third section, page 42

1. *Students choose a name for their team.*

2. *Students' own questions*

3. *Students' own questions and answers*

Fourth section, pages 42–43

1. a. The city of Petra in Jordan was one of the top locations people chose.
b. Jordan's cities always attracted thousands of visitors.
c. The Hanging Gardens of Babylon were one of the Seven Wonders of the ancient world.
d. For thousands of years, the Pyramid of Giza was the tallest building made by man.
e. Some of the ancient wonders didn't change over the years, but some disappeared after many years.

2. 1. lived 2. used 3. started 4. attracted 5. visited
6. discovered

3. a. The Great Pyramids of Giza were on the list of Seven Wonders before the city of Petra.
b. Scientists discovered that carbon dioxide damaged cave paintings after people visited the caves.
c. Petra attracted more visitors when it was voted one of the new Seven Wonders of the world.
d. Ancient people used rocks to make tools before they started painting animals.

4. *Students' own answers*

What I have learnt, pages 44–45

1. 1. welcomed 2. started 3. visited 4. attracted 5. lasted

2. a. Why did many countries welcome travellers?
Many countries welcomed travellers to explore their monuments and cities.
b. When did people start to visit historical places?
People started to visit historical places a long time ago.
c. What did travellers visit?
They visited countries with rich historical places.
d. Who did wonders attract?
They attracted visitors from all around the world.
e. Did all wonders last to our present day?
No, they didn't.

3. 1. c 2. a 3. b 4. b 5. c

Module 5

First section, page 46

1. a. 3 b. 4 c. 5 d. 2 e. 1

2. a. sat b. stood c. thought d. became e. knew

3. 1. more professional 2. richer 3. wiser 4. more famous 5. older 6. more pleasant

4. 1. most loyal 2. most famous 3. most intelligent 4. most logical 5. most pleasant 6. wisest

Second section, pages 47–50

1. 1. made 2. wrote 3. was 4. found 5. sold

2. 1. was 2. wrote 3. solved 4. read 5. passed 6. enjoyed 7. helped

3.

Adjectives that form the comparative ...					
by adding *-er*	by adding *-r*	by doubling final consonant and adding *-er*	by dropping *-y* and adding *-ier*	by adding *more* ... / *less* ...	irregular comparatives
short–shorter	wise–wiser	big–bigger	happy–happier	more/less logical	bad–worse
hard–harder	wide–wider	thin–thinner		more/less professional	good–better
small–smaller	safe–safer			More/less important	
kind–kinder				more/less intelligent	
				more/less pleasant	

4. 1. more perceptive 2. less successful 3. less attentive 4. more honest 5. more practical 6. more mysterious

5.

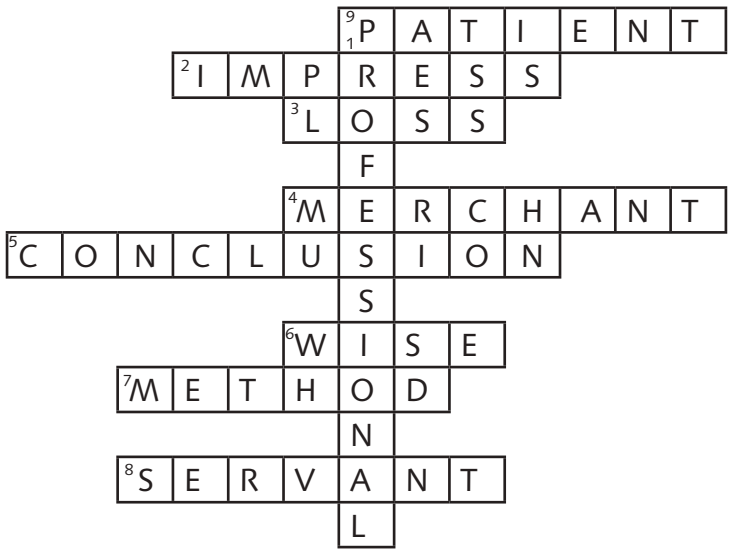
Adjectives that form the superlative ...					
by adding *-est*	by adding *-st*	by doubling final consonant and adding *-est*	by dropping *-y* and adding *-iest*	adding *the most* ...	irregular superlatives
kind–kindest	wise–wisest	hot–hottest	happy–happiest	the most famous	well-known–best-known
short–shortest	wide–widest			the most logical	good–best
hard–hardest				the most pleasant	
small–smallest				the most professional	bad–worst
				the most interesting	
				the most boring	

6. 1. most famous 2. most intelligent 3. most loyal 4. worst 5. most logical

7. 1. Who is the most intelligent detective in history? Sherlock Holmes is the most intelligent detective in history.
2. Which is the best detective series of Mahmoud Salem? The best detective series of Mahmoud Salem is "The Five Adventurers."
3. Which is more thrilling: a romantic novel or a detective novel? A detective novel is more thrilling than a romantic novel.
4. Whose detective series are more useful for children? Mahmoud salem's detective series are more useful for children.
5. Who is the most famous detective in history? Sherlock Holmes is the most famous detective in history.

8. Who was Sherlock Holmes' greatest enemy? It was Professor Moriarty. He was the worst criminal in the stories of Sherlock Holmes. He did not like Sherlock Holmes and he wanted to stop his detective work. People said he was a genius. He was a scientist who worked in a university. Some people thought he was more intelligent than Holmes, but Holmes defeated him. Moriarty was less successful than Holmes.

9.



10. PROFESSIONAL

Example answer: related to a job that needs special education and training.

Third section, page 51

1. a. John Kent used an aeroplane for watering crops to get into the village.
b. He could have used flares to help him see at night.
c. The hunters used empty plastic bags to get water.
d. It was John Kent escaping through the hidden door in the well.

2. *Students' own answers*

3. *Students' own answers*

Fourth section, pages 52–53

1.

20th June 1955	June 20, 1955	20.06.55	6/20/55
15th April 2011	April 15, 2011	15.04.11	4/15/11
25th May 2010	May 25, 2010	25.05.10	5/25/10
31st September 2012	September 31, 2012	31.09.12	9/31/12

2. a. oldest b. kinder c. harder d. wiser
e. hottest f. busier g. faster

3. 1. One very hot day last summer
2. Half an hour later
3. As soon as Max gave the man his mum's address
4. before his uncle saw it
5. a few minutes after they knocked
6. When she opened the door
7. As they cycled back
8. When they arrived

4. *Example answer:* Mrs Stearns stole the signs because she didn't want to have any neighbours. Max and Nina found out because Mrs Stearns was burning the signs in her fireplace on a very hot day in summer.

What I have learnt, pages 54–55

1. 1. was 2. travelled 3. lost 4. became 5. sold
6. found 7. took 8. hid 9. knew 10. gave

Example sentences:
a. Sherlock Holmes is / was younger than Miss Marple. Hercule Poirot is / was the youngest detective.
b. Miss Marple is / was older than Sherlock Holmes. Miss Marple is / was the oldest detective.
c. Miss Marple is / was more pleasant than Hercule Poirot. Miss Marple is / was the most pleasant detective.
d. Sherlock Holmes is / was more professional than Miss Marple. Sherlock Holmes is / was the most professional detective.
e. Hercule Poirot is / was more logical than Miss Marple. Sherlock Holmes is / was the most logical detective.

2. 1. b 2. a 3. a 4. c 5. c

Module 6

First section, pages 56–57

1. a. 4 b. 1 c. 5 d. 2 e. 3

2. 1. is having 2. is cycling 3. is sunbathing
4. is, doing 5. is playing 6. is having

3. a. Hassan isn't doing scuba diving.
b. Sami isn't riding a bike.
c. Hassan isn't playing chess.
d. Hassan's father isn't doing rock fishing.
e. Khaled isn't rock climbing.

4. a. What is Hassan doing? He is cycling up a mountain.
b. Is Hassan playing football? No, he isn't.
c. Why isn't Omar playing football? Because it's raining.

Second section, pages 57–60

1.

Verbs ending in a vowel			Verbs ending in a consonant		Verbs ending in *-y*
adding *-ing*	deleting *-e* and adding *-ing*	changing *-ie* to *-y* and adding *-ing*	adding *-ing*	doubling final consonant and adding *-ing*	adding *-ing*
do–doing	have–having	lie–lying	rest–resting	cut–cutting	enjoy–enjoying
	sunbathe–sunbathing		watch–watching	shop–shopping	stay–staying
	cycle–cycling		rain–raining	travel–travelling	

2. 1. are having 2. am sunbathing / 'm sunbathing
3. is swimming 4. is looking / 's looking
5. are, having 6. aren't lying / are not lying
7. are shopping / 're shopping

3. a. Is Hisham having a good time? Yes, he is.
b. Are Hisham and his family on holiday in Sharm El Sheikh? No, they aren't.
c. Is Hisham swimming? No, he isn't.
d. Is Faisal sunbathing? No, he isn't.
e. Are Hisham's mum and his sister shopping? Yes, they are.

4. a. What is Hisham doing?
b. Hisham and his family are having their holiday in Madaba.
c. Faisal is swimming.
d. What is Faisal looking at?
e. They are shopping.

5. **Hakim:** a. So, are you having an adventure holiday or on an eco holiday?
Rafiq: b. I'm not having an adventure holiday. I'm having an eco holiday.
Hakim: c. What's the difference? Are you visiting exotic places or well-known cities?
Rafiq: d. An adventure holiday is visiting exotic places. It isn't visiting well-known cities.
Hakim: But an eco holiday is also visiting exotic places.
Rafiq: e. Yes, but not only that. I am not / I'm not taking the plane on this holiday. I'm only travelling by train or by boat.

6. 1. are making 2. is driving 3. is taking
4. is going 5. is travelling 6. are, doing
7. am sitting 8. am drinking

7. We left Tabuk five days ago. Now we are approaching the well of Al-Hijr. The people are looking at the water, but they are not drinking a drop. We are following the example of the Prophet; he passed it on his expedition to Tabuk and gave the order not to drink its waters. We are not stopping here. We are going on to the village of Al-Ula. It is half a day's journey from Al-Hijr. We are now at Al-Ula. We are eating and we are washing our clothes. We are leaving behind all the things we don't need.
This is the third day after leaving Al-Ula. Our caravan is staying in the outskirts of the holy city of Medina.

8.

[1]S	U	N	[8]B	A	T	H	E	
			E					
		[2]R	A	I	N			
[3]S	A	N	D	C	A	S	T	L	E
			H					
		[4]S	H	I	N	E		
			O					
[5]B	U	I	L	D				
	[6]S	W	I	M				
			D					
[7]R	E	L	A	X				
			Y					

The hidden expression is: Beach holiday

Third section, page 61

1. 1. are having / 're having 2. had 3. didn't enjoy
4. woke up 5. are / 're water-skiing
6. are playing

2. *Students' own answers*

3. *Students' own answers*

Fourth section, pages 62–63

1. a. Best Western Bruntsfield Hotel
69 Bruntsfield Place
Edinburgh
Lothian
Scotland
EH10 4HH
b. Grand Hills Hotel and Spa
Brummana Main Road
Beirut
Lebanon
c. Al Salam Holiday Inn Hotel
P.O. Box 6582
Jeddah 51452
Saudia Arabia
d. General Administration
No. 26 Prince Shaker Bin Zaid Street
Shmeisani
Amman
Jordan

2. I entered Damascus on Thursday, 9th Ramadan, 726 [9th August 1326] and lodged at Ash-sharabishiya the Malikite College. Damascus surpasses all other cities in beauty.
The Ummayad Mosque
The Mosque is the most magnificent mosque in the world, the finest in construction and noblest in beauty, grace and perfection. Its beauty's unequalled. The Caliph Walid I [CE 705–715] built it. He asked the Roman emperor at Constantinople for help. The emperor sent him 12,000 men.
/ . . . /
The western door is the "Door of the Post". In the passage outside the door, there are candlemakers' shops and a gallery to sell fruit. The northern door is the "Door of the Confectioners". Outside, there is also a large passage. On the right, there is a large basin of water and lavatories with running water.

3. 1. is raining / 's raining
2. are not lying / aren't lying
3. are not swimming / aren't swimming
4. is freezing / 's freezing
5. are staying / 're staying
6. am eating / 'm eating
7. is buying / 's buying
8. are spending / 're spending

4. 1. After 2. When 3. and 4. and 5. however 6. and 7. but 8. After

5. *Students' own answers*

What I have learnt, pages 64–65

1. 1. am having / 'm having
2. are, doing
3. are buying / 're buying
4. are leaving / 're leaving
5. are, going

2. a. Is Hassan having an adventure holiday or an eco holiday? Hassan is having / Hassan's having an adventure holiday.
b. Where is / Where's Hassan having an adventure holiday? Hassan is having / Hassan's having an adventure holiday in New Zealand.
c. What is / What's Hassan doing? He is lying / He's lying under a tree.
d. Why is Hassan's dad not cycling up the mountain? Because he broke his leg.
e. What is Hassan's dad doing instead? He is playing / He's playing chess with Hassan's younger brother.

3. 1. b 2. c 3. b 4. c 5. c

I now know …, pages 66–67

Revision Modules 4–6

1. a. When was Petra rediscovered by archaeologists? In the 1800s.
b. Why did the Egyptians build the Pyramids? to bury their kings
c. Where were the Hanging Gardens of Babylon? in Iraq
d. How many were the wonders of the ancient world? seven
e. What did people use to build Petra? stones from the land

2. 1. was 2. studied 3. set 4. didn't have 5. gave 6. didn't become 7. published 8. caught 9. died 10. made

3. 1. am having / 'm having 2. am not doing / 'm not doing 3. am not thinking / 'm not thinking 4. am sitting / 'm sitting 5. am eating / 'm eating 6. is playing / 's playing 7. is fishing / 's fishing 8. is taking / 's taking 9. are smiling / 're smiling 10. are, doing

4. 1. worst 2. greatest 3. most intelligent 4. more intelligent 5. wasn't more intelligent 6. best 7. most popular 8. most brilliant 9. smaller 10. more dangerous

5. 1. c 2. b 3. a 4. c 5. b 6. b 7. a 8. c 9. a 10. b

Reading for fun

1. *Students' own answers*

2. 1. It's a person in a book or film. e
2. It's the opposite of 'open'. f
3. It's the opposite of 'push'. a
4. It means simple and ordinary. c
5. It's someone who is stupid. b
6. It means to amuse people. d

3. 1. weren't 2. did not 3. anything
4. was not, had 5. did not believe

4. 1. safer 2. better 3. deeper 4. more honest
5. wiser 6. the most perceptive 7. drier 8. best

Activity Book Audioscript

Module 1, First section
Page 7, Exercise 5

jumps runs catches wants does matches

Module 3, First section
Page 25, Exercise 5

eggs cakes flowers cherries boxes plants
pears watches apricots peaches

Module 4, First section
Page 37, Exercise 5

discovered helped started walked attracted
used finished wanted constructed

Learning Strategies

Language Learning Strategies (LLS) are actions or techniques that students use to improve their progress in developing foreign language skills. These strategies facilitate the internalisation, storage, retrieval and use of the new language. They are tools for self-directed involvement which is necessary for developing students' communicative ability. According to Oxford (1990), LLS:

- allow learners to become more self-directed
- expand the role of language teachers
- are problem-oriented
- involve many aspects, not just the cognitive
- can be taught
- are flexible
- are influenced by a variety of factors

The following are seven learning strategies that EFL teachers can use to promote effective communicative practices among the students.

Project-based Learning (PBL)

Project-based learning is a learning strategy that is centred on the learner who is to investigate a topic. PBL reflects the real environment students live in and is used to rebuild real-world complexity. The context of the global project determines the learners' perspective on a given task, while subtasks in a smaller context provide guidance of the learning process. So, project-based learning functions as a bridge between using English in class and using English in real-life situations outside of class. Learning from doing complex, challenging and authentic projects requires students' resourcefulness and planning, new forms of knowledge representation in school, expanded mechanisms for collaboration and communication, and support for reflection and authentic assessment.

In *Action Pack 7*, page 15, the students are required to participate in a project – Make a periscope – in three assignments. This requires mechanical motor skills where students follow verbal instructions to construct the periscope.

Pre

- Students are told they are going to follow instructions to make a periscope.
- Every student is given a sheet of paper.

During

- The teacher (or alternatively a student) reads out the instructions slowly, one at a time, allowing all students to do the steps.
- Students are given time to implement the instructions. A student may be chosen to demonstrate each step until the periscope is finished.

Post

- Students then follow the instructions of the second assignment: using the periscope to find objects.

In a more challenging project on page 27, students have to read notes to become "recycling champions" and suggest solutions to their classmates orally and in the form of a poster.

Pre

- Students are put in groups of three or four.
- Students are told that each group has to present information about litter and recycling at school in an oral report and a poster.
- The students who will be the "recycling champions" will make their own separate presentation about littering and recycling solutions at school.

During

- Students are given time to do the first assignment: exploring a certain area at school to study the issue of littering and to think of a recycling solution.
- Students perform the second assignment: making a poster to present the information.

Post

- Students present their work to the class. They may choose who the best "recycling champion" is.

Cooperative/Collaborative Learning (CL)

In cooperative/collaborative learning techniques, learners are placed in situations that require authentic use of language in order to communicate. When learners work in pairs or teams, they find they need skills to plan, organise, negotiate, make their points and arrive at a consensus about issues. They also have to agree on what tasks to perform, who will be responsible for each task and how information will be researched and presented.

Through cooperative learning, students learn from each other in an environment supportive of group interaction. Through collaborative learning, students exchange and reflect on different views. As project work is often done in teams, learners improve their capabilities for team-work and collaboration. They gain:

- development of higher-order thinking skills
- increased self-esteem and self-confidence

In turn, the individuals' strengths and preferred ways of learning enhance the work of the team as a whole. These skills have also been identified by learners themselves as important for living successful lives.

Action Pack 7 provides good examples of tasks that require students to work cooperatively/collaboratively. The following are examples:

Pair work: page 32, exercise 7; page 46, exercise 12; page 58, exercise 11

Group work: page 9, exercise 2; page 39, Project; page 41, exercise 4

Some general guidelines can be followed for all such activities:

Pre

- Students are given clear instructions to work in pairs or in groups to perform the task.

During

- Students are given enough time to read the task and 'ask and answer' or 'discuss'.

Post

- Students may be asked to report their answers to the whole class.

Activity-based Learning

Students choose four categories of personal interest (book, electronic device, collected items, etc.) Then they select four choices under each category. Students poll each other as to their favourite choice in each category. Using this information, students enter their results into an electronic word document. From the many examples of graphs, students choose and create the graph they want to use to represent their data. Students present their work to the class and discuss it. Students' works are bound into a book for future use and sharing.

Prediction

Prediction is a learning strategy through which EFL students take an interactive role in the learning process. This interaction is stimulated by the students' background knowledge that acts as a catalyst for language processing during reading or listening activities. Students who have and apply background knowledge in the reading and listening tasks are able to construct the main idea faster than those who do not. This technique will also give students a purpose for the task. The students will know what to focus on when they read or listen, and they will perform the task to determine if their predictions are correct.

The following tasks require students to make predictions about the topic prior to reading or listening by tapping into their prior knowledge to increase comprehension.

In *Action Pack 7*, Student's Book pages 5 and 11, the students are encouraged to use the pictures to activate their background knowledge about the job of a pilot, and different dangerous activities respectively. This motivating pre-listening task makes students ready to comprehend the listening text faster and more easily and thus perform the subsequent tasks more efficiently.

Pre

- The teacher reads the instructions:

  Page 5, exercise 3: "Look at the man in the picture above. What does he do?"

  Page 11, exercise 6: "What do we call the people who do these activities?"
- The teacher elicits answers from students to direct the discussion of the subject.

Similarly, on pages 17 and 55, students can activate their background knowledge about global warming and detectives through pictures that serve as prediction techniques for success and efficiency in the reading tasks.

Pre

- The teacher asks the students what they see in the pictures.
- The teacher allows for answers from different students to lead into the discussion of the subject.

Questionnaire

The use of a carefully written questionnaire is a strategy that can provide an EFL teacher as well as students with useful information about the students' personality, fluency in and motivation for learning English.

The questionnaire need not be long, in fact the shorter the better with the most information extracted or brought up to the surface. Keeping it simple and aimed at the most students' comfortable level is the most difficult task. Carrying this out in the classroom depends upon how it is presented to the class and explained by the teacher.

Action Pack 7 makes use of questionnaires to raise the students' awareness of various topics, such as their own selves: whether they like taking risks (Student's Book page 12) or of more universal issues such as global warming (Student's Book page 20). The questionnaires are not long; there are just enough questions to help students focus their attention on the key points of the topic. These questionnaires also serve as a motivating tool that helps learners learn faster and more efficiently.

Pre

- Students are told they are going to respond to a questionnaire and that it's very important to respond truthfully.

During

- Students are given time to read the questionnaire silently – individually or in pairs.
- Students are asked to add up the score according to the criteria in the Teacher's Book (see pages 25, 34 respectively).

Post

- If students score low, they realise their preference and may decide to do more about the issue.

Problem Solving

Divide your class into groups of four or five. Give each group a problem to work on, such as the following:

- You are annoyed by a certain behaviour or characteristic that your friend has. What can you do? Will you approach him/her to solve this problem?
- You borrowed a valuable device from your relative. An accident happened and resulted in the destruction of this device. What are you going to do or tell your relative?
- Your brother or sister has borrowed some money from you for a good cause. A couple of months passed without them returning the money. How can you ask them about this?
- You set an appointment to meet with your friends. You remember later that you have an important family event. What will you do: go meet with your friends or apologise to them?

Students in their groups work together to identify the problem, explore solutions, look at alternatives and exchange opinion. They may share their work with other groups to benefit from their feedback to modify their answers. Students will discuss the solutions in their groups.

Finally ask the students some questions to help them evaluate the activity, such as:

- What was the most helpful about this exercise?
- What did you learn?
- What ideas were generated?
- Which ones were most interesting?

Jigsaw

Select a reading passage, such as a story or an article. Divide it into parts. Students work in groups. Every student in a group gets a part of the reading. They read it silently and tell the group about it, orally or in writing. The members of the group work together to reconstruct the reading, following the correct order of the parts. Finally they check it against the original one.

Assessment Strategies

Assessment is often referred to as the gathering of data. It is ongoing feedback and a necessary component of the learning process, and should not occur only at the end of learning. Our challenge as English language teachers is to find ways to facilitate ongoing feedback for students that will increase their chances to grow and improve their learning. The following are some important assessment strategies.

Checklists

The teacher creates a checklist based on a rubric. The checklist can be used by the teacher or the students. It can be used at specific intervals when students are working on a task or at the end of the task. The former is called an observation checklist and it focuses more on evaluating the process of learning than on the product. Checklists can also be used for discussion or to be put in portfolios.
In the Communication Workshop in *Action Pack 7*, page 50, a checklist could be devised to evaluate the students' performance on the task. The same checklist could be used by the teacher or the students. The items in the checklist are extracted from the instructions in the Students' Book. The following is an example of a self-checklist, i.e. for use by the students.

Self-checklist

Student name: _____ **Date:** _____
Topic: A report on wonders of the world **Activity:** *Action Pack 7*, Student's Book page 50
Place a tick or a cross.
Did I …

	✓	✗
list 7 touristic locations?	_____	_____
write my location's name?	_____	_____
say where it is located?	_____	_____
describe what it looks like:		
how old?	_____	_____
what is it used for?		
is it still in the same location?	_____	_____
draw a picture of the location?	_____	_____
explain what makes the location so wonderful?	_____	_____

Graphic Organisers

A graphic organiser is a visual communication tool that is used to express ideas and concepts. It represents relationships between facts, terms or ideas within a learning task. It is a "map" because it can help teachers and students "map out" their ideas in a visual manner. There are many similar names for graphic organisers including: knowledge maps, concept maps, story maps, cognitive organisers, advance organisers, or concept diagrams.
Graphic organisers – which may be considered as learning strategies – are also used as a form of assessment. They reflect what the student's mind has seen of patterns and relationships.
In *Action Pack 7*, there are numerous opportunities to use graphic organisers as assessment tools. The following are a few examples.

Compare/Contrast T-chart

Student name: _____
Topic: Infinitive/past: regular/irregular

Date: _____
Activities: Student's Book page 45, exercise 6; page 57, exercises 1 and 2

Place the verbs in the following chart.
live, work, be, like, make, explore, use, receive, discover, disappear, think, open, stand, visit

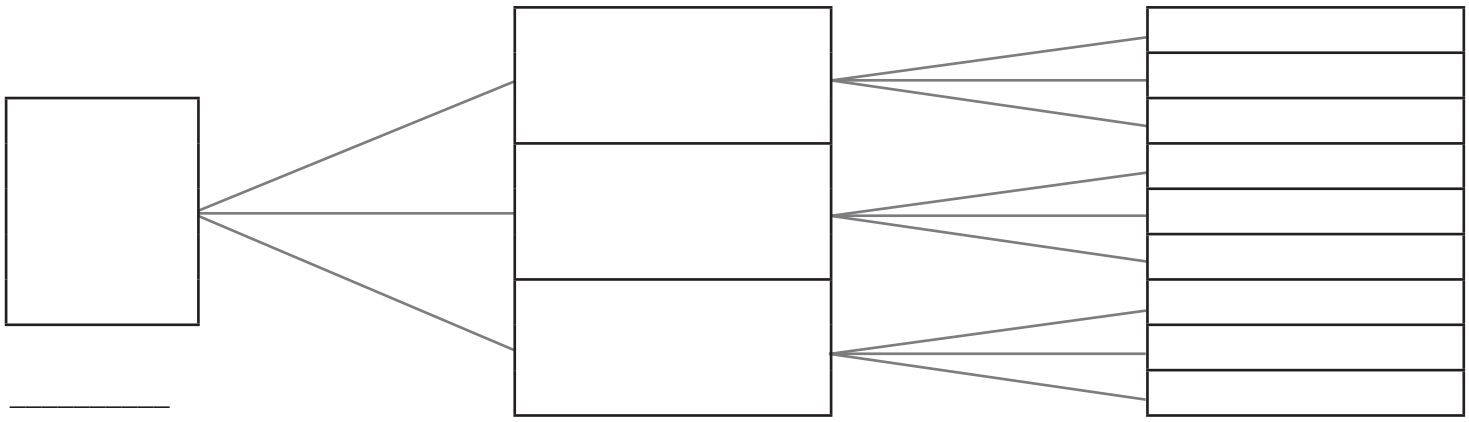
Regular past tense	Irregular past tense

Three-level Tree Diagram

Student name: _____
Topic: Final *-s* sound – verbs

Date: _____
Activity: Student's Book page 14, exercise 4

Place the following verbs in the diagram below.
jumps, falls, turns, begins, smashes, bursts, says



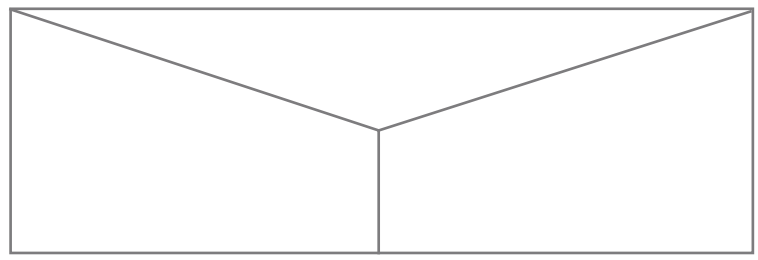
_____

Y-chart

Student name: _____
Topic: Final *-s* sound – nouns

Date: _____
Activity: Student's Book page 31, exercises 2 and 3

Place the following nouns in the following chart.
chickens, eggs, vegetables, tomatoes, apricots, potatoes, plums, cherries, boxes, pears, peaches, watches, cakes, plants



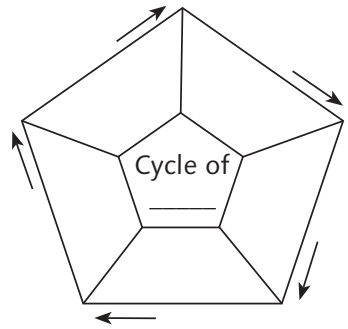
Sequencing: 5-part Cycle

Student name: _____
Topic: Recycling paper

Date: _____
Activity: Student's Book, Chain of events for "Do you recycle?", page 22, exercise 2

Place the following sentences in the correct order in the following chart.

- Recycle all white paper together.
- Put all mixed-colour paper together, including magazines and junk mail. Remove plastic stickers.
- Check local recycling centres.
- Tie newspapers in packs. Remove rubber bands, plastic and anything that is not paper.
- Separate paper into three groups: white paper, newspaper and mixed-colour paper.

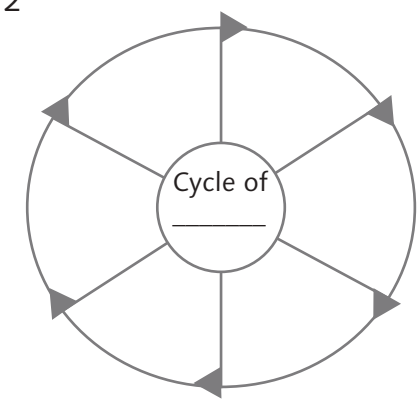


Sequencing: 6-part Cycle

Student name: _____
Topic: Recycling plastic

Date: _____
Activity: Student's Book, Chain of events for "Do you recycle?", page 22, exercise 2

Place the following sentences in the correct order in the following chart.



- Rinse and sort your plastic containers.
- Take tops off of plastic containers.
- Check local recycling programmes to find out what type of plastic to recycle and where to take it.
- Crush plastic containers to save space in your recycling bin.
- Throw out plastic food wraps, yoghurt containers, syrup bottles, nappies and bottle tops. The plastics industry does not recycle these.
- Recycle plastic bags as well as milk, juice, water and other bottles according to the instructions. Wash out before recycling.

Likert Scale

The Likert Scale is an ordered, one-dimensional scale from which respondents choose one option that best aligns with their view. A Likert Scale of five items is very common.

In *Action Pack 7* Module 2, students learn to use adverbs of frequency. The following task is an example of how we can make use of scales in an ELT class. Similar tasks could be used for other concepts such as global warming and recycling.

Write five sentences of your own about the weather. Then place a tick in the appropriate box.

My sentences	always	usually	often	sometimes	never

KWL Chart

Student name: _____ **Date:** _____

Topic: Fight Global warming **Activities:** Module 2

Fill in the following chart about your learning in Module 2.
(K= What I know; W= What I want to know; L= What I have learnt)

Global Warming		
K	**W**	**L**

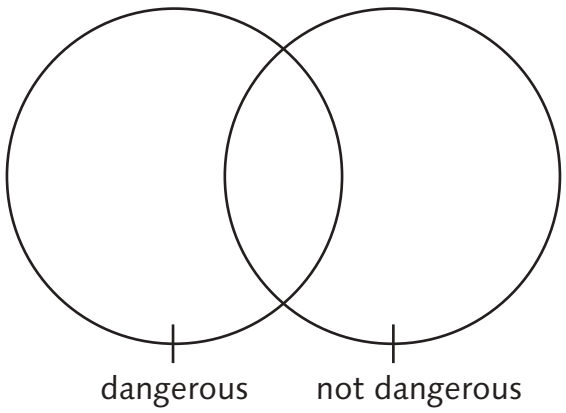
Venn Diagram

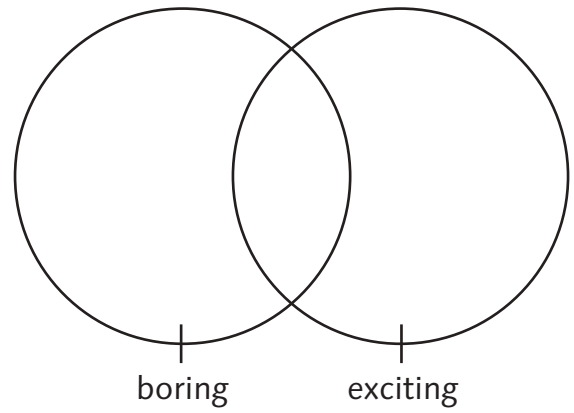
Student name: _____ **Date:** _____

Topic: Jobs and activities – dangerous/not dangerous **Activities:** Student's Book, page 9, exercise 2

Topic: Jobs and activities – boring/exciting **Activities:** Student's Book, page 5, exercise 4

Fill in the following diagram to identify jobs/activities.





Cause-Effect

Student name: _____ **Date:** _____

Topic: Global warming – causes and effects **Activities:** Student's Book, page 18, exercises 1 and 2

Fill in the following table about the causes and effects of global warming.

Cause	**Effect**
Why did it happen?	What happened?

Wordlist

A

absent-minded (M5)
adventure holiday (M6)
advertising campaign (M2)
aeroplane (M1)
airline (M1)
airport (M1)
aluminium (M2)
always (M1)
amusement park (M6)
analysis (M5)
ancient (M4)
annual (M3)
antique (M3)
apple (M3)
apricots (M3)
archaeologist (M4)
architect (M3)
arrogant (M5)
artist (M1)
atmosphere (M2)
attract (M4)
aubergine (M3)
audience (M3)

B

beach holiday (M6)
beef (M3)
boring (M1)
bread (M3)
bridge (M3)
bury (M4)
buyer (M4)

C

cabin (M1)
cake (M3)
caliph (M6)
carbon dioxide (M2)
centre (M4)
challenging (M1)
cheese (M3)
chicken (M3)
citizen (M4)
civilisation (M4)
climate (M2)
clue (M5)
combination (M4)
conclusion (M5)
container (M2)
controlled (M1)
courageous (M5)
crime (M5)

D

damage (M2)
dangerous (M1)
deduction (M5)
detection (M5)
desert (M2)
detective (M5)
dome (M3)
drought (M1)

E

Earth (M2)
ecological (M6)
ecotourism (M6)
effect (M2)
egg (M3)
elementary (M5)
emission (M2)
environment (M2)
every day (M1)
every month (M1)
every week (M1)
exciting (M1)
expect (M4)
explore (M4)
experience (M1)
expert (M2)

F

fact (M5)
fame (M4)
fingerprint (M5)
fireman (M1)
fish (M3)
flight (M1)
flight attendant (M1)
flood (M2)
food (M3)
forecast (M1)
fortress (M6)
friendly (M5)
frightened (M5)
fruit (M3)

G

gallery (M3)
gas (M2)
gardening (M6)
grace (M6)
global warming (M2)
glory (M4)
greengrocer (M3)
greenhouse gas (M2)
ground floor (M3)
guest (M5)

H

handicraft (M3)
historian (M4)
historical (M4)
homemade (M3)
honey (M3)
hospital (M3)
horse riding (M1)
humid (M2)
hypothesis (M5)

I

ideal (M3)
immodest (M5)
industry (M2)
inexpensive (M3)
instruction (M2)
intelligent (M5)
interested (M5)
interesting (M1)
investigation (M5)

J

jewel (M5)
journey (M4)
jug (M5)
jumble sale (M2)
junk mail (M2)

K

kind (M5)

L

local (M2)
location (M4)
logical (M5)
loss (M5)

M

Malikite (M6)
market (M3)
meat (M3)
member (M5)
merchant (M5)
method (M5)
miner (M1)
monument (M4)

mosque (M3)
mountain biking (M1)
mummy (M3)
museum (M3)
mystery (M5)

N

Nabatean (M4)
nappy (M2)
never (M1)
noble (M6)
non-profit (M2)

O

observation (M5)
outdoor (M3)
owner (M5)

P

passenger (M1)
patient (M5)
peach (M3)
pear (M3)
perceptive (M5)
physical (M1)
pilgrimage (M6)
plant (M3)
plum (M3)
police officer (M5)
policeman (M1)
pollution (M2)
potato (M3)
powerful (M2)
prison (M3)
profession (M1)
professional (M5)
psychological (M1)
pyramid (M4)

R

rain (M2)
rainforest (M2)
railway (M3)
rally driving (M1)
ransom (M5)
refuge (M6)
regain (M4)
relaxing (M1)
rescue (M2)
restaurant (M3)
rock climbing (M1)
rock fishing (M1)
routine (M1)

S

safari (M6)
safe (M1)
safely (M5)
sandcastle (M6)
sandstorm (M2)
scholar (M6)
school (M3)
scratched (M5)
scuba diving (M1)
seller (M4)
servant (M5)
shop (M3)
sights (M3)
sometimes (M1)
souvenir shop (M3)
space (M3)
specialist (M2)
splendid (M6)
square (M3)
store room (M3)
streak (M2)
street (M3)
stuntman (M1)
suspect (M5)

T

tea (M3)
technique (M5)
temperature (M2)
theatre (M3)
thief (M5)
thrill (M1)
thrilling (M1)
thunderstorm (M2)
to accelerate (M2)
to attract (M4)
to board (M1)
to build (M6)
to bury (M4)
to camp (M6)
to check in (M1)
to consist in (M2)
to construct (M4)
to cover up (M5)
to defeat (M1)
to expect (M4)
to explore (M4)
to freeze (M2)
to gain (M4)
to get off (M3)
to heat (M2)
to impress (M5)
to investigate (M5)
to kidnap (M5)
to land (M1)
to lie (M6)
to melt (M2)
to murder (M5)
to overcome (M1)
to phone (M6)
to prevent (M2)
to pull (M5)
to rain (M6)
to recycle (M2)
to relax (M6)
to rest (M6)
to rinse (M2)
to shine (M6)
to slow (M2)
to steal (M5)
to sunbathe (M6)
to survive (M1)
to swim (M6)
to take off (M1)
to vote (M4)
to wander (M5)
to warm up (M2)
tomato (M3)
tomb (M4)
tornado (M2)
tourism (M6)
trader (M3)
traditional (M3)
traffic (M3)
train station (M3)
traveller (M4)
treasure (M3)

U

underground (M1)
underground station (M3)
Umayyad (M6)
unique (M4)
unpredictable (M2)
untidy (M5)
upper floor (M3)

V

vegetable (M3)
victim (M5)
violent (M2)
visitor (M4)
vizier (M6)
vote (M4)

W

waiter (M5)
walking stick (M5)
warrior (M2)
weather (M1)
wise (M5)
witness (M5)
wonder (M4)