



Republic of Yemen
Ministry of Education
Curricula & Supervision Sector
General Directorate of Curricula

English Course For Yemen

Teacher's Book 5



Republic of yemen
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ENGLISH COURSE For Yemen

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Teacher's Book 5

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Introduction

Crescent English Course - the background

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

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

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

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

Crescent 5 components Pupil's Book 5 Workbook 5 Teacher's Book 5 Class Cassette 5

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

Organization of Crescent 5

Crescent 5 contains six core Units, an Arts Reader and a Science Reader. The core material is intended to be used by all pupils for developing language skills; the Arts Reader is intended for use in Arts classes and the Science Reader for use in Science classes. Since both Readers are printed in one volume, however, pupils and teachers can use the extra material as they wish.

Each Reader has 15 texts. The topics are listed on the Contents page of Pupil's Book 5. The texts are intended to be used in class along with core Units 2 to 5.

The Units are divided into Steps. There are 100 Steps in total, made up as follows:

Unit	Topic	Core Steps +	Reader Steps
1	Revision	5	0
2	Serving the people	15	8
3	The United Kingdom	15	8
4	English-speaking countries	15	8
5	Yemen - future developments	15	6
6	Revision	5	0
Total: 70 + 30 = 100			

Features of *Crescent 5*

Discussion questions These appear on many Pupil's Book pages in boxes headed 'After you read' and occasionally in the Workbook.

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

Language work At the end of Units 2 to 5 in the Pupil's Book, there is a Language review of the main grammar points covered in each Unit. Grammar is focused on in the Workbook under the heading 'Language study'.

Study skills *Crescent 5* has a strong focus on improving reading. Boxes headed 'Improve your reading' in the Pupil's Book tell the pupils how they can do this.

Did you know ... ? This heading in the Pupil's Book signals extra information related to the reading text. It is intended to stimulate discussion of the text and encourage pupils to volunteer information they may have.

Dicto-comp This form of dictation focuses on reconstructing text. The pupils hear a short text once, then try to reconstruct it from memory.

Barry Jones stories

There are four stories about an English schoolboy in the core material. These contain quite a lot of information about life in England. They are intended to encourage reading for enjoyment.

Teacher's Book 5

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

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

The Appendix contains the Book 5 Word list and a glossary of teaching instructions.

Abbreviations used

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

Using the teaching notes

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

Unit and Step number	Materials
Learning objectives	
Language focus	
Vocabulary	Only new vocabulary is listed. An asterisk (*) indicates non-testable vocabulary.

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

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

Crescent 5 - Overview of main grammatical areas

Numbers in brackets refer to the Unit in which the item first occurs. These are new in Crescent 5. All others were introduced in Crescent 1 to 4.

Adjectives

- before nouns *a red book*
- after *be* *It's red.*
- after verbs of perception *It tastes delicious. They look nice.*
- possessive *my, your, his, her, our, their*

Adjective clauses

- defining *Jill teaches people who are blind.*
- non-defining (3)

Adverbs

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

Adverbial phrases

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

Causative *make*

Smoking makes your teeth (go) yellow.

Adverbial clauses

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

Comparatives and superlatives

- of adjectives + *er / est* Regular, eg *bigger, the biggest*; Irreg: *worse, the worst, more*
- of adjectives + *more / most* e.g. *more / most interesting*
- of adverbs Regular, eg *higher, the highest*; Irreg: *better, the best*

Conditional sentences

- Type 1: future open *if we get lost, we'll use a compass.*
- Implied conditions *Don't swallow that. You'll poison yourself.*
- If + present + imperative/ modal* *If there is a fire, try to put it out.*
If fat catches fire, you mustn't....
- Type 2: unreal/unlikely *If I had some matches, I would make a fire.*

Conjunctions and link words

- and* in compound phrases *a red and blue ball*
- sentences *I can swim and I can run fast.*

but signalling a contrast
or after a negative verb
so signalling a reason
Sequence words
because

I can swim, but I can't ride a bike.
I don't like chicken or meat.
Then they were hungry, so they went to a restaurant.
First, Then, Next, After that
He can't play football because he has to wash the dishes.

Determiners

Indefinite articles *a/an*
Definite article *the*
- for specific reference

- for second mention
- in certain place phrases

a bus / an apple

Have you got the rubber? (the one we all know about)
on the table (the only one in the room)
There is an apple in the picture. The apple is on the book.
at the beach

Zero article

- with plural nouns
- with uncountable nouns
- in certain place phrases

I like apples.
I like tea.
go to bed, come to school; at home, at school

some for indefinite quantity
- with uncountable nouns
- with plural countable nouns
any in negative statements

Do you want some cheese?
There are some books on the shelf.
There isn't any bread. There aren't any eggs.

Gerunds (-ing form)

- after *go*
- after *like / enjoy*
- after *How about*
- after verbs of perception
- after *Would you mind*

I want to go swimming / fishing.
I like playing football.
How about going to the take-away?
If you see somebody drowning....
Would you mind closing the blind?

Imperatives

- affirmative commands
- negative commands
- directions
- advice / warning
- conditionals

Stand up, please.
Don't run.
Go straight on. Turn left/right.
Don't touch that.
If you are a poor swimmer, don't go in the water.

Indirect object

-after *buy, make, give*

Ameena bought Noura a bracelet.
Ameena bought a bracelet for Noura.

Infinitives

- after *want*
- after *would like*
- after *too*
- after *learn how*

I want to play football.
I'd like to play football.
They were too late to put out the fire.
They learn how to read.

Modals / Auxiliaries / Verb Be

be, do
be - present perfect
have got for possession
have got to for oblig / necessity
have to for oblig / necessity
can for ability
in requests
for possibility

(All forms)
I've been / haven't been to Spain.
I have got one brother and two sisters.
I've got to write a letter.
have to do my homework.
I can swim. Girls can't catch fish.
Can I have it, please?
Where can I buy orange juice?

for suggestions
Let's in suggestions
could in polite request
may in polite requests
must for necessity
need + noun
shall to ask for suggestions
will in offers
to express warnings
would like + noun
+ infinitive
should for advice

What can I buy for my sister?
Let's go to the park.
May I have some tea, please?
Could you carry this for me, please?
You must wait and pray.
We need some bread.
What shall we do next?
I'll bring some Pepsis.
You'll poison yourself.
I'd like a cheese sandwich.
I'd like to play football.
You should eat more fruit.

Nouns

singular countable
regular plural countable
irregular plural
non-countable

a book, a car, etc
two cars, etc
men, women
tea, coffee, etc

Passive voice

All tenses and with modals (6)

The letters are / were / have been / had been / will be delivered.
A lot of patients / are being treated at the moment.
should / must / can be treated immediately.

Possessives

apostrophe s
adjectives

Fatma's sister
my, your, his, her, our, their

Prepositions

- of location
- of direction

in, on, under, at, behind, next to, in front of, opposite, between
to, across, towards

Pronouns

- personal (subject)
(object)
- demonstrative
- possessive
- reflexive
- *something / somebody* series
- replacive *one / ones*:

I, you, it, he, she, they, we
me, you, him, her, it, us, them
this, that, these, those
mine, yours, his, hers, ours, theirs
myself, yourself, himself etc.
something, somebody, somewhere
I'd like a green one and some red ones.

Punctuation

Apostrophe
- in contracted forms
- for possession
Capital letters
- proper nouns
- beginning of sentence
Comma

I'm 10.
Fatma's brother
Fatma, Ahmed, Monday, etc

Ali needs some water, some tea and some sugar.
Tom can't play football well, so he isn't in the team.
When I saw Mary, she was very unhappy.
Oh, Huda! Come in!

Exclamation mark
Full stop
- at end of sentence
- after abbreviations
Question mark
Speech marks
Quantifiers

Sat.
'I had a white falcon,' said Abdullah.
too much, too many, less, fewer

Questions

Yes / No type
(+ short responses)

Have you got a pencil? Yes, I have. No, I haven't.
Can you swim? Yes, I can. No, I can't.
Do you like oranges? Yes, I do. No, I don't.
Is this white? Yes, it is. No, it isn't.
Did you visit your friend yesterday? Yes, I did. No, I didn't.
Who, What, When, Where, How many / much, How old
How far, How long, How well, Why, How
Do you know where I can buy a lampshade?

Wh- type

Indirect questions

Reported speech

She said that it was not true.

Superlatives

- of adjectives
- of adverbs

Regular, eg *the biggest/ smallest*; Irreg: *the best / worst*
Regular, eg *the fastest/ highest*; Irreg: *the best / worst*

Tenses

Present simple

- for habitual actions
- for states/general truths
- programme or timetable
- to describe a process

Tom goes to school every day.
India is a big country.
154 leaves on Wednesday.
They sort the letters.

Present continuous

- for actions in progress
- for future arrangements

He is watching TV
What are you doing on Saturday? I'm playing football.
talked, phoned, etc, had, ran, drove, etc

Past simple of regular/
irregular verbs
used to

I used to smoke a lot, but I only smoke five a day now.

Past continuous

- for actions in progress
- for interrupted actions

I was on the pier. I was fishing.
The old man was crossing the road when the car hit him.

Future continuous

What will you be doing between 7 and 8 o'clock tonight?

will

- for neutral future
- in Type 1 conditionals

I will call her at half-past six. I won't be in this evening.
If the boat sinks, we'll swim.

going to

- for definite intentions
- for present certainty

What is Aisha going to bring?
It's going to rain.

Present perfect

- for indefinite past time

Have you ever been to Spain?

Past perfect

- for contrasting past/
earlier past events
- giving reasons for past
events

After they had checked in, they waited in the departure lounge.
I could not get any vegetables because Ali had closed his shop.

There is / are

- in descriptions

There is a clock on the wall.

Advice to teachers

The classroom

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

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

The following materials will be needed in the language class:

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

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

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

Pair and groupwork

Pair and group activities have these advantages:

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

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

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

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

Mixed abilities

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

Using Arabic

It is obviously important that English is used as much as possible during the English lessons. However, there are occasions when it is necessary and natural for both teacher and pupils to use Arabic.

Explanations of new activity types may have to be given in Arabic, as may explanations of grammatical and cultural points. Frequently repeated classroom instructions should be in English. Sometimes the teacher may have to use Arabic to explain a word or phrase. However, where possible, it is preferable for the teacher to use English and then ask the pupils for the Arabic. If they can translate, they have understood.

Lesson planning

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

Planning ahead

At the beginning of the year, read the whole of this Introduction to the Teacher's Book so as to understand the nature of the material and the learning and teaching principles intended. Familiarize yourself with the language content in the Overview.

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

Planning each lesson

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

- 6 Make sure that your plan allows adequate time for pupil to pupil interaction. Make sure also that there is a variety of activities in the lesson. The general pattern of a lesson should be:
- A short teacher-led introduction
 - B pupil activities
 - C short teacher-led conclusion

Several activities

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

7 Prepare your teaching aids.

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

During the lesson

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

Classroom language

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

Assessment

Most of the activities in *Crescent 5* are designed for learning purposes, not testing. However, on-going assessment of pupils' progress can be carried out through their performance in these activities. When oral pair practice is taking place, you can concentrate on a few pairs each day and give them a mark or grade for speaking, without the pupils knowing that they are being assessed. Reading and listening can be assessed by checking pupils' performance in the Workbook tasks. You can also assess reading ability by asking individual pupils about the text they are reading while you are circulating and observing. When the Workbooks are collected from time to time, marks can be allocated for writing.

Teaching techniques and procedures

General approach to the skills

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

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

LISTENING

Objectives

Activities at this level aim to develop the following types of listening:

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

TP L1 - General procedure for listening activities

1 Introduce the text

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

2 Introduce the task

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

3 Play the cassette/ pupils do the task

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

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

4 Check answers

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

5 Consolidate and transfer

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

SPEAKING

Objectives

Crescent 5 aims:

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

Activities

For controlled and guided practice: Talk and listen conversations. The focus here is on accuracy.

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

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

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

VOCABULARY

Objectives

At this level there are many ways of dealing with vocabulary and you can choose from a variety of techniques to suit the situation. However, the following two important points need to be remembered:

- Pupils should have acquired an active vocabulary of approximately 2,000 items. They should be able to use these productively, ie understand and use them orally and in writing. If not, remedial vocabulary activities will be needed.
- Pupils need to learn how to deal with unfamiliar vocabulary. They should know that the meaning of a whole text can be discovered without necessarily understanding every word; that the meaning of words can sometimes be worked out from the text (see below); how to use a word list and dictionary. Since these three ways of dealing with unfamiliar vocabulary have to be developed, new vocabulary should not always be pre-taught. The teaching notes will indicate whether new vocabulary can be worked out from the context or has to be pre-taught.

Testable vocabulary

All of the new vocabulary is included in the Unit Word lists printed in Teacher's Book 5 and in the vocabulary boxes at the top of each Step. Non-testable items are marked with an asterisk.

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

Help your pupils towards an awareness of word-building in English. Don't restrict your own language or the language you present to that in the Year 5 materials. If you introduce vocabulary which is not printed in the materials, write it on the board so that the pupils can copy it into their vocabulary notebooks. When presenting new vocabulary, include associated parts of speech where relevant. For example, if a verb first occurs in its past tense form, present the infinitive and past participle also. If a noun can be derived from it, present that too.

TP V1 - A procedure for revision and development of vocabulary

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

1 Elicit

When introducing a lesson or an activity, name the topic. Ask the class to call out any words they associate with the topic and write these quickly on the board.

2 Check

Point to individual words and elicit orally. Ask questions which check understanding.

3 Teacher presents

Present new words necessary to an understanding of the text, unless these have to be worked out from context. Use the most efficient method available.

Note: At the end of the lesson, ask the pupils to write any words they did not know in their vocabulary notebooks.

Working out the meaning of words from context

You will have to give pupils a lot of help and guidance, especially at the beginning. There are many ways a word can be understood from context and it will help pupils if they know what to look for. Train them to look for any of the following in the text:

Synonyms Words that have almost the same meaning as the *target word*.

Antonyms Opposites.

Explanations / paraphrases

Generic terms Sometimes a generic term can be understood because specific examples of the class are given.

Other contextual clues Sometimes it is possible to work out the meaning of a word from the context as a whole.

Word formation Understanding how words are formed will help pupils to work out the meaning of many new words. It is important that pupils know the names of the main word classes, *noun*, *verb*, *adjective* and *adverb* and are helped to recognize what class a word belongs to.

General knowledge Pupils' own knowledge of the world can often be activated to help them work out the meaning of new words.

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

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

- 1 Identify target words** List the words you want the pupils to work out the meaning of, or tell them to underline the words they don't know.
- 2 Look at word form** Ask the pupils what can be guessed from the word itself. *Is it a noun, verb, adjective or adverb?* Is it formed from any other word or words they know?
- 3 Look at the context** Ask the pupils to look at the context. Tell them to find out if the word is repeated anywhere else in the text. Tell them to look for words that mean the same or the opposite, for explanations in the text, and so on. The teacher will have to help and guide the pupils at first by asking questions that show them what to look for.
- 4 Make a guess** Ask the pupils to make a guess, however vague. They can indicate the meaning in any way they can, for example, explanation, mime, drawing, translation, and so on.
Note: When pupils are more familiar with the skill of working out meaning from context, let them work in pairs before checking understanding as a class.

Aids to learning vocabulary

Unless pupils read English for enjoyment and have the opportunity to use English outside the classroom, they will find it difficult to remember the increasing number of words they need. Apart from the vocabulary exercises in the books, try to fit five-to-ten-minute activities into the lesson at least twice a week. If these are in the form of a quiz, the pupils are more likely to prepare for them.

A quiz can be oral or written. Tell the pupils which words, or at least which category of words, the quiz will be based on so that they can prepare for it. The class can take part in teams or groups and you can award points.

Some suggestions for a vocabulary quiz

Synonyms Teacher says a word; pupil has to say one which means the same.

Opposites (antonyms) Teacher says a word; pupil has to say the opposite.

Equivalents Teacher says an Arabic word; pupil has to say the English equivalent.

Anagrams Teacher writes a word with the letters in jumbled order; pupil has to write the word correctly.

Definitions Teacher defines something or someone; pupil has to say what or who is being defined.

Hidden words Teacher writes a long word such as *dangerous* on the board; pupils have to make as many words as possible, of any length, from these letters in a given time.

Word sets Teacher asks pupils to list as many words as possible which are, for example, names of jobs, forms of transport, kinds of sports.

Word building Teacher gives the root (infinitive) of a verb; pupil has to give the past tense or past participle.
Teacher gives a noun or verb; pupil has to give an adjective derived from it.

Spelling quiz Oral.

READING

Objectives

Crescent 5 aims to develop the following reading skills and techniques:

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

Predicting the content of a text When we read, we usually bring some kind of background knowledge to the text, together with an expectation of what we are going to find in it. This is because we normally read what we want to read. In the classroom situation it is difficult to let pupils choose what they want to read. It is very important therefore to try to motivate them and arouse their interest in the texts provided. Always get pupils to think about the topic and make guesses about the content of the text before they start reading. This will activate their own knowledge of the subject and give them a reason for reading. For ways of doing this see TP R1 below.

Skimming is the technique we use when we want to get a general idea of what the text is about without reading all the details. It is a way of dealing with the large amount of printed material we meet every day but don't have time to read in detail. It is very important for the pupils to realise that they can grasp the gist of a text without reading and understanding every word. Otherwise they will never have time to read extensively.

Scanning is the technique we use when we want to locate a particular piece of information in a text, or when looking up a word in a dictionary. It is important to show the pupils how to do this. They should learn to look for clues in the text. First they must think of the kind of information they need. For example, it could be the name of a person or a place, in which case the clue is a capital letter; or it could be someone's age, in which case they must look for a number. Where the information needed is not likely to have this kind of simple clue, they should learn to think of which part of the text is most likely to contain the information. For ways of doing this see TP R2.

Reading text types in Crescent 5

Reading text types include conversations, short descriptive and narrative texts, factual texts, newspaper extracts, letters and a serial story.

All the texts are intended for silent reading, but the conversations may be used for role-play after the reading task has been done. Similarly, the serial stories may be exploited for role-play and for practice in reading aloud after all the tasks are completed.

The review pages are intended both for reading aloud and as a reference for the pupils.

TP RI - General procedure for reading

- | | |
|---|--|
| 1 Introduce the text | This can be done in various ways. See TP V1 for ways of dealing with vocabulary. Other ways of preparing pupils for the reading include: <ul style="list-style-type: none">• Discussing the topic before pupils open their books, in order to establish what they already know and arouse their interest.• Giving pupils key words from the text.• Telling pupils what the subject of the text is and encouraging them to formulate their own questions about it.• Focusing on the title, picture, headings, and so on, so that pupils can begin to make guesses about the content. |
| 2 Introduce the task and do the task | <i>Crescent 5</i> provides various reading tasks to practise the different reading skills and techniques. Prepare for the task as for listening tasks, ie the pupils read the instruction and study the task itself. Check that they understand what they have to do. If necessary, do an example with the class. |
| 3 Pupils read silently | Usually the lesson notes recommend that they should check their answers with their partners. |
| 4 Class check | You carry out a class check of the answers. |
| 5 Discuss the text | This stage, where the pupils comment on what they have read, is very important. Although another activity such as a writing task may precede this stage, it should not be omitted. It is the transfer stage where you prompt the discussion. |

TP R2 - A procedure for scanning

- | | |
|--|---|
| 1 Preparation - what kind of answer | Prepare the pupils to scan the text by getting them to decide what kind of answer they will be looking for. For example, if the question asks for the name of a person or place, they will need to look for initial capital letters. If it asks for a date, they will need to look for figures. If it asks for a time, they will either look for figures or words, depending on the type of text. Tell them to circle key words or phrases in the question which they can look for when scanning. |
| 2 Preparation - where in the text | Ask the pupils where in the text they are likely to find the answer. For example, if they have to scan a page of newspaper articles for a particular fact, get them to identify the most likely article by means of headlines, captions and pictures. |
| 3 Pupils scan the text | Now that they know what they are looking for and where, tell the pupils to run their eyes very quickly over the text, looking for the key words or phrases. They should not stop to read any unrelated parts of the text. It is not necessary for them to have any idea what the rest of the text is about. |
| 4 Find the answer | Once they have located the key words or phrases, pupils should slow down and read more carefully to find the answer. |

Note: Scanning is a fast activity. To encourage pupils to increase their speed, the teacher may make it into a competition to be the first to answer.

Language work - pronoun reference

Understanding stretches of written language often requires understanding of the relationship between sentences signalled by pronouns. It is a good idea to draw the pupils' attention regularly to the use and function of these reference pronouns. Any suitable text in the Pupil's Book or Workbook may be used. The teaching notes offer suggestions and guidance. They should not take more than a few minutes of class time.

WRITING

Objectives

Writing activities in *Crescent 5* aim:

- To reinforce work on structures and vocabulary.
- To develop pupils' ability to write continuous text.

Activities

A variety of activities cater for the first aim. These include vocabulary exercises, completing grammatical tables, spelling and punctuation exercises, writing answers to questions and completing gapped exercises.

Continuous text writing includes writing paragraphs or summaries based on notes or answers to comprehension questions.

For the longer writing projects pupils should write a draft before writing a final, fair copy. The pupils must learn to assess their own work and try to improve it. Establish a system of correction symbols. For example:

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

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

TP W1 - General procedure for Workbook writing exercises

1 Introduce / prepare for the task

Make sure the pupils understand what they have to do. If they have to use information from a previous exercise, point this out. If there is a model sentence, check that they can read it. The amount of preparation needed will vary depending on the task and the ability of the pupils. You can:

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

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

2 Pupils write

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

Note: With some of the transfer writing exercises, you can get the pupils to do a draft in their copybooks first. You can check this before they write a fair copy in their Workbooks.

3 Check answers

You can do a class check in the following ways:

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

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

TP W2 - General procedure for skill writing

1 Oral preparation

Introduce and discuss the topic.

2 Notes

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

3 Plan

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

4 First draft

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

5 Final draft

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

Dictation

Dictation is useful for improving listening, spelling and punctuation. Crescent 5 provides four texts for practice of *Dicto-comp* (*dictation / composition*). This form of dictation is designed to make learners focus on language options in the reconstructing stage. The aim is not to rewrite the text using the exact words of the original but to convey meaning accurately. The suggested procedure is as follows:

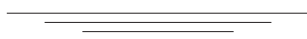
TP D1 - A procedure for Dicto-comp

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

TP D2 - A procedure for standard dictation

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

Note: Corrections should never be delayed.



Unit 1 Summary

What do you remember? (Revision)

Step/ Materials	Topic	Activities / Skills	Language focus
1 PB4 WB1/2	Describing holidays	Read aloud and complete a dialogue. Write words, phrases, questions. Find out about a friend's holiday.	Past simple tense Adjectives Activities Question formation
2 PB4 WB2	Describing people and objects	Develop vocabulary. Read a short description and identify a person. Describe other people.	
	Languagefoc study	Study and practise adjective order. Play a language game.	Adjective order
3 PB5 WB3/4	Asking for information	Revise generic shopping words. Read dialogues aloud; make parallel dialogues. Write sentences. Transform questions.	Household goods Polite indirect questions
4 PB5 WB4/5	Study skill: vocabulary learning exercises	Complete sayings about health. Complete sentences. Read advice on vocabulary learning. Work with words.	Health
5 PB6 WB5-7 CS1	Barry Jones - <i>London schoolboy</i>	Read the first episode of a serial story for gist; complete a summary Discuss questions about the story Work with words. Listen to the story, then read the direct speech aloud.	Reading focus

1.1 PB4 W131/2

Learning objectives Talk about holidays.

Languagefocus Past simple tense; adjectives; vocabulary related to holidays; question formation

Vocabulary –

1 Read aloud PB4

A Elicit the Unit and page titles. Explain that this lesson will deal with describing holidays only. Invite two pupils to read the conversation. Correct pronunciation as necessary. Elicit all the adjectives in the box orally. Check the meanings. Then ask the same pair of pupils to read the conversation again. This time Mahmoud chooses an item from the box to complete it.

B Choose one or two more pairs of pupils to read the four-line conversation. Then tell the whole class to practise it in pairs - simultaneous pair practice.

2 Revise vocabulary WB1.1A

Note: These three exercises revise the vocabulary, (places, activities, family relationships), and the questions the pupils will need to make their own conversations. Do as much oral preparation as your particular class requires before telling the students to do the exercise themselves.

Answers:

went camping, swimming, fishing, climbing
went to Qatar, Oman, Egypt
stayed at home, with my uncle
helped my mother
worked in the shop, in the garden, on the farm

Elicit more words and phrases from the class.

3 Revise vocabulary WB1.1B

After checking the answers, elicit more phrases that can be added to the verbs.

Answers:

1 did the cooking	2 repaired my brother's bike
3 looked after my little sister	4 made some clothes
5 painted my bedroom	6 read lots of books
7 visited my friends	8 fed the farm animals

4 Write questions WB1.1C

Answers:

- 1 What was your holiday like?
- 2 Did you go away?
- 3 Where did you go?
- 4 What did you do (there)?
- 5 Who did you go with?
- 6 Where did you stay?
- 7 How long did you stay there?

5 Ask and answer questions
WB1.1D

Choose two pupils to demonstrate the activity. Make sure that the person asking the questions listens to the answers and chooses appropriate questions. For example, if the answer to question 2 is *No*, the only other question that can be asked is number 4, *What did you do?*

Choose one or two more pairs of pupils to do the activity. Encourage them to say what they actually did. Help them to keep the conversation going. Follow with simultaneous pair practice. Try to listen to as many as possible.

6 Extension
PB4

If there is time, ask the pupils to imagine that they are meeting a teacher, the head, or an older person they don't know very well. Ask them how the conversation on PB4 would be different. Either elicit or explain that these expressions would be more appropriate:

Good morning / afternoon, Mr / Mrs / Miss (name) / sir. How are you? You could build up this conversation:

Meeting a teacher after the holiday

Teacher: Good morning, Khalid.

Khalid: Good morning, sir.

Teacher: How are you?

Khalid: I'm very well, thank you.

Teacher: Did you enjoy your holiday?

Khalid: Yes, thank you.

1.2 PB4 WB2

Learning objectives Describe people and objects.

Language focus Adjective order

Vocabulary bald, beard, clean-shaven, curly, fair, moustache, open-necked, scar, straight (hair), tie (*n*)

- 1 Work out meanings**
PB4
Ask the pupils to look at the three pictures. Elicit the captions under each one. Tell the pupils to use the pictures to work out the meanings of the new words.
- 2 Read a description**
PB4
Tell the students to read the short description above the pictures silently and answer the question *Which man is this?* (The answer is number 2.)
- 3 Describe people orally**
PB4
Elicit descriptions of the other two men, following the model on the page. Ask individual pupils for one sentence and ask the class if they agree with it.
- 4 Language study**
PB4
WB1.2A/B

A Explain the noun *build*. Then elicit all the adjectives in the two boxes on PB4 orally.

B Go through the explanation of adjective order in the Workbook. As you go through each category, ask the pupils for more examples. They can write them at the end of this Stage.

C Introduce Exercise B and tell the pupils to do it. When you carry out a class check, write the answers on the board so that the pupils can correct their own work.

Answers:

 - 1 lovely big brown eyes
 - 2 a pair of beautiful new shoes
 - 3 a small brown paper bag
 - 4 a long black beard
 - 5 a small blue Japanese car
 - 6 famous Yemeni architecture
- 5 Describe objects**
PB4
Elicit the instruction at the bottom of the page orally. Then demonstrate the activity. Notice that you will have to say what the object is used for. For example:
This thing is quite small and thin. It's made of metal. You need one to start a car, or to get into a house. (Answer: a key)
Give the pupils time to work out and write descriptions of some simple objects if necessary. They could do this in teams or groups. Suggest objects such as these: a car, a bicycle, a table, a pair of shoes, a football, a chair, a computer, a television set.

1.3 PB5 WB3 / 4

Learning objectives Ask for information politely.

Language focus Indirect questions with question words

Vocabulary –

- 1 Revise vocabulary**
PB5 Elicit all the words on the store guide at the top of PB5 orally. Check meaning.
- 2 Practise dialogues**
PB5 Choose pairs of pupils to read the two dialogues aloud. Correct pronunciation as necessary. Follow with simultaneous pair practice. Listen to as many pupils as possible.
- 3 Make parallel dialogues**
PB5 Elicit the names of the objects illustrated on the page. Then read the dialogues instruction aloud. Choose pairs of pupils to demonstrate, copying the models on the page. Follow with simultaneous pair practice. Listen to as many pupils as possible.
- 4 Write sentences**
WB1.3A/B
A This activity checks understanding of words. Introduce the activity and go through the examples. If necessary, elicit some examples orally before telling the pupils to write the sentences themselves. Circulate and check that the pupils are able to do the task. If there are problems, do some more preparation with the whole class.

B If possible, let the pupils do this Stage in pairs; it gives them the opportunity to read aloud and also to take responsibility for their own work. Tell them that they can ask you to decide if a sentence is right or wrong if they don't agree about this.

C To end the activity, elicit some of the sentences the pupils have written.

Examples:

You can buy/get

- 1 ... trousers in the menswear department / a menswear shop.
- 2 ... stamps in a post office.
- 3 ... skirts in the ladies' wear department.
- 4 ... blankets in the bedding department.
- 5 ... bread at a baker's.
- 6 ... medicine in a pharmacy.
- 7 A cooker and a fridge are electrical goods.
- 8 You need / use a thermometer to take someone's temperature.

5 Write indirect questions
WB1.3 C

A Introduce the activity and ask the class to do the first question orally. If they don't form the question correctly, revise question formation before telling the pupils to write the questions.

B Elicit the answers orally and write them on the board.

Answers:

- 1 Do you know where I can buy a spade?
- 2 Can you tell me how far the bus station is?
- 3 Do you know what time the bookshop opens?
- 4 Do you know what Faisal's telephone number is?

1.4 PB5 WB4 / 5

Learning objectives Revise vocabulary related to health.

Language focus –

Vocabulary apart from

1 Brainstorm vocabulary

Write the word *health* on board. Tell the class you want them to think of all the words they know connected with health. If necessary, get them started by giving examples such as *doctor*, *hospital*. Elicit the spelling of each word and write it on the board.

2 Complete sayings WB1.4A

First, elicit the sayings orally if they have not occurred in Stage 1. They are:
An apple a day keeps the doctor away.
Prevention is better than cure.
Coughs and sneezes spread diseases.

3 Complete sentences WB1.4B

A If all the words in the box occurred in Stage 1, the pupils can do this exercise without preparation. If not, elicit the words and their meaning orally. Go through the instruction on Workbook page 5 before telling the pupils to read and complete the sentences.

B Elicit the completed sentences orally as a class check.

Answers:

- | | |
|---------------------------|----------------------|
| 1 exercise | 2 flu |
| 3 immunized, cholera | 4 fats, balanced |
| 5 disinfectant, infection | 6 cough, smoking |
| 7 prescription, tablets | 8 X-ray, broken |
| 9 injury, bandage | 10 healthy, vitamins |

4 Study skill PB5

Talk to your pupils about the importance of increasing their vocabulary. Encourage them to talk about it too. Warn them that they will have to deal with a lot of new vocabulary in the reading texts in *Crescent 5*. If they don't remember the words presented in the previous books, they will have problems. They should start revising them now so that they can use them easily.

Go through the suggestions in the study skill box on PB5. Encourage the pupils to comment on and discuss them. They or you may have alternative suggestions.

5 Work with words WB1.4C

Give the pupils time to do this activity in pairs. Then discuss their suggestions as a class.

1.5 PB6 WB5 / 6 CS1

Learning objectives Extensive reading.

Language focus –

Vocabulary almost, biology, comprehensive school, cornflakes, dirty, geography, giggle, knee, mathematics, pant, period, science, soap, trick

1 Introduction PB6

Find out if anyone reads English stories at home. Explain that there are four stories in *Crescent 5*. Barry Jones, an English schoolboy, is the narrator and his stories will give the pupils quite a lot of information about English customs.

2 Read for gist PB6 WB1.5A

A Tell the pupils that this story is about a trick. Present *trick*. Then read the first instruction at the top of the page aloud. Tell the pupils to read the story until they find the answer. Encourage them to read as quickly as possible, without stopping to think about unfamiliar words.

Note: They will have to read paragraph 1 and most of 2 to answer this question.

B Elicit the answer. (The boy with the dirty face is Barry. The boy behind him, laughing, is his friend Kevin.) Then use the second instruction at the top of the page. (Mr Edwards is Barry's Geography teacher; Anne is his sister Sue's French pen-friend.)

C Introduce Exercise A: the pictures show the main events in the story. Tell the pupils to read the story again and number the pictures in the correct sequence of the events.

Answers:

2 4
1 3

Ask the pupils to use the pictures to say what happened in the story.

Elicit the main events. For example:

At breakfast, Barry's sister laughed at him, but he didn't know why.
On the bus, Barry's friend, Kevin laughed and told him that his face was dirty.

At school, Barry had to wash his face.
He was late for his first lesson.

3 Read and complete a summary PB6 WB1.5B

Tell the pupils to read the story again and complete the summary.

Answers:

... giggled / laughed
... friend, Kevin
... his face ... dirty.
... sister ... trick soap in the bathroom and Barry's face had got dirtier instead of cleaner.
... wash his face before he went to his first lesson.

4 Read for details

PB6
WB1.5C

Answers:

- 1 Laugh. Because he asks what she is laughing about.
- 2 Ran very fast.
- 3 Breathed fast (because he had been running).
- 4 Details of life in England:
Cornflakes and eggs for breakfast; School starts at nine; School uniform is common; Many pupils go to school by bus; Some buses are 'double-deckers'.

5 Listen and follow

PB6
CS1

A Tell the pupils to follow the story as they hear it. Play CS1.

B Ask the pupils if they have any questions about the story. Ask a few questions if they have not arisen already. For example: *What does Barry's father do?* (He's a taxi-driver.) *How old is Barry?* (He's 15.)

Extension

Get the pupils to role play the story by reading the direct speech aloud.

6 Work with words

WB1.5D

Note: This exercise can be set as homework.

Answers:

- | | | |
|---------------|-------------|-------------|
| 1 science | 2 chemistry | 3 biology |
| 4 physics | 5 history | 6 geography |
| 7 mathematics | 8 Arabic | 9 English |

CS1 is the story on PB6.

Unit 1 Word list

almost
apart from
bald
beard
biology
clean-shaven
comprehensive school
cornflakes
curly

dirty
fair
geography
giggle
knee
mathematics
moustache
open-necked
* pant

period
* scar
science
soap
straight (hair)
tie (*n*)
trick

Unit 2

Summary

Serving the people

Step/ Materials	Topic	Activities / Skills	Language focus
1/2 PB7 WB7-9	<i>Four services</i>	Read for gist, detail, vocabulary. Focus on antonyms, synonyms and prefixes. Classify jobs.	<i>My job is to</i> <i>dis / lun-</i> <i>most / least + adj</i>
3/4 PB8 WB9-11	<i>Welcome!</i> (text about an immigration officer's job) Language study	Read for detail & vocabulary. Deduce meaning; translate words on a landing card. Study & practise questions. Role play.	Direct / Indirect <i>Wh</i> questions
5/6 PB9 WB12 CS2	<i>Being polite:</i> recorded /printed conversations	Listen / then read to identify polite & impolite expressions. Make conversations.	See text.
7 PB10 WB13 CS3	<i>A responsible job</i> (recorded/ printed interview)	Listen for information; read to check. Read for detail, to deduce meaning.	—
8 PB7-10 WB14/15	Language study	Study and practise 1st & 2nd conditionals	Conditions: Types 1 & 2
9 PB11 WB16	<i>It's all part of the job.</i> (a fireman's job)	Find main points and details in a text. Role play.	<i>should</i> / imperative for advice
10/11 PB12 WB17	<i>Fire! / Ybusifs Story</i> Two newspaper reports of a fire and headlines	Use headlines to predict content; read to check predictions; deduce meaning compare details in two reports and discuss.	Pasttenses

Step/ Materials	Topic	Activities / Skills	Language focus
12-14 OB13/114 WB19-21 CS4/5	<i>Saved!</i> Recorded & printed texts about a rescue at sea	Listen for information; use it to write a report. Predict a reporter's questions; Listen, then read to check. Read to compare details in two texts.	—
15 PB15 WB22	Language review 1	Revise language of the Unit.	—

Arts reader	Texts 1-4	Science reader	Texts 1-4
PB42 WB92/93	<i>Crime and punishment</i>	PB58 WB113/114	<i>How science helps the police</i>
PB43 WB93/94	<i>Detectives and detection</i>	PB59 WB114-116	<i>The human skeleton</i>
PB44 WB95/96	<i>Young people & the law</i>	PB60 WB116/117	<i>An athlete's training</i>
PB45 WB96/97	<i>The Olympic Games</i>	PB61 WB118/119	<i>Tobacco</i>

2.1 PB7 WB 7/9

Learning objectives Understand the gist of texts about four public service jobs and develop vocabulary.

Language focus Pattern: *A (fireman's job) is to + infinitive complement*

Vocabulary obey, stupid, motorist, pedestrian, road user, public service, serve, immigration officer, define, emigration, enter, trouble

1 Read for gist PB7

A Write *public service* on the board and tell the pupils that this is the topic of Unit 2. Elicit the title of PB7 and ask the pupils if they can work out the meaning of the topic from the title and the four pictures. Give them the expression *public sector*, (those things which are run and controlled by the State), and contrast it with *private sector*, (those which are run by individuals or companies as commercial enterprises).

B Elicit the questions under the page title and tell the pupils to read the four texts quickly to answer the questions. Tell them they can make notes if they wish.

C Elicit the answers like this:

T: Who's the man in Picture (1)?

P: That's Issa Said and he's a traffic policeman.

2 Read for definitions; write parallel definitions PB7 WB2.1A/B

A Introduce Exercise A and tell the pupils to do it. Note that they only have to find the answers and copy them.

B Check the answers orally. Then introduce Exercise B. Elicit the first one orally, then tell the pupils to write definitions using the same pattern as in Exercise A.

C Elicit the sentences orally. For example:

A doctor's job is to take care of / cure people who are sick.

A housewife's job is to take care of / look after the house/ the family.

A dressmaker's job is to make dresses / women's clothes.

3 Read for specific information PB7 WB2.1C

A Introduce Exercise C and tell the pupils to read the first paragraph and write the answers.

B Check the answers orally.

Answers:

1 He mentions cyclists, motorists and pedestrians.

2 a) Someone who is riding a bicycle is a cyclist.

b) Someone who is driving a car is a motorist.

c) Someone who is walking is a pedestrian.

3 obey the rules.

4 stupid, silly.

5 easy

6 c) some road users don't obey the rules of the road.

4 Discussion WB2.1D

Give the pupils time to discuss this question in pairs. Tell them to write notes. Then have a class discussion.

2.2 PB7 WB 8/9

Learning objectives	Intensive reading. Classify jobs in terms of danger, usefulness, etc.
Language focus	–
Vocabulary	treat with respect, air-wing, antonym, synonym, prefix, *classify, disobey, regulation, *classification

- 1 Revision** Recall the vocabulary from Step 2.1.
- 2 Read for details**
PB7
WB2.2A
- A** Tell the pupils to read the other three texts and do the exercise.
- B** Check the answers orally. Note that these are direct questions and the pupils can copy the answers. Therefore, when you check them, try to check that the pupils understand what they have written. For example, ask them to put the phrase *first-time visitors* into their own words; with number 5, ask for examples of the kind of trouble people can get into and where.
- Answers:**
- 1 If people were more careful, they would be fewer fires.
 - 2 He checks people by examining their passports.
 - 3 He tries to help first-time visitors.
 - 4 It is part of Islam to be polite to people.
 - 5 They are in places where cars or ambulances can't get to them.
- 3 Find antonyms& synonyms**
PB7
WB2.2B
- A** Tell the pupils to read the text in the box. Then ask them to explain antonyms and synonyms. If necessary do part of the exercise before telling the pupils to do it themselves.
- B** Check the answers orally.
- | Antonyms | Synonyms |
|-------------|-------------|
| careless | regulations |
| entering | examine |
| immigration | almost |
| obey | stupid |
| difficult | ill |
- Note:** *difficult* is not in the texts.
- 4 Word building**
WB2.2C
- Go through the two lines of text in the exercise, explaining prefixes. Do the exercise orally first. Elicit answers from individual pupils and ask the class if they agree or disagree. Write the words on the board.
- Answers:**
- | Verbs | Adjectives |
|-----------|------------|
| disagree | unfit |
| disinfect | unsure |
| dislike | untidy |
| untie | unhappy |
| disappear | unfriendly |
- unimportant
unhealthy
uncomfortable
unlucky

5 Classify jobs
PB7
WB2.2B

A Elicit the instruction and the text in Exercise D. Tell the pupils to do the task in pairs.

B Elicit statements from individual pupils and ask the class if they agree or disagree and why.

6 Discussion

Use the 'After you read' question on PB7.

2.3 PB8 WB 9 / 10

Learning objectives Develop vocabulary and understand details of an immigration officer's job.
Translate a landing card.

Language focus –

Vocabulary citizen, landing card, disembarkation, including, contain, *permission, stamp (v), place of issue, sex, *validity, signature, *sponsor, permanent, occupation, entry, equivalent, carrier, *ministry of interior, *naturalization, visa, relationship, accompanied by, and so on, in fact, owner, purpose

1 Read for specific information PB8 WB2.3A/B

A Elicit the page title and recall the name of the immigration officer and the definition of his job. Ask the pupils a few questions about the card in the middle of the page. For example:
Who has to fill in this card?
When?
Do you know why?

B Tell the pupils to read the whole of Exercise A, then read what Ali Abdullah says on PB8 to find the answers.

C Check the answers orally, then tell the pupils to correct the statements that are wrong.

Answers:

Statements 1, 3, 5 and 6 are correct.

- 2 Everybody who is not a citizen must fill in a card.
- 4 A passport tells immigration officers which other countries a traveller has visited.
- 7 Some travellers must have a visa.
- 8 Ali stamps their passports if everything is correct.

2 Do vocabulary exercises PB8 WB2.3C/D

A Tell the pupils to do Exercises C and D.

B Check the answers orally.

Exercise C:

- 1 sex 2 place of issue 3 place and date of birth
- 4 purpose of entry 5 permanent address
- 6 carrier no. (number) 7 signature

Try to elicit the meaning of *validity* and *sponsor* in this context.
(Passports are issued for a certain length of time, at the end of which they have to be renewed. In this context, *validity* means *the date when the passport expires / ends*; *sponsor* means the person who supports the application to enter the country.)

Exercise D:

- 1 landing card
- 2 the country a person comes from
- 3 job
- 4 permission to enter a country

3 Translate the landing card
PB8
WB2.3E

A Introduce Exercise E. Explain that the card printed on PB8 is a copy of the real Yemeni one. The task is to supply the Arabic. Go through the heading on the card eliciting the Arabic for the first three lines. Check that pupils fully understand that *naturalization* means admitting a person to citizenship of another country. Then tell the pupils to translate all the other words and phrases on the card, including the sentence printed down the left and the words on the back. Note that this is a check of understanding and is also a realistic translation task.

B Check and discuss the answers orally.

2.4 WB 10 / 11

Learning objectives	Language study and practice. Fill in a landing card; role play in order to check a partner's card.
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Language focus	Direct and indirect questions with question words
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Vocabulary	forename, official use, exchange
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1 Language study WB2.4A

A Go through the first part of Exercise A with the class. Write the two questions on the board and focus on the word **order**. Tell the pupils to complete the rules.

The word order in direct questions is **subject** then **verb**.
The word order in indirect questions is **verb** then **subject**.

B Elicit the two direct questions orally.
What is your job?
Why have you come here?

2 Write direct questions WB2.4B

A Tell the pupils to do Exercise B.

B Elicit the sentences orally. They are:

- 1 What's your (full) name?
- 2 What's your passport number?
- 3 Where was it issued?
- 4 When was it issued?
- 5 When were you born?/ What's your date of birth?
- 6 Where have you come from? (Note that this phrase cannot refer to nationality.)
- 7 What's your permanent / home address?
- 8 What's your address in Yemen?/Where will you be staying in Yemen?
- 9 What's your sponsor's name?

3 Fill in a landing card WB2.4C

A Introduce Exercise C. Tell the pupils to read the UK landing card quickly to find out if there are any words they don't understand.

Note: Forenames are those that come before the surname.

B Ask the pupils what they have to write in the two boxes at the top of the landing card and elicit the answer *nothing*. Check the meaning of *Block capitals*, *forenames* (= first names ie the names that come before your family name) and *official use*. Then tell them to fill in the card.

**4 Ask and answer
questions**
WB2.D

A Elicit the instruction in Exercise D. Explain that they have to take the parts of immigration officers and visitors. If you think it is necessary, choose one pupil's landing card and demonstrate the activity. Ask questions about each item in the card in order to check the accuracy of what the pupil has written. If an item is difficult to read because of spelling or poor handwriting, ask the pupil to spell it and correct the item as necessary. Then tell the pupils to work in pairs. Circulate and check this activity.

B Invite a few pairs of pupils to do the activity in front of the class.

2.5 PB9 CS2

Learning objectives	Distinguish between polite and impolite language in two conversations
Language focus	Polite expressions
Vocabulary	foreign language, pretend, out of date, I'm afraid, *either, So there is.

1 Read for detail PB9

A Elicit the page title. Then tell the pupils to read the introductory text silently to find out about the page.

B Ask questions to check understanding. For example:
Who are Khalid and Nasser?
Where are they?
What are they doing?
Why?

2 Listen for gist and register CS2

A Books closed. Tell the pupils they're going to hear Khalid and Nasser acting the parts of an immigration officer and a passenger who has just arrived at the airport. Tell them to listen and find out if Khalid is polite enough. Play CS2 as far as the end of the first conversation.

B Ask the pupils to put up their hands if they think Khalid was polite enough. If a large number put up their hands, tell the class to listen again. If most pupils think he was not polite enough, ask *Why not?* Elicit answers, but don't confirm or correct them.

C Introduce the next part of CS2 like this:
The teacher tells Khalid what he did and said wrong and Khalid tries again. Listen. Do you think he is polite enough this time? Play the remainder of CS2, or play it from the beginning of the first conversation. Then elicit answers. If the pupils don't comment on how Khalid sounds, ask *Does he sound polite in the second conversation?*
Compare his tone of voice in both conversations.

3 Identify polite/ impolite expressions PB9

Choose two pupils to take the parts of Khalid and Nasser in the first conversation and another two to take these parts in the second conversation. Then get them to read aloud so that the class can analyze the differences. For example:

Khalid 1: You. Come here.

Khalid 2: Excuse me, sir. Over here, please.

Elicit the differences. Then ask for other ways of saying the same thing politely. For example:

Could / Can / Would you come over here, please, sir?

Would you mind coming over here please, sir?

4 Read aloud

PB9

CS2

Tell the pupils to listen to the second conversation again and follow it in their books. Play the second part of CS2. Then tell them to practise the second conversation in pairs. They should read it aloud at least twice so that they can change roles.

Cassette Section 2 is the text of the two conversations on PB9.

2.6 WB12

Learning objectives Distinguish between polite and impolite expressions.
Make conversations.

Language focus Polite expressions and patterns.

Vocabulary impolite, pattern

1 Read and classify statements
WB2.6A Elicit the instruction in Exercise A and tell the pupils to read the sentences and do the exercise.
Elicit the answers orally. Numbers 1, 6 and 8 are impolite.

2 Transform statements
WB2.6A/B **A** Elicit the instruction in Exercise B and the content of the box underneath. Tell the pupils to write the three impolite statements in Exercise A politely.

B Elicit answers orally. Then elicit as many transformations of all the sentences in A as possible.

3 Make notes about a situation
WB2.6C **A** Tell the pupils to read the instructions in Exercise C silently to find out what they have to do. Then ask questions to check understanding of the situation. For example:
Who is Pupil A going to be?
What has happened to him / her?
What is he / she going to do?
Who is Pupil B going to be?

B Tell the pupils that they are going to work in pairs and they must decide who is going to be A, the visitor, and who is going to be B, the policeman or woman. When they have done this, ask an A pupil to tell you what he / she is going to tell the police. Elicit details following the sequence of the first set of notes. For example:

I'm going to tell him / her what I've lost, where, when and how I lost it. I'm going to give him / her my personal details - my name, address and telephone number. And I'm going to tell the police what I would like them to do. For example, I'd like them to telephone me.

Elicit details from a B pupil in the same way. Then tell the pupils to write some notes. Circulate and give help as necessary during this stage.

4 Role play
WB2.6C **A** Tell the pupils to use their notes to make up conversations. Tell them to think of the first attempt as a draft; they can stop each other and point out problems or mistakes and they should amend and add to their notes if necessary. When they have done this, they can practise the conversation and they should go on trying to improve it until you tell them to stop.

B Invite pairs of pupils to perform their conversations. Get the class to comment on them.

2.7 PB10 WB13 CS3

Learning objectives Extract information from a recorded interview.
Understand details in the printed interview.

Language focus –

Vocabulary security, tease, suggest, responsible, responsibility, continue, education, definitely, ambition, gentle, relax

1 Listen for information Introduce the task and the listening text. Tell the pupils to read WB2.7A Exercise A silently. Ask a few questions to check that they understand the task. Then tell them to listen and do the exercise. CS3 Play CS3.

2 Read to check **A** Tell the pupils to read the interview on PB10 to check their answers.
PB10
WB2.7B

B Check the answers orally. They are:
1 17 2 policewoman 3 at the airport 4 short

3 Read for detail **A** Tell the pupils to do Exercise C.
PB10
WB2.7C

B Elicit the answers orally.

Exercise C:

- 1 It means that she checks that people are not taking anything dangerous onto planes.
- 2 No, only the luggage with objects that can't be identified when X-rayed.
- 3 Because she is small and her friends think policewomen need to be big.
- 4 It means laugh at her, but in a kind way.
- 5 Because her job makes people feel safe.
- 6 She wants to continue with her education and perhaps join the air-wing of the police.
- 7 A responsible job means that she has to do it very carefully because people might take dangerous things onto planes.

4 Discuss the text **A** Tell the pupils to follow the text as they hear it. Play CS3.
PB10

CS3

B Ask the pupils if there is anything they don't understand or want to discuss. Ask them what they think of the job of a policewoman. In girls' classes, ask if anyone would like this job. Find out what they know about policewomen in Yemen.

Cassette Section 3 is the text of the interview on PB10.

2.8 PB 7-10 WB 14/15

Learning objectives Language study and practice.

Language focus Second conditional

Vocabulary possible, impossible

1 Study language point WB2.8A / B

A Go through the explanation of the two types of conditional sentences. Ask the pupils to give you more examples of both. Give them some *if* clauses to complete if -necessary. For example:

If I go to (India),
If I went to (India),
If my friend invites me to her / his house,
If people didn't smoke,

B Introduce Exercise B and tell the pupils to do it.

C Elicit the answers orally.

Answers:

If everybody obeyed the rules, our roads would be much safer.
If people were more careful, there would be fewer fires.
If things like these didn't happen, I'd be out of a job.
If they didn't fill in this card, we wouldn't know who was in the country.

2 Complete sentences with verbs WB2.8C

A Elicit the instruction in Exercise C and tell the pupils to do it.

B Elicit the completed sentences orally.

Answers:

- 1 will see
- 2 will catch
- 3 would meet
- 4 would be
- 5 would give
- 6 ate
- 7 would be
- 8 went

C Discuss each sentence with the class: are they likely or unlikely conditions?

3 Write sentences WB2.8D

Tell the pupils to do Exercise D. To check it, either elicit sentences orally, or collect the books.

2.9 PB11 WB16

Learning objectives Understand main points and details in a text and develop vocabulary.

Language focus –

Vocabulary unexpected, trapped, fireproof, unnecessary, fire drill, fire extinguisher, bars (of a gate), smoke-alarm, bend (*v*), point out, free (*v*), practice (*n*)

1 Find the paragraph topics

PB11
WB2.9A

A Elicit the title on PB11 and the instruction. Tell the pupils to look at the pictures and predict the things that Fuad Rashid will talk about. Present *trapped* and *bars* during this stage. Let the pupils try to work out the meanings of other new words when they are doing the Workbook tasks.

B Ask a pupil to read out the instruction in Exercise A. Then tell them to read the first paragraph and write the headings in capital letters.

C Elicit and discuss answers. Write the correct answers in a chart on the board. (See next Stage.)
Elicit the meaning of *unexpected*.

2 Read for details and examples

PB11
WB2.9A/B

A Elicit the task in Exercise B and tell the pupils to do it. Then elicit all the items in the box. Check meanings of words. Then tell the pupils to read the text again and write the examples in the correct order.

B Elicit and discuss the answers and write the correct ones in the chart on the board.

1 Heading : GIVE PEOPLE ADVICE ON FIRE PREVENTION
Examples: check buildings for fire danger; check equipment for putting out fires; recommend fireproof doors and smoke-alarms

2 Heading : GIVE ADVICE ON WHAT TO DO IF THERE IS A FIRE
Examples: explain what to do about smoke; practise leaving a building that is on fire

3 Heading: HELP AT TRAFFIC ACCIDENTS
Examples: put out fires; cut people out of cars

4 Heading: UNEXPECTED JOBS
Example: freed a child trapped in the bars of a gate Elicit the meaning of all the new vocabulary during this stage.

C Go through the explanation of the semi-colon.

3 Role-play
WB2.9C

Introduce the activity. Ask the pupils what a fireman would say about equipment. Prompt them if necessary and elicit sentences with *should*. For example:

Heading 1

You should buy fire extinguishers / smoke alarms / fireproof doors.

You shouldn't keep petrol in the house/ office.

You shouldn't put too many plugs in one socket. etcetera.

Heading 2

The picture on PB11 shows what to do about smoke.

You should tie a piece of cloth - wet, if possible - over your mouth and nose so that you don't breathe in the smoke. You should get down on the floor.

Other things to do are:

A small fire:

Close windows and doors to reduce the air.

Pour water on it, unless it is burning fat or petrol, or use a fire extinguisher.

Cover it with a blanket.

A big fire:

Call the fire brigade.

Get out of the building, if possible, or go to the safest place.

4 Discussion
WB2.9D

Elicit and discuss the questions in Exercise D.

5 Discussion
PB11

Use the 'After you read' question on PB11.

2.10 PB12 WB17

Learning objectives Understand two newspaper articles.

Language focus Past tense for reporting events

Vocabulary blame, completely, destroy, fire-engine, blaze / blazing, out of control, injured, electrical fault, *hero / es, caretaker, hose (*n*), rush (*v*), luckily, scene

1 Predict content of articles / read to check PB12 WB2.10A

A Elicit the title and question on PB12 and tell the pupils to read all the headlines and say what they think the articles are about. Don't confirm or correct answers, but ask pupils to give reasons for their predictions.

B Tell the pupils to read the two articles quickly and do Exercise A.

C Elicit answers. For example:
Both articles are about a fire which destroyed a school in Salah.

2 Read for detail/ vocabulary PB12 WB2.10B-E

A Tell the pupils to do Exercises B to E.

B Elicit answers orally.

Exercise B:

- 1 was completely destroyed
- 2 blazing out of control
- 3 injured
- 4 rushed

Exercise C:

Elicit answers with reasons.

Exercise D:

- 1 someone who takes care of a building
- 2 something wrong with the electrical equipment
- 3 a very brave person

Exercise E:

Elicit answers with reasons.

3 Complete sentences WB2.10F

A Tell the pupils to do Exercise F.

B Elicit the completed sentences.

Answers:

- | | | |
|-------------|-------------------|-----------------------------|
| 1 caretaker | 2 fault | 3 out of control, destroyed |
| 4 rush | 5 injured, heroes | |

Learning objectives Compare details in two newspaper articles.
Language study and practice.

Language focus Past tenses

Vocabulary –

1 Read for detail
PB12
WB2.11A

A Elicit the instruction in Exercise A. Then tell the pupils to do the exercise.

B Elicit the answers orally.

Answers:

Facts 2, 8, 9, 10 and 11 are not in the first article.
All the facts are in the second article.

2 Discuss texts
PB64
WB2.11A/B

Read the questions in Exercise B aloud. Then tell the pupils to look at the extra information in the second article and answer the questions. Note that the information deals with two things - how the fireman was injured and the cause of the fire. Elicit as many opinions as possible. Prompt the pupils with questions if necessary. Likely comments are:
The information about the fireman is interesting. It's good to read about acts of courage.
The cause of the fire isn't interesting and isn't worth including.
The cause of the fire should be included because it could make people more careful about checking electrical equipment.

3 Study rules
WB2.11C

Go through the explanation of three past tense forms. Elicit the example sentences and the tenses of the verbs in bold print by asking questions. For example:
What is the verb in sentence 1 (a)?
What tense is 'destroyed'?
Then tell the pupils to read the explanations under the examples. To check understanding, ask for translations of the explanations. Remind the pupils how the past simple tense is formed: add 'ed' to the base form of regular verbs; irregular verbs have to be memorized. Direct them to PB40 which has a list of irregular past tense forms. Go through the other tenses in the same way.

4 Complete sentences
WB2.11D

A Tell the pupils to do Exercise D.

B Check the answers orally.

Answers:

- 1 passed, was doing
- 2 visited, had been
- 3 found, was playing

Learning objectives Extract information from a two-way radio conversation about a missing boat; use notes to write a report.
Predict a reporter's questions; listen and read to check predictions.

Language focus –

Vocabulary Police Headquarters, out to sea, sail (*n*)

1 Listen for specific information

WB2.12A
CS4

A Tell the pupils to read the introductory text in Exercise A silently. Ask questions to check understanding. For example:

What are you going to hear?

What is the conversation about?

Tell the pupils to read the whole exercise silently in preparation for listening. Ask if there is anything they don't understand. Then tell them to listen and do the exercise. Warn them that the answers to questions 6 and 7 are not directly stated in the conversation. They will have to listen for clues and make deductions. Play CS4.

Give the pupils a few minutes to complete or think about their answers. Then play CS4 again.

B Elicit the answers. If there is disagreement, use CS4.

Answers:

1 ... three fishermen.

2 ... yesterday morning.

3 ... south of Zinjibar.

4 ... bad, and getting worse.

5 ... a helicopter.

6 ... four o'clock in the afternoon.

7 ... do not know what has happened to the fishing boat.

2 Write a report

WB2.12B

A This exercise practises summary writing. The information to be summarized is in Exercise A. Introduce Exercise B and explain the situation as follows to help the pupils get the tenses correct and also to give a reason for making the report short:

Imagine that you are writing a short report at 5pm for the evening radio news. You can only write about 40 words. What will you say? Look at Exercise A. Which information will you include? Which will you leave out?

Go through the information and elicit agreement that the information in questions 3 and 7 need not be included. Then elicit the information to be included and write notes on the board. For example:

3 fishermen missing

left Shuqrah yesterday morning

police boat searching for them

weather bad, getting worse

4pm police asked for helicopter

dark soon

B Tell the pupils to draft a report in their copybooks. Tell them that they will have to link these facts in order to keep their reports to 40 words. However, they should write the draft quickly, then count the words. If they have a lot more than 40, they should look for ways of reducing the report. Circulate and check so that you can see how much help the pupils need with this activity. If they need a great deal of guidance, demonstrate by writing a summary on the board. Clean it off before the pupils write their own in their Workbooks. For example:

A police boat is searching for three missing fishermen who left Shuqrah yesterday morning. At 4pm today, with the weather worsening, the police called for a helicopter to help them search for the boat before dark.

Cassette Section 4

Presenter: A fishing boat is missing. Nobody knows where it is. The boat, with three fishermen in it, left Shuqrah yesterday morning. The boat did not return to Shuqrah yesterday evening. The people in the village were worried. They called the police. Now the police are looking for the missing boat. Here is part of a conversation between a police boat and Police Headquarters.

HQ: Calling Boat 7. Calling Boat 7. Come in, Boat 7. Over!

Boat: Boat 7 here. Boat 7 here. Over!

HQ: Have you seen anything yet? Over!

Boat: No. Nothing. We haven't seen anything. Over!

HQ: What is your position? Where are you now? Over!

Boat: We're about 20 kilometres south of Zinjibar. Over!

HQ: What's the weather like? What's the weather like? Over!

Boat: It's bad. Quite bad. And it's getting worse. There's a strong wind blowing from the north east. Over!

HQ: Can we do anything? Can we help? Over!

Boat: Yes. Yes, you can. A helicopter would help. Repeat. A helicopter. It'll be dark in two hours. We must find that fishing boat before then. We've got to. Over!

HQ: OK. We'll call the air-wing. What has happened to the fishing boat? What do you think? What do you think? Over!

2.13 PB13 WB20 CS5

Learning objectives	Predict a reporter's questions. Listen and read to check predictions.
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Language focus	–
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Vocabulary	–
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1 Revision Ask a pupil to read out the summary he / she wrote in the previous lesson.

2 Predict questions
WB2.13A

A Ask a pupil to read out Exercise A. Then tell the pupils to read their reports and think of questions they would ask one of the fishermen. Elicit questions. You may need to give them some help to get started, but try to let them work out the situation for themselves. They should be able to think of some of the following at least:

Where were you?
What happened?
Was the weather bad when you left?
Did you have any food or drink?
How did you feel?

B Tell the pupils to make notes of the questions they would ask.

3 Listen and take notes
WB2.13B
CS5

A Introduce Exercise B. Tell the pupils to listen to the interview with one of the fishermen and do the task. Play CS5.

B Don't check this activity, but ask the pupils if they heard any of the questions they wanted to ask. Ask them if they would like to hear the interview again. If so, play CS5 again.

4 Read to check
PB13

A Tell the pupils to read the interview and check their notes.

WB2.13C
CS5

B Tell the pupils to follow the text as they hear it. Play CS5. Ask the pupils to answer Yousif's final question. Then discuss the text.

Cassette Section 5 is the text of the interview on PB13.

2.14 PB13/14 WB21

Learning objectives Compare two texts and develop vocabulary.

Language focus –

Vocabulary on board, eventually, confident, occasion, previous, beyond repair, tow (v), according to, although, reasonable, search, success

1 Read for gist PB14

A Books closed. Recall the details of the missing fishing boat. Then tell the pupils to look at PB14. Elicit the page title and the instruction under it. Then ask *What is the newspaper article about?* (They need only read the headlines to answer.) Tell them to read the article quickly and choose the best headline.

B Elicit answers with reasons.

2 Read for specific information PB13/14 WB2.14A

A Tell the pupils to do Exercise A.

B Elicit answers.

Answers:

Numbers 2, 4, 7, 9 and 10 are not in the interview.
All the facts are in the article.

3 Comment on the text WB2.13A/2.14B

A Elicit the instruction in Exercise B and tell the pupils to look back at their notes in 2.13A in the previous lesson. Find out if any pupils wanted to know any of the extra information in the newspaper article. Then elicit the questions the newspaper reporter must have asked to get the information contained in sentences 2, 4, 7, 9 and 10. For example:

Could you tell me your name and the names of the other two men on board, please?
Where were you going?
Do you know who called the police?
Who found you?/Did the police boat find you?
How did you get home?/ Did you come home in the helicopter?

B Ask the pupils if they think the extra information is worth including and why, or why not.

4 Work out meanings
WB2.14C

A Tell the pupils to do Exercise C.

B Elicit answers orally.

Answers:

- 1 not bad / OK
- 2 stopped
- 3 before
- 4 could not be mended
- 5 were not able to (find the boat)
- 6 pulling with a rope
- 7 sure
- 8 after some time/ in the end

5 Text study
PB14

Use the questions on PB14. The answers are:

- (1) when they set off / early on Tuesday morning
- (2) the fishing grounds
- (3) the engine died
- (4) the police on the boat
- (5) the police boat
- (6) the reporter
- (7) the three fishermen

2.15 PB15 WB22

Learning objectives Revise language of the Unit.

Language focus Revision

Vocabulary Revision

1 Adjective order

2.15A

Answers:

- 1 a small brown leather bag
- 2 pretty long dark hair
- 3 a tall thin British woman
- 4 a boring old American TV programme

2 Conditional sentences

WB2.15B

Try to monitor this activity to check that the pupils are doing it correctly. Tell them to read their sentences to a partner when they finish. They can ask you to act as referee if they cannot agree about the correctness of their work.

3 Direct questions

WB2.15C

Answers:

- 1 When does the game start?
- 2 Why are you late?
- 3 How far is (it to) the airport?
- 4 What does this word mean?

4 Opposites

WB2.15D

Answers:

- 1 impossible
- 2 unnecessary
- 3 unexpected
- 4 impolite

5 Word building

WB2.15E

Answers:

suggestion	service
education	respect
regulation	search
definition	entry
emigration	owner
	carrier

Unit 2 Word list

accompanied by	forename	public service
air-wing	foreign language	purpose
according to	free (v)	reasonable
although	gentle	regulation
ambition	*hero / es	relationship
and so on	hose (n)	relax
antonym	I'm afraid	respect
bars (of a gate)	immigration officer	responsible
bend (v)	impolite	responsibility
beyond repair	impossible	Revision
blame	including	road user
blaze (n,v)	in fact	rush (v)
caretaker	injured	sail (n)
carrier	landing card	search (n,v)
citizen	luckily	scene
*classification	*ministry of interior	security
classify	motorist	serve
completely	*naturalization	sex
confident	obey	signature
contain	occasion	smoke-alarm
continue	occupation	So there is.
define	official use	*sponsor
definitely	on board	stamp (v)
destroy	out of control	stupid
disembarkation	out of date	success
disobey	out to sea	suggest
education	owner	synonym
*either	pattern	tease
electrical fault	pedestrian	tow (v)
emigration	permanent	trapped
enter	*permission	treat with respect
entry	place of issue	trouble (in ~)
equivalent	point out	unexpected
eventually	Police Headquarters	unnecessary
exchange	possible	*validity
fire-extinguisher	practice (n)	visa
fire-drill	prefix	
fire-engine	pretend	
fireproof	previous	

Arts Reader 1-4

Arts 1 Crime and punishment PB42 WB92 /93

Vocabulary accusation, accuse, argue, argument, arrest (*v*), basic, charge (*v*), commit a crime, community, court, criminal, defend, despise, detective, evidence, fall in love with, guilty, hang (= *put to death*), imprisonment, innocent, judge (*n*), jury, law, lawyer, legal, murder, prosecute, punish, punishment, sentence (*n, v*), suspect (*n, v*), trial

Note: All vocabulary in the Reader texts is non-testable.

- 1 Topic introduction** Books closed. Write the topic on the board. Explain the words and try to elicit some examples of crimes and of punishment, for example, stealing / theft and imprisonment. Present *law* and *legal system* and ask questions which will allow you to present key vocabulary. For example:
 Do all countries have the same laws?
 Why are laws necessary?
 Who makes the laws?
- 2 Vocabulary dictation** Follow the standard procedure.
- 3 Read definitions** **A** Tell the pupils to read the introductory paragraph. Then read out PB42 the instruction and the question. Elicit the meaning of *equivalent*. Explain that the items in the list are arranged in the sequence in which they would occur in a report of the events taking place from the time someone has broken the law until he or she is punished for the crime. Tell them that you want them to read the whole list carefully and write down the Arabic for those which have equivalents in their legal system.

 B Elicit answers and discuss them.
- 4 Read for gist** **A** Elicit the question and the title of the story. Tell them to read PB42 the story quickly and find out what Doctor Crippen did and what happened to him. Set a time limit.

 B Elicit answers. Then elicit the occurrences of words and phrases from the list. Ask pupils to read out the sentence in which an item occurs.

5 Read and do exercises Answer key

PB42

WBArts 1A-D

A

- 1 despised
- 2 ambitious
- 3 fell in love with
- 4 murder
- 5 detective
- 6 criminal

B

- 1 She was his wife.
- 2 She despised him.
- 3 She was Crippen's secretary.
- 4 He loved her.
- 5 Under their house.
- 6 That Cora had gone to America and died there.
- 7 On a ship in the Atlantic.
- 8 They had changed their names to Mr and Mrs Robinson.
- 9 By radio.
- 10 In London.
- 11 He had sold it.
- 12 He was hanged.

C

The sentences are in this order.

7, 4, 8, 6, 2, 9, 1, 3, 5, 10

D

Students can copy out their answers to **B** and **C** to make a summary. Where relevant they should expand these answers into full sentences. They finish by saying why Crippen's arrest was important in the history of police work.

6 Follow up

Explain that in Britain, people are no longer put to death by hanging or any other means. 'Capital punishment', as it is called, ended in Britain in 1965. Doctor Crippen's punishment would be life imprisonment today. Ask why they think the British law was changed and what they think of the change.

Arts 2

Detectives and detection PB43 WB93 /94

Vocabulary

acid, aid, blood, build up, cell, come to a conclusion, deduction, detection, DNA, drop (*n*), eliminate, fingerprint, genetic, Identikit, improbable, investigate, investigation, moisture, observe, police force, scene of a crime, trace (*n*), vary, witness

1 Topic introduction

Books closed. Write the topic on the board and ask the pupils if they know any of the techniques detectives use to catch criminals.

2 Vocabulary dictation

Follow the standard procedure.

3 Read for gist
PB43

A Ask one pupil to read the introductory text aloud. Then elicit the four methods of detection they are going to read about. Elicit the heading on the text at the bottom of the page and ask if anyone has ever heard of Sherlock Holmes. If they don't know that he was a character in stories and not a real person, tell them to read the caption under the picture.

B Tell the pupils to read the whole page quickly.

4 Read and work out meaning
PB43

Follow the standard procedure.

5 Read and do exercises
PB43

Answer key

WBArts 2A-E

A

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

B

1 patterns skin
2 Identikit face
3 witness
4 controls
5 skin
6 suspect police station

C

1 observed
2 conclusion
3 eliminate
4 improbable

D

1 Arthur Conan Doyle.
2 A medical doctor.
3 He observed things and then connected them together.
4 Deduction. 5 The truth.

E

1 (Sample) Everybody's fingerprints and DNA are different.
2 Handwriting.
3 A witness.
4 (Sample) Some police forces still follow Sherlock Holmes' methods and use the stories as their official training book.

6 Follow up
PB43

Use the discussion question.

Vocabulary

affect, air pistol, air rifle, compulsory, contract (*n*), criminal offence, election, fare, forbid, full-time, guarantor, hunt, infant, kitten, licence, open a bank account, parental consent, part-time, pet, rat, save (money), shoot, shotgun, target, vote

1 Topic introduction

Books closed. Write the topic on the board and ask the pupils if there are any laws in Yemen which affect them - which say that they must, must not or may (are allowed to) do things at a certain age. Present some of the key vocabulary during this stage and be sure to include the subject of *parental consent*. For example:

Do young people have to go to school at a particular age?

Are they allowed to go to school before a particular age?

When may they leave school?

When may they drive a car?

When may they start *full-time work*?

When may they use a *shotgun*?

When may they join the *armed forces*?

2 Vocabulary dictation

Follow the standard procedure.

3 Read for gist
PB44

A Ask the pupils to read the introductory text and tell you what it says. Then ask for a summary of the text. For example:

Some laws say you may do something, some say you must do something, others say you must not do something.

Tell the pupils to read the text beside the number 5 and tell you what topics it deals with. Elicit answers and write notes on the board. Focus on ways of shortening words, using abbreviations and omitting words when writing notes. For example

Age

5 pay fares; go to school

Present and explain the semi-colon: it is used to separate unrelated things in a list and is very useful when writing notes. Ask the pupils whether British children aged 5 may or must pay fares on buses and trains. Elicit must. Then tell them to read all the texts at the top of the page and list the topics in the same way.

B Elicit answers and write them on the board. For example:

Age

5 pay fares; go to school

12 buy pets

13 have part-time job

14 use shotguns

15 open PO bank a / c

16 leave school; buy cigs; get married; join armed forces

17 drive cars

18 vote

4 Read and work out meaning PB44	Follow the standard procedure.
5 Read and do exercises PB44 WBArts 3A / B	Answer key A 1b) 2a) 3c) 4b) 5c) 6a) B 1 False. Not all laws 2 True. 3 False. A twelve-year-old 4 True. 5 False. ... may use only shotguns, air rifles or air pistols. 6 True. 7 False. ... only if their parents consent. 8 False. ... sixteen. 9 False. ... seventeen. 10 True.
6 Read and work out meaning PB44 WBArts 3C	Introduce the second part of the page. This consists of descriptions of three cases that the pupils have to judge. First they work out the meaning of any new words and do WBArts 3C. Answer key 1b) 2a) 3c) 4b)
7 Read to reach a conclusion PB44	Pupils in groups read the three cases and decide which young people have broken any of the laws described in the first part of the page. Key <u>Case 1</u> Nobody has broken the law. <u>Case 2</u> John has broken the law. You must be 14 before you can use an air rifle. <u>Case 3</u> Peter has broken the law. A 13-year-old is only allowed to work for two hours and is not allowed to work on Saturdays.
8 Describe and discuss other cases WBArts 3D	Pupils use the notes in the exercise to write complete sentences and then discuss the case. Key Tim is allowed to use 'a shotgun; he is NOT allowed to drive a car.
9 Follow up	Pupils make up other cases and discuss them. They also discuss the questions at the bottom of PB44.

Vocabulary	amateur, athlete, ban (<i>n,v</i>), boxing, bribery, chariot racing, cheer, competitor, corruption, discus, enthusiastic, javelin, laurel wreath, nation, origin, originally, professional, regularly, reward (<i>v</i>), spectator, sportsmanship, stadium, wrestling
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- 1 Topic introduction** Books closed. Write *The Olympic Games* on the board and find out what the pupils already know about the subject.
- 2 Vocabulary dictation** Follow the standard procedure.
- 3 Read for gist**
PB45 Elicit the content of the page from the headings. Discuss the pictures. Tell the pupils to read the two paragraphs about the origins of the Games and find two pieces of information. Elicit answers. Then tell them to read about the modern Games and find one piece of information.
- 4 Read and work out meaning**
PB45 Follow the standard procedure.
- 5 Read and do exercises** **Answer key**
PB45
WBArts 4A-D

A

 - 1 professional banned
 - 2 event prize
 - 3 winner cook competitor

B

 - 1 True.
 - 2 True.
 - 3 True.
 - 4 False. ... five events.
 - 5 False. Only men took part.
 - 6 False. ...laurel wreaths.
 - 7 False. ...bribery and corruption.

C

 - 1 False. A Frenchman ...
 - 2 False. ... in 1896.
 - 3 True.
 - 4 False. Many of the competitors..
 - 5 False. ... by a Greek.
 - 6 True.

D

 - 1 minute 43.66 seconds
 - 2 The 1952 400 metres.

Pupils ask each other questions like those in Workbook.

**6 Follow up and
quiz on Arts 1 - 4**
PB42-45
WBArts 4E

1. Pupils discuss the *Discussion* question on PB45 and the question on the table comparing the results from the 1952 and 1992 Games.
2. Pupils organize a class quiz on the last four texts. They first do WBArts 4E and then, in groups, think up other questions to ask other groups. Make this a competition if you like.

Answer key

- 1 12
- 2 Somebody who has seen a crime.
- 3 They deliver newspapers to people's houses.
- 4 In 1896 in Athens, Greece.

Arts Reader 1-4 Word list

accusation	detection	moisture
accuse	detective	murder
acid	discus	nation
affect	DNA	observe
aid	drop (<i>n</i>)	open a bank account
air rifle	election	origin
air pistol	eliminate	originally
amateur	enthusiastic	parental consent
argue	evidence	part-time
argument	fall in love with	pet
arrest (<i>v</i>)	fare	police force
athlete	fingerprint	professional
ban (<i>n, v</i>)	forbid	prosecute
basic	full-time	punish
blood	genetic	punishment
boxing	guarantor	rat
bribery	guilty	regularly
build up	hang (= <i>put to death</i>)	reward (<i>v</i>)
cell	hunt	save (money)
charge (<i>v</i>)	Identikit	scene of a crime
chariot racing	imprisonment	sentence(<i>n, v</i>)
cheer	improbable	shoot
come to a conclusion	infant	shotgun
commit a crime	innocent	spectator
community	investigate	sportsmanship
competitor	investigation	stadium
compulsory	javelin	suspect (<i>n, v</i>)
contract (<i>n</i>)	judge (<i>n</i>)	target
corruption	jury	trace (<i>n</i>)
court	kitten	trial
criminal offence	laurel wreath	vary
criminal	law	vote
deduction	lawyer	witness
defend	legal	wrestling
despise	licence	

Science Reader 1-4

Science 1

How science helps the police

PB58

WB113 / 114

Vocabulary

acid, alteration, basic, blood, bone, cell, characteristic, cheeks, chin, clue, commit, crime, criminal, determine, expert, eyebrow, fine dust, fingerprint, forensic, genetic, genuine, hairline, human, Identikit, individual, investigate, kit, moisture, molecule, process, records (*n*), scene of a crime, skin, stick (*v*), structure, DNA, suspect (*n*), technique, technology, trace (*n*), witness

1 Topic introduction

Books closed. Write the topic on the board and find out if the pupils can suggest any of the scientific techniques used by the police to solve crimes.

2 Vocabulary dictation

Follow the standard procedure.

3 Read for gist PB58

Tell the pupils to read the introductory paragraph and tell you what it says. Elicit answers, then elicit the headings. Use these and the pictures to get the pupils to tell you what they already know about each technique and to predict the content.

4 Work out meanings PB58

Follow the standard procedure.

5 Read and do exercises PB58

Answer key

WBS cience 1A-F

A

1c) 2e) 3d) 4h) 5g) 6b) 7a) 8f)

B

- 1 *patterns* *skin*
- 2 *compare* *suspect*
- 3 *determines*
- 4 *skin*
- 5 *Identikit* *face*
- 6 *witness*

C

- 1 You leave moisture on everything you touch and this holds a copy of the patterns in the skin on your finger.
- 2 They use fine dust.
- 3 People's / Criminals' fingerprints.

D

- 1 True.
- 2 False. ... genetic characteristics.
- 3 True.
- 4 False.... DNA ...
- 5 True.

E

- 1 describe
- 2 photographs
- 3 builds up
- 4 Computer technology

F

- 1 (Sample) Everybody's fingerprints and DNA are different.

6 Follow up PB58

Pupils discuss the questions in the Discussion box on PB58.

Key

- A mark left by somebody's foot.
- A mark left by a car tyre after skidding on a road or driving through soft ground.
- Handwriting.
- Examples: cameras, special materials (bullet-proof vests), radio, medical science (how and when people died)

Science 2

The human skeleton PB59 WB114-116

Vocabulary

adult, arches, ball and socket, brain, calcium, circular, complicated, contract, cranial, disk, displaced, elbow, expand, facial, fluid, fuse together, heart, hinge, hip, joint, knee, ligament, link, lubricate, lungs, marrow, nerve, paralysed, pelvis, phosphorous, rib cage, rib, shock absorber, shoulder, skeleton, skull, slipped disk, spinal cord, spine, spongy, stretch, substance, thigh, tissue, vertebra / ae, vitamin, wrist

1 Topic introduction

Books closed. Write the topic on the board and present the words. Elicit the names of the parts of the body that they know. Then ask if anyone knows how many bones make up the human skeleton. Don't confirm or correct at this stage. Tell the pupils they will find out later.

2 Vocabulary dictation

Follow the standard procedure.

3 Read for gist PB59

A Elicit the title and then tell the pupils to read the introductory paragraph and find out what it says about the number of bones in the body.

B Use the illustrations and labels to deal with some of the new vocabulary. Then elicit the paragraph headings and their meaning.

4 Work out meanings Follow the standard procedure.
PB59

5 Read and do exercises
PB59

WBScience 2A-D

Answer key

A

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

B

- 1 False. A baby has more bones than an adult.
- 2 True.
- 3 False. Eight bones.
- 4 True.
- 5 True.
- 6 False. ... carries messages from the brain.
- 7 False. There are 230 (hinge and ball and socket) joints....
- 8 False. There are 12 pairs of bones
- 9 False. ... complicated structure.

C

- 1 Ligaments and tendons.
- 2 Inside the bones.
- 3 Fourteen.
- 4 Vertebrae.
- 5 The spinal cord.
- 6 Hinge joints.
- 7 When we breathe.
- 8 Over a hundred.

D

- | | |
|-------------------------|----------------|
| 1 skull | 2 facial bones |
| 3 ball and socket joint | 4 rib |
| 5 disk | 6 vertebra |
| 7 wrist | 8 hinge joint |

6 Follow up
PB59

Pupils discuss the questions in the *Discussion* box on PB59.
Discuss also how people injure their bones, joints and ligaments when taking part in sports and how they can protect themselves.

Science 3

An athlete's training

PB60

WB116 / 117

Vocabulary

aerobic, anaerobic, artery/ies, athlete, ban (*n, v.*) breath, capacit, carbon dioxide, convert, drugs, energy, extract (*v.*) fuel, heartbeat, improve, inhale, muscles, organ, oxygen, pump (*n, v.*) sedative, sprinter, stamina, steroids, stimulant, vein

1 Topic introduction

Write on the board the words *heart*, *lungs* and *muscles*. Then ask the pupils to tell you what they know about these organs of the body.

- | | |
|--|---|
| 2 Vocabulary dictation | Follow the standard procedure. |
| 3 Read for gist
PB60 | Tell the pupils to read the introductory text silently. Ask questions to check understanding. Then tell them to read the four paragraphs to get a general idea of the content. |
| 4 Work out meanings
PB60 | Follow the standard procedure. |
| 5 Read and do exercises
PB60
WBScience 3A-D | <p>Answer key</p> <p>A</p> <ol style="list-style-type: none"> 1 organs 2 extract 3 poisoned 4 supply stamina 6 banned <p>B</p> <ol style="list-style-type: none"> 1 False. ... three main parts.. 2 False. The lungs allow oxygen to enter the blood. 3 False. A sprinter ... a dancer. 4 True. 5 False. ...70 to 80 per minute. 6 False. ... to move. 7 True. <p>C</p> <ol style="list-style-type: none"> 1 To be able to perform at the highest level. 2 It poisons the cells. 3 You need more oxygen. 4 One who needs strength and stamina more than speed, for example, a long-distance runner. 5 A sprinter. <p>D</p> <p>Other examples:</p> <p style="padding-left: 40px;">When you walk, you take 15 breaths per minute.</p> <p style="padding-left: 40px;">When you jog, you take 18 breaths per minute.</p> |
| 6 Follow up | Have the class run on the spot for a minute and take their pulse rates. Discuss what they should do if they are out of breath. |

Science 4	Tobacco	PB61	WB118 / 119
Vocabulary	addictive, amputation, blood pressure, cancer, car exhaust, carbon monoxide, carcinogenic, circulation, constant, heart attack, hypnosis, illegal, manufacture, nicotine, passive, patches, pulse rate, release, shorten, strain, supply (<i>n, v</i>), tar, tobacco, toxic		

- 1 Topic introduction** Elicit what the pupils already know about the dangers of smoking. Find out if they know what it is in cigarettes that makes them harmful.
- 2 Vocabulary dictation** Follow the standard procedure.
- 3 Read for gist**
PB61
- A** Tell the pupils to read the introductory two paragraphs and tell you what they say. Elicit answers.
- B** Write the three substances found in tobacco on the board. Find out which ones the pupils already know. Then tell them to read the explanations in the box and decide which one they think is the most dangerous. Elicit opinions from different pupils. Note that there is no right or wrong answer to this.
- C** Elicit each of the headings. Ask the pupils if they have any idea how smoking affects the lungs, the heart and the blood. Tell them to skim the three paragraphs with these headings and try to find one effect in each.
- 4 Work out meanings**
PB61 Follow the standard procedure.
- 5 Read and do exercises**
PB61
WBScience 4A-D
- Answer key**
- A**
- 1 run the risk of
 - 2 shorten
 - 3 strain
 - 4 on average
 - 5 properly
 - 6 giving up
 - 7 increases
 - 8 do without
- B**
- 1 decrease
 - 2 cause
 - 3 heavy

C

- 1 True.
- 2 False. Tar is carcinogenic. Nicotine is addictive.
- 3 False. Smoking causes 111,000 deaths in Britain every year.
- 4 True.
- 5 True.
- 6 False. Smoking decreases the supply of blood to the hands and feet.

D

It is very difficult to give up smoking. Tobacco contains nicotine, which is highly addictive. Some people cannot do without nicotine, so they have to get it from somewhere else. They use nicotine patches. These are stuck to the skin and let a constant supply of nicotine into the blood. Most will stop smoking only if it is made illegal.

6 Follow up and quiz on Science 1 - 4 PB58-61 WBScience 4E

1. Pupils discuss the Discussion questions in the box on PB61.
2. Pupils organize a class quiz on the last four texts. They first do WBScience 4E and then, in groups, think up other questions to ask other groups. Make this a competition if you like.

Answer key

- 1 Forensic.
- 2 26.
- 3 Inhale.
- 4 Carbon monoxide.

Science Reader 1 - Word list

acid	facial	scene of a crime
addictive	fine dust	sedative
adult	fingerprint	shock absorber
aerobic	fluid	shorten
alteration	forensic	shoulder
amputation	fuel	skeleton
anaerobic	fuse together	skin
arches	genetic	skull
artery/ies	genuine	slipped disk
athlete	hairline	spinalcord
ball and socket	heart attack	spine
ban (<i>n, v</i>)	heart	spongy
basic	heartbeat	sprinter
brood pressure	hinge	stamina
blood	hip	steroids
bone	human	stick (<i>v</i>)
brain	hypnosis	stimulant
breath	Identikit	strain
calcium	illegal	stretch
cancer	improve	structure
capacity	individual	substance
car exhaust	inhale	supply (<i>n,v</i>)
carbon dioxide	investigate	suspect (<i>n</i>)
carbon monoxide	joint	tar
carcinogenic	kit	technique
cell	knee	technology
characteristic	ligament	thigh
cheeks	link	tissue
chin	lubricate	tobacco
circular	lungs	toxic
circulation	manufacture	trace (<i>n</i>)
clue	marrow	vein
commit	moisture	vertebra / ae
complicated	molecule	vitamin
constant	muscles	witness
contract	nerve	wrist
convert	nicotine	
cranial	organ	
crime	oxygen	
criminal	paralysed	
determine	passive	
disk	patches	
displaced	pelvis	
DNA	phosphorous	
drugs	process	
elbow	pulse rate	
energy	pump (<i>n, v</i>)	
expand	records (<i>n</i>)	
expert	release	
extract (<i>v</i>)	rib cage	
eyebrow	rib	

Unit 3 Summary

The United Kingdom

Step/ Materials	Topic	Activities / Skills	Language
1/2 PB16 WB23-26	<i>Facts and figures:</i> short paragraphs Language focus	Scanning Meaning from context Sentence writing Language study	Various vocabulary Forms of passive
3/4 l'B17 WB27-29	<i>Queen Victoria:</i> a biography	Topic sentence identification Read for detail Write biography	Various vocabulary
5/6 PB18 WB29-31 CS6	Changes: newspaper quoting opinions Language focus	Understand points of view Express points of view Listen for specific information	Expressing opinions (for & against) <i>be + to + infinitive</i>
7 WB31 /32 CS7	'Talk and listen' conversations Discussion	Discuss changes Conversation practice	Past, present and future tenses Various functional expressions
8/9 PB19 WB33-36 CS8	The Tower of London Guide book description of building Guide describing a building	Topic sentence identification Read for detail Write description of building Listen for specific information	Various vocabulary
10/11 PB20 WB36-38 CS9	<i>An English tradition:</i> transcript of TV interview	Listen for detail Read for detail Write description of event Practise reference.	Expressing opinion Various vocabulary Reference: Pronouns Discuss opinion
12 PB21 WB39 /40	<i>Another kingdom:</i> <i>Scotland</i> Encyclopedia description of country	Topic sentence identification Read for detail Develop vocabulary	Various vocabulary
13 WB40-42	Language focus	Language study and practice Write description of country	Non-defining relative clauses

Step/ Materials	Topic	Activities / Skills	Language
14 PB22 WB42/43 CS10	<i>Barry Jones:</i> a serial story	Reading skills	—
15 PB23 WB44-46	Revision	—	—

Arts reader	Texts 1-4	Science reader	Texts 1 - 4
PB46 WB97/98	<i>The world</i>	PB62 WB119/120	<i>The World</i>
PB47 WB98/99	<i>Children at work- London 1850</i>	PB63 WB121/122	<i>The movements of the Earth</i>
PB48 WB100 CS11	<i>Two poems by Wordsworth</i>	PB64 WB122/123	<i>Mathematics</i>
PB49 WB101 /102	<i>The Channel Tunnel</i>	PB65 WB124/ 125	<i>Computers</i>

3.1 PB16 WB23-25

Learning objectives	Develop technique of scanning. Practise working out meaning of words from their context.
Language focus	Various forms of Passive
Vocabulary	United Kingdom, figure, improve, system of government, *Union Jack, empire, commonwealth, consist of, make up, capital city, *Belfast, *Edinburgh, *Cardiff, head of state, parliamentary, monarchy, monarch, Welsh, *Gaelic, *demolish, *stallion, *hazardous, *fester, province, border, prince, principality, official, documents, independent, govern, republic, king, queen, rule, separate, Wales, Northern Ireland, parliament, *reign
1 Introduction to topic PB16	Elicit or translate <i>The United Kingdom</i> . Explain that this is the topic of the Unit. Ask pupils what they already know about the UK.
2 Scanning for specific information PB146 WB3.1A	A Preparation. Pupils read <i>Improve your reading - What's it all about?</i> at the top of PB16. Pre-teach <i>improve, figures, system of, government Union Jack*, empire, commonwealth</i>. Pupils now identify the subjects of the six paragraphs on P1316. B Introduce the Workbook exercise. Pupils should now know in which paragraph the answers to WB3.1A can be found. Ask the class to name the paragraphs for each answer. It is important that pupils do this exercise as fast as possible; speed is part of the process of learning how to scan. Make the exercise into a competition between groups of pupils. Answers: 1 Three. 2 London, Cardiff, Belfast and Edinburgh. 3 The monarch (king or queen). 4 English, Welsh and Gaelic. 5 It covered a quarter of the world's surface. 6 At the beginning of the 19th century.
3 Working -out meaning of words from their context PB16 WB3.1B/C	A In preparation for WB3.1C, pupils first do WB3.1B- Pupils read the information box in 3.1B about <i>Working out meaning from context - 1</i>. Explain that sometimes other words in a sentence help you work out the meaning of an unfamiliar word. Note: the four unknown words were chosen deliberately because they are infrequent; they are NOT testable. Ask pupils to say which words helped them guess the meaning of the new words. Answers: 1 a) old, make way, new 2 c) got on, rode off 3 b) frightened, storm 4 c) not cleaned properly

B Pupils read *Working out meaning from context* - 2 in WB3.1C. Meaning can sometimes be worked out from explanations or examples. Pupils now look for the individual words and use either, other words, explanation, examples or common sense to work out their meaning.

Answers:

- 1 b) *a) is principality*
- 2 b)
- 3 b) a) and c) are mentioned elsewhere in the paragraph
- 4 b) *became part of* later gives a clue
- 5 b) by contrast to *became part of*
- 6 c) explanation given
- 7 c) explanation given
- 8 a)

**4 Revision of
the passive
PB16
WB3.ID**

Pupils read the explanation of the use of the passive in WB3.ID and answer the questions on the text. Here, the doer of the actions is not important.

Answers:

- 1 Gaelic is spoken in Scotland.
- 2 Before the 19th century the United Kingdom was called Great Britain or Britain.
- 3 Wales was united with England in 1282.

Pupils now find other examples of the passive in the text.

Ask: How *is Welsh used*?

- It is used in radio and TV programmes, on road signs and official documents.

How much of the world was governed from London in 1945?

- A quarter of the world's population.

Write this question on the blackboard:

How *is 'the UK' pronounced*?

- Like the letters: You Kay

3.2 PB16 WB25 /26

Learning objectives Understand texts about the United Kingdom and develop vocabulary.
Write sentences about Yemen.

Language focus –

Vocabulary united, civil war, president, symbol, power, unity

1 Develop vocabulary
PB16
WB3.2A

Pupils skim the texts to find the words in the list and then write them in the correct places.

Answers:

- | | | | |
|-------------|-----------------|----------------|----------|
| 1 province | 2 capital | 3 languages | 4 united |
| 5 Civil War | 6 Head of State | 7 Commonwealth | |

2 Answer comprehension questions orally
PB16
WB3.2B

A Pre-teach *reign, symbol, power, unity*. Ask the class questions like these:

- How many kingdoms are there in the UK?
- How many official languages are there in the UK?
- When did southern Ireland become independent?
- How long was Britain a republic?

Ask each group of pupils to think of one similar question to ask the rest of the class.

B Ask the class what new things they have learned about the UK. Ask them to begin their answers with *I didn't know*.

Possible answers:

I didn't know that

- there are four separate countries in the UK.
- three languages are spoken there.
- the Queen has no power.
- there was a Civil War there.
- the flag consists of three flags.

C Pupils now discuss the 'After you read' questions about Yemen. Ask them to say which of the vocabulary items just learned relate to the history of Yemen.

Sample answers:

kingdom, province, capital, king, queen, monarchy, united, unity, independent, republic, president, civil war, British Empire, Commonwealth (Yemen applied to join the Commonwealth in 1997)

3 Write sentences about Yemen
WB3.2C

Pupils complete WB3.2C in groups. Encourage them to write at least one additional sentence about each subject.

Example:

The flag is a symbol of the unity of the country.

3.3 PB17 WB27 / 28

Learning objectives	Develop technique of skimming for gist. Understand a text about a famous queen of the United Kingdom and develop vocabulary. Understand the structure of a paragraph.
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Language focus	–
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Vocabulary	during, death, factory, sewer, waste water, art gallery, rich, railway, shopper, arcade*, typical, decorated, statue, carved stone, imitate, fashion (n), value (n), include, strict, discipline, library.
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1 Introduction to topic PB17	Ask pupils what they already know about Queen Victoria. Explain that her reign was one of the most important periods in the history of the UK.
--	--

2 Develop reading techniques WB3.3A	A Pupils read <i>Improve your reading - topic sentences</i> on PB page 17. A topic sentence is similar to the title of a chapter in a book; it tells PB17 you what the following text is about.
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B Pupils now skim the text quickly to find the topic sentence in each paragraph. They can then say what the text is about. Pupils complete WB3.3A.

Answers:

- 1 Queen Victoria's life
- 2 Changes in people's daily life
- 3 Uses of the adjective *Victorian*

3 Read for specific information and to study paragraph structure PB17 WB3.3B-E	A Pupils scan the first paragraph for the numbers given in WB3.3B and describe what they refer to.
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Answers:

- 1 Victoria was 18 when she became Queen.
- 2 She got married when she was 21.
- 3 She wore black clothes for forty years.
- 4 She reigned for 64 years.

Ask pupils how the details of Victoria's life are organized.

Answer:

In the order they happened.

B Pupils study the organization of the supporting details in the second paragraph and do WB3.3C.

Answers:

- Art galleries, libraries and parks opened. 3
- Schools became free for children. 4
- Houses were built with sewers and gardens. 2
- Lots of shops and large stores opened. 6
- People moved from the country to the town. 1
- Transport got better. 5

C Pupils study the supporting details for the topic sentence in paragraph three. Ask how many uses of the adjective *Victorian* are given.

Answer: Three. Pupils do WB3.3D.

Answers:

Victorian buildings or architecture
Victorian fashion
Victorian values

D Pupils work out the answers to WB3.3E from the context.

Answers:

- 1 factory (Pupils should know that *factory* is the singular of *factories*.)
- 2 sewers
- 3 shoppers
- 4 reign (previously seen as a verb)
- 5 imitated
- 6 strict discipline

4 Discussion
PB17
WB3.3F

Pupils discuss the two questions in WB3.3F. Note: In Western countries wearing black clothes is a sign of mourning - a period of sadness after someone has died.

3.4 PB17 WB28 /29

Learning objectives Understand the structure of a paragraph.

Language focus –

Vocabulary *zero, *chemistry, *tariff, *Hindi, *pyjamas, *juggernaut, *Hungarian, *yacht, *miserable, *courtyard, *stretch, *fascination

1 Identify topic sentences WB3.4A

Pupils read the introduction to WB3.4A and do the exercise. They do not need to understand the new words. They should also count the number of supporting details in each paragraph.

Answers:

- 1 Modern English has taken many words from different languages.
- 2 Barry felt really miserable.
- 3 When Laila reached the top of the hill, she stopped to look at the beautiful view.
- 4 The importance and fascination of gold are as great as ever.

2 Study paragraph organization PB17 WB3.4B

Pupils read the information box on paragraph organization and look at the first paragraph in the text on page 17 of the PB to see how the details of Queen Victoria's life are arranged.

Answer:

In the order that events happened.

3 Write a paragraph WB3.4C

Pupils now write a short paragraph about the life of somebody they know or about somebody famous. Make sure they plan their paragraph before they start writing. After the topic sentence they should write at least four more sentences.

Sample paragraph:

My grandfather had a long and interesting life. He was born in a small mountain village over 90 years ago. When he was fifteen, the family moved to Aden. He worked on a boat and went round the world many times. He died two years ago at the age of 87.

Some pupils might want to write a second paragraph, following the same procedure and using the organization of paragraphs two and three on PB17 as a model.

Suggested topics:

Changes in local town or village life.

The uses of the adjectives *Western* or *American*.

3.5 PB18 WB29 /30 CS6

Learning objectives Extract information from recorded speeches about opening a supermarket and closing a factory.

Learning focus Verb forms

Vocabulary convenient, against the idea, all for something, out-of-town, in favour of something, crowded, electronics, can't wait for something, old-fashioned, create

1 Listening for detail

PB18
WB3.5A-C
CS6

A Introduce the exercise. Explain that in a small town in the UK two changes are taking place; a new supermarket is opening and an old factory is closing. Before playing the cassette, pre-teach , *convenient against the idea, all for something, out-of-town, in favour of something, crowded, electronics.*

B When you play the cassette, stop the recording after each speaker, so that pupils can write *For* or *Against* beside the names of the speakers. Play the whole cassette section as many times as is necessary for the majority of the students to complete the rest of WB3.5A and 3.5B.

C Pupils now read the texts on PB18 to check their answers. Ask pupils to say whether the sentences in WB3.5B are about the past, present or future.

Answers:

3.5A

The supermarket

Alan Cooper against

Jenny Green for

1J 2A 3A 4J

The factory

Sally Woodman for

Fred Mason against

5S 6F 7S 8F

3.5B

1 used to be - past

3 remember - present

5 we'll soon be able - future

7 are coming - future

2 have - present

4 was - past

6 needs - present

8 we're all going to - future

2 Develop vocabulary

PB18
WB3.5D.

In the texts on PB18 pupils look for words that fit the definitions in WB3.5D.

Answers:

1 I can't wait for the new supermarket!

2 convenient

3 old-fashioned

4 create

Cassette Section 6 is the text of the speeches on PB18.

3.6 PB18 WB30 / 31

Learning objectives Understand texts about opening a supermarket and closing a factory.

Language focus Future: *be + to + infinitive of main verb*.

Vocabulary engineering, loss, stall (*n*), baker's, butcher's, shopping (*n*) - *things*
bought, take (time), look forward to something, cheaply

1 Read for detail

PB18
WB3.6A

A Pupils do WB3.6A.

Answers:

- 1 He doesn't have a car.
- 2 She doesn't have time to go around to different shops.
- 3 The town needs new industries like electronics.
- 4 There are no jobs in the new industries for men like him.

B

Ask the class the following questions:

How many jobs will be lost when the factory closes? (150)

What is the Arabic word for *stall*?

Lots of shops have closed. Which ones does Alan mention?

(The baker's and the butcher's.)

What is Jenny Green looking forward to? (Shopping from home, using a computer.)

Why does Sally want new industries in the town? (They create jobs

for women.)

What plans does Fred have? (None. He doesn't know what he's going to do.)

2 Discussion

PB18
WB3.6B

Pupils do WB3.6B and discuss their answers.

Possible answers:

There are now few markets in the UK.

A lot of shops are closing in town centres because most people shop in out-of-town supermarkets.

Old-fashioned industries are closing and a lot of people are losing their jobs as a result.

If you want a job, you must know about new industries.

3 Language study

WB3.6C/D

In WB3.6C pupils read about talking about the future using *be + to + infinitive of a main verb*. In speech this construction sounds formal and old-fashioned; however, it is often used in newspaper headlines. After reading pupils do WB3.6D.

Answers:

- 1 Sana'a is going to get a new airport.
- 2 An athletics team is going to leave for Europe.
- 3 A Minister is going to marry a school teacher.

3.7 WB31 / 32 CS7

Learning objectives Discuss changes.
Recognize the logical sequence of a conversation.
Express opinion in writing.

Language focus Past, present and future tenses

Vocabulary –

- 1 Discuss changes**
WB3.7A
- Pupils in groups make up three sentences about each of the four topics listed. In the first sentence they use *used to*, in the second a present tense and in the third a future tense.
Possible answers for *agriculture*:
We used to grow coffee.
Now we grow tomatoes.
Next year we're going to grow grapes.
- 2 Make conversations**
WB3.7B
- A** Pupils work in pairs, A and B. The A pupils look at the first set of speeches and the B pupils look at the second set of speeches. They should cover up the set of speeches they are not studying.
- B** Let the pupils practise the conversations in pairs. Remind them to look at each other when they are talking. Let them practise until they can perform with confidence.
- 3 Listen for pronunciation / consolidation**
CS7
- Encourage the pupils to imitate the speakers.
- 4 Act out the dialogues**
WB3.7B
- Let different pairs act out the conversations in front of the class.
- 5 Write sentences**
WB3.7C
- Remind pupils of the phrases found in WB3.5A.
I'm completely against the idea of ...
I'm all for ...
I'm (not) in favour of ...
The pupils should then choose one of the topics and write a topic sentence. They should then write two sentences supporting the topic sentence.
Sample answer:
I'm all for satellite TV.
There are lots of different programmes.
We can learn a lot about other countries.

Cassette Section 7

Presenter: Band 1

Boy 1: What do you think of the new restaurant?
Boy 2: I've no idea. I haven't been.
Boy 1: Why not? The food's good and it's cheap.
Boy 2: No, it isn't. It's very expensive.
Boy 1: How do you know if you've never been?
Boy 2: Somebody told me. Anyway, I don't like foreign food.
Boy 1: What do you mean? They serve Yemeni food.
Boy 2: I'm still against the old restaurant closing.

Presenter: Band 2

Girl 1: What do you think of the new restaurant?
Girl 2: The old one was much better.
Girl 1: But it was crowded and you had to wait for ages.
Girl 2: That didn't matter. I used to meet my friends there.
Girl 1: They all go to the new one now.
Girl 2: Really? That's why I haven't seen them for ages.
Girl 1: Look, why don't you come tomorrow? I'll pay.
Girl 2: Thanks. I can't wait.

3.8 PB19 WB33 / 34

Learning objectives Understand a text about a famous building.
Develop vocabulary

Language focus –

Vocabulary tower, bank, paint (v), outer, royal, palace, prison, traitor, commit, crime, prisoner, gate, *execute, *executioner, axe, nowadays, apart from, crown, set (n) (of jewels), valuable, coronation, diamond, set (v) (- a jewel), raven, superstition, collapse, feather, wing

1 Introduction to topic PB19 Pre-teach *tower*. Explain that the Tower of London is one of the most famous tourist sights in the UK and that it has a long and bloody history.

2 Read for gist PB19 Pupils first skim the text to find the topic sentences and say what they are going to read about. Pupils do WB3.8A

WB3.8A

Answers:

3 1 4 2

3 Read to find the meaning of words

PB19

WB3.8B/C

A Pupils work through the text paragraph by paragraph to find words with the meanings given in WB3.8B.

Answers:

- 1 bank
- 2 palace
- 3 commit a crime
- 4 gate
- 5 execute
- 6 exhibit
- 7 set
- 8 crown
- 9 diamond
- 10 raven
- 11 collapse
- 12 feathers

B Pupils scan the texts for the words in the list at the beginning of WB3.8C and work out their meaning from their context. Pupils then do WB3.8C.

Answers:

- 1 prison
- 2 wings
- 3 royal
- 4 nowadays
- 5 set
- 6 axe

Ask pupils to work out the meaning of the other new words; explanations are given for a lot of them.
paint (v), outer, traitor, prisoner, executioner*, crown, valuable, coronation, superstition

3 Read for detail

PB19

WB3.8D

A Pupils now look for the answers to WB3.8D in the text.

Answers:

- 1 The central tower.
- 2 A palace, a prison and a museum.
- 3 Many prisoners.
- 4 At his coronation.
- 5 The Crown Jewels.
- 6 (Sample) *There will be no more royal family if the ravens fly away.*

B Ask the class further comprehension questions.

How old is the central tower? (Over 900 years old.)

How were many prisoners executed? (Their heads were cut off with an axe.)

Why don't the ravens fly away? (The feathers in their wings are cut.)

4 Discussion

PB19

Pupils discuss the 'After you read' questions on PR19.

3.9 PB19 WB34-36 CS8

Learning objectives Extract specific information from a recorded monologue.
Develop vocabulary.
Write a description.

Language focus –

Vocabulary *conservatory, *pavilion, *steam, *entrance, *preparation table

1 Listen for details

WB3.9A-D

CS8

A Introduce the listening exercise. Explain that the pupils are going to be part of the commentary of a guide taking a group of tourists round a famous building, The Royal Pavilion in Brighton on the south coast of England. The word *pavilion* is explained at the beginning of WB3.9A. The recording is in two parts; the pupils will hear each part twice. Before playing the recording, pre-teach *conservatory, pavilion, steam, entrance, preparation tables*. Play the first part as pupils do WB3.9A; they have simply to identify the names of the rooms they hear and tick them.

Answers:

hall breakfast room dining room library conservatory
kitchen music room

B Play the first part again as the pupils do WB3.9B. They have to listen very carefully for particular details and cross out the incorrect detail given in WB3.9B.

Answers:

NB: The words and dates to be crossed out are:

- 1 Room
- 2 museum
- 3 1758
- 4 1803
- 5 1821
- 6 Indian
- 7 Chinese
- 8 1857
- 9 1860
- 10 William

C Explain that the pupils are now going to hear a detailed description of one room in the Pavilion. First they have simply to say which room it is and which room the tourists go to next. Play the second part of the recording as pupils do WB3.9C.

Answers:

- 1 The kitchen.
- 2 Queen Victoria's bedroom.

D Make sure that the pupils understand all the words in WB3.9D and. what they have to do. As they listen, the pupils have to write the names the objects in the correct place on the plan and then write some missing words that they hear on the recording. Play the second part of the recording again as pupils do WB3.9D.

Answers:

- 1 A pans
B cookers
C preparation tables
D steam table
E fire
- 2 hot
- 3 high windows

2 Write a description
PB19
WB3.9E

Pupils now write in their copybooks a short description of either a historical building they know or of a room; it is their choice. It is important that the follow the notes in WB3.9E when organizing their paragraph. When writing about a historical building they should arrange their information in historical order; when describing a room, they should arrange their information so that the description moves from right to left or from left to right and then in a logical order. Refer the pupils writing about a building to the first paragraph on PB19. Play the second part of the recording again for those pupils describing a room.

Cassette Section 8

Listen to a guide talking to some visitors about the Brighton Pavilion.

Presenter: Band 1

Guide: Ladies and gentlemen, welcome to Brighton's Royal Pavilion. We are now in the Entrance Hall to the Pavilion - where visitors long ago also came into the building. The oldest part of the building was once a farmhouse. It was bought as a holiday home by George the Fourth when he was Prince of Wales. That was in about 1785 - we don't know exactly. But we do know that the building was made much larger in the years 1801 and 1802. The building already had on the ground floor a breakfast room, a dining room and a library. A new dining room and a conservatory - a sort of greenhouse built onto the house - were added. The next big changes happened between 1815 and 1823. Three more rooms were added - a very large kitchen, a music room and another dining room. The outside of the building was decorated in the Indian style and the inside of the building was decorated in the Chinese style. George continued to use the Pavilion for holidays and rest when he was king, as did the next king - William the Fourth. He died in 1837 and the next monarch was Queen Victoria. She didn't like the Pavilion. She said it was 'a strange, odd, Chinese-looking place, both outside and inside.' So - in 1850 she sold the building to the town of Brighton. It has belonged to us since then. Now, ladies and gentlemen [FADE OUT] come with me to the next room ...

Presenter: Band 2

... that was the main dining room with its rich decorations. Now, we are in the Great Kitchen. Stand here, please, ladies and gentlemen. You'll be able to see better.

To your left by the wall are the cookers where food was boiled or fried and in front of them some tables where the food was prepared - the preparation tables. This is where meat and vegetables were chopped and sauces made and so on. When the food was cooked, it was put on the big table in front of you - the steam table. The table top is made of metal. Steam from boiling water came along pipes to the space under the top and this is how they kept the food hot before it went into the dining room. To your right is a big fire where the meat was cooked. And on the shelves on the wall in front of you are all the pans. Now if you look up, you will see that the room is very high and that there are a lot of windows. This was to stop the kitchen from getting too hot, We will now go upstairs to Queen Victoria's bedroom. [FADE OUT] If you would come this way, please. This way, sir. Madam

3.10 PB20 WB36 /37 CS9

Learning objectives Extract specific information from a recorded interview.
Understand details in a printed interview.
Develop vocabulary

Language focus –

Vocabulary roll, hill, catch, bottom, take place, take part, cancel, go ahead,
*wheel-shaped, winner, spectators, downhill, bounce, popular,
*Romans, uphill, have fun

1 Listen for information Explain to the pupils that they are going to read an interview about a cheese rolling race. Write these two names on the board: *Sergeant Lewis John Shepherd*. Explain that one of these people wants to stop the race and the other wants the race to go ahead. Tell the pupils to read the whole of WB3.10A silently and check that they understand the task. Pre-teach *roll, hill, bottom, take place, take part*. Play CS9.

2 Read to check Tell the pupils to read the interview on PB20 to check their answers. Play again as they do so.

PB20
WB3.10A / B
CS9

Answers:

- 1 rolled
- 2 30
- 3 reach the bottom of the hill
- 4 arms and legs
- 5 3 kilos
- 6 People have not been killed
- 7 hundreds of years
- 8 don't have to

3 Read for detail **A** Ask which of the two people wants the race to be cancelled.

PB20
WB3.10C

Answer:
Sergeant Lewis.

B Pupils read the interview again and do WB3.10C. They should be able to work out the meaning of new words as they do so. These are: *cancel, go ahead, wheel-shaped*, winner, spectators, downhill, bounce, Popular, Romans*, uphill*.

Answers:

- 1 go ahead
- 2 spectators bounce
- 3 downhill
- 4 c) prevent injuries
- 5 It's too dangerous. Last year 35 people were injured. It causes too much work for the emergency services.
- 6 Nobody has ever been killed. It's very popular. It's a tradition.

**3 Identify
pronoun reference**
PB20
WB3.10D

Pupils do WB3.10D. They have to find the words in the text that the italicized pronouns look back to.

Answers:

- 1 cheeses
- 2 people
- 3 cheeses
- 4 the emergency services
- 5 the races
- 6 the race

4 Discuss the text
PB20

A Pupils read the information box about the word *cheese* being used here as a countable noun.

B Explain to the pupils that this race really does take place and that the arguments in the text for and against it are based on fact.

Cassette Section 9 is the text of the interview on PB20.

Learning objectives Discussion.
 Write a description of an event.
 Develop vocabulary.

Language focus –

Vocabulary –

1 Discuss the text Pupils do WB3.11A and discuss the questions. Encourage them to
 PB20 repeat the arguments put forward by Sergeant Lewis and John
 WB3.11A Shepherd.

2 Write a description Pre-teach any new words in the box. Pupils should first answer the
of a sporting event questions and then use their answers to write a continuous text. Ask
 WB3.11B the pupils to find any other words they need.

Sample text (about football):

The aim of the game is to score more goals than the other team.
 It takes place on a flat piece of ground. You need a ball and two
 goals. It lasts one and a half hours. There are two halves of
 forty-five minutes each. It is a traditional game. There are eleven
 people in each team.

3 Discussion Pupils discuss the statement in WB3.11C.
 WB3.11C

4 Develop vocabulary Pupils should know some of the adjectives that can be made from the
 WB3.11D nouns listed. They should check new ones in a dictionary if available
 or ask you to check them. Ask them to use the adjectives they make in
 sentences.

Answers:

agricultural	architectural	dangerous
departmental	educational	electrical
historical	industrial	mountainous
official	superstitious	traditional

Two other adjectives ending in -al:
 international (PB16) royal (PB19)

3.12 PB21 WB39/40

Learning objectives Understand a description of a country.
Discussion.
Develop vocabulary.

Language focus –

Vocabulary physical, income, iron (metal), *Loch, tourism, ship-building, steel making, flat (*adj*), world-famous, *Highlands, although, legal, educational, compete, independently, such as, rugby, become, main, geographical, area, mountainous, rise, sea level, plain, *Lowlands, *Uplands, hilly, *Spey, *Tay, *Clyde, *Glasgow, salmon, coal mining, source of income, export, discovery, disappear, chemicals, light engineering, steam engine, electrical, discover, penicillin, influence, kilt, *tartan, pattern, *clan

1 Predict content of text **A** Introduce the topic, namely Scotland. Ask pupils what they know about Scotland already. Then ask them to read through WB3.12A and check their understanding of the task and the new words. These are: *physical, income, iron (metal), loch*, tourism, ship-building, steel making, flat (adj), world-famous, Highlands**. Pupils now do WB3.12A, predicting or working out under which heading they will find the information given.

PB21

WB3.12A/B

B Pupils scan PB21 to check their answers to WB3.12A.

Answers:

1C 2A 3B 4C
5B 6A 7C 8B 9A

2 Develop vocabulary Pupils scan the text to find words that fit the definitions given in WB3.12C.

PB21

WB3.12C

Answers:

- 1 compete
 - 2 rugby
 - 3 rise
 - 4 plain
 - 5 salmon
 - 6 flow
 - 7 source
 - 8 export
 - 9 watt
 - 10 discover
- independently
 - hilly
 - discovery

3 Read for detail
PB21
WB3.12D

A Pupils read WB3.12D. Check that they have understood the task and the new words.

Answers:

IF 2T 3T 4F 5T 6F 7F 8T 9T

B Pupils now correct the false sentences in their copybooks. Ask them to find the places mentioned on the map on PB21 or in an atlas.

C Ask the class questions like these:

- What are the Lowlands, Ben Nevis and the Highlands?
- What do these numbers describe? 1928 1779, 5,200,000 etc

D Ask the pupils what they have learnt about Scotland and to say in what ways it is like or unlike Yemen.

3.13 WB40-42

Learning objectives Language study and practice.
Write a description of Yemen.

Language focus –

Vocabulary –

1 Language study and practice WB3.13A/B

A Pupils read the explanation of non-defining relative clauses in WB3.13A. Write these two sentences on the board:

A The river that/which flows through Glasgow is famous for ship building.

B The River Clyde, which flows through Glasgow, is famous for ship building.

In sentence A we do not know which river we are talking about. 'The river is famous for ship building.' tells us nothing; we need to know that it flows through Glasgow. This information is introduced with the words *that* or *which* (*that* or *who* when talking about people) and is NOT written between commas.

In sentence B we know which river we are talking about. 'The River Clyde is famous for ship building.' makes perfect sense. The information that it flows through Glasgow is not necessary. This kind of additional information is introduced with the word *which* only (*who* only when talking about people) and is written between commas. Note that this kind of sentence is usually written; in spoken language we would use two sentences to give the information.

B Pupils now join the two pieces of information given in the examples in WB3.13B. Note that in all cases the second piece of information is not needed in order to know who or what is being talked about.

Answers:

- 1 Queen Victoria, who reigned from 1837 to 1901, had nine children.
- 2 Aden, which is on the Indian Ocean, is one of the busiest port in Yemen.
- 3 Ben Nevis, which rises to 1,343 metres, is the highest mountain in the UK.
- 4 Prince Naseem, who has Yemeni parents, is a world-famous boxer.
- 5 The Tower of London, which stands on the banks of the River Thames, is one of the oldest buildings in the UK.
- 6 Alexander Fleming, who worked at a London hospital, was the discoverer of penicillin.

2 Write about Yemen WB3.13C

Pupils in groups now complete a writing project to create a collective piece of writing about Yemen. Ask them to read WB3.13C and check that they have understood the task and the advice on organization of paragraphs. Point out that they should also use the information they wrote in WB3.2C to write about the history and government of Yemen. Pupils now do the project, which can be completed for homework.

3.14 PB22 WB42/43 CS10

Learning objectives Choose the correct summary of the story so far.
Read the next episode for enjoyment.

Language focus –

Vocabulary continue, *Buckingham Palace, Underground station, belong too,
*blue with cold,

1 Preparation Elicit what the pupils remember about Barry and his family:
How old is Barry?
How many brothers or sisters does he have?
What does his father do?
How does he get to school?
Who is Anne? etc

2 Read for detail **A** Introduce WB3.14A with an explanation of the rubric. tell the
WB3.14A pupils to read the three paragraphs closely When they reach a
statement or fact that is not correct, they put a pencil line through it.

B Elicit the answer: 2 is true. Discuss the facts that are untrue.
In case of disagreement, let the pupils refer to PB6.

3 Predict, then read **A** Ask the class what Anne said at the end of the last episode. Tell
for gist them to look at PB6 if necessary. Pupil's Books closed. Tell the pupils
PB6/22 to look at all the pictures to work out what Barry is doing in this
WB3.14B episode. They should be able to see that he is on a sight-seeing tour of
London. You can then ask who they think the two girls in the picture
are and elicit *Sue and her pen-friend*. Elicit some information about
each of the pictures. Then tell the pupils to read the text as quickly as
they can and put the pictures in order.

B Check the answers.

Answers:

2 5

1 4

3

4 Read for specific **A** Write the following questions on the board or dictate them. Then
information tell the pupils to scan the text for the answers:
PB22 How long is Anne staying?
How did they get from Buckingham Palace to the Houses of
Parliament?
How did they get to the Tower of London?
How did Barry know so much about the Tower of London?
Did he know everything?

B Elicit the answers orally.

5 Listen for consolidation
CS10

Play the cassette and let the pupils listen to the story. They should understand most of the details now. This is an opportunity to enjoy the story and reinforce what they have read.

6 Extension
PB22

A Anne asked Barry three questions but he couldn't answer them. Find out how many the pupils can answer.

Background to answers:

- 1 When the Queen is at Buckingham Palace, her flag is put up. In the picture her flag is flying, so she is there now.
- 2 Big Ben is in fact the name of the bell inside the clock. The clock is famous because it is used on radio broadcasts all over the world and because it always shows the correct time.
- 3 See PB19. There is a superstition that the British monarchy will collapse if the birds fly away.

B Ask the pupils what they think the next episode will be about. The last paragraph gives a clue.

3.15 PB23 WB44-46

Learning objectives Catch-up and revision.

Language focus –

Vocabulary –

- 1 Language review**
PB23 Ask the pupils to read through Language review 2 on PB23. Ask them to add one more example to all the examples given.
- 2 Revise passive**
WB3.15A Pupils do WB3.15A.
Answers:
- 1 The race must be organized better.
 - 2 Children should be seen and not heard.
 - 3 Oil has been discovered in the North Sea.
 - 4 The first iron bridge was built by Telford.
 - 5 Penicillin was discovered by Fleming.
 - 6 Scotland is visited by thousands of tourists.
- 3 Revise tenses**
WB3.15B Pupils do WB3.15B
Answers:
- 1 used to take place
 - 2 will be able to
 - 3 will have to do
 - 4 is building / is going to build
 - 5 (is) to open
- 4 Revise non-defining relative clause**
WB3.15C Pupils do WB3.15C.
Answers:
- 1 My father, who works in the capital, has bought a new car.
 - 2 The Tower of London, which stands on the banks of The Thames, is the oldest building in London.
 - 3 The black stork, which lives in Yemen for half the year, comes from Africa.
 - 4 In the reign of Queen Arwa, who died in 1138 at the age of 92, many new mosques, roads and markets were built.
- 5 Revise expressing opinion**
WB3.15D Pupils do WB3.15D
Answers:
Pupils' choice.

6 Revise vocabulary
WB3.15E-G

A Pupils do WB3.15.

Sample answers:

- 1 A stork has long *feathers* on its *wings*.
- 2 People who commit a *crime* go to *prison*.
- 3 One of the traditional *industries* of Scotland was *steel making*.
- 4 My father's *stall* in the market is very popular with the *shoppers*.
- 5 *King* William the First lived in the Tower when it was a *palace*.
- 6 The *President* is the *Head of State* of Yemen.
- 7 *Penicillin* was a very important *discovery*.
- 8 *Sewers* carry away *waste water*.

B Pupils think of as many words as they can to do WB3.15G.

Answers:

Heads of State: king queen president monarch
Industries: steel making coal-mining ship-building
farming fishing tourism electronics chemicals
light engineering

Unit 3 Word list

against the idea	discipline	library
all for something	discover	light engineering
although	discovery	loch*
arcade*	documents	look forward to something
area	downhill	loss
art gallery	during	Lowlands*
axe	Edinburgh*	main
baker's	educational	make up
bank	electrical	miserable
become	electronics	monarch
Belfast*	empire	monarchy
belong to	engineering	mountainous
blue with cold	entrance*	Northern Ireland
border	everyday	nowadays
best-known	execute*	official
bottom	executioner	old-fashioned
bounce	export	out-of-town
Buckingham Palace	factory	outer
butcher's	fascination	paint (<i>v</i>)
can't wait for something	fashion (<i>n</i>)	palace
cancel	feather	parliament
capital city	fester*	parliamentary
Cardiff*	figure	pattern
carved stone	flat (<i>adj</i>)	pavilion*
catch	Gaelic*	penicillin
cheaply	gate	physical
chemicals	geographical	plain
chemistry	Glasgow*	popular
civil war	go ahead	power
clan*	govern	preparation table*
Clyde*	have fun	president
coal mining	hazardous*	prince
collapse	head of state	principality
commit	Highlands*	prison
commonwealth	hill	prisoner
compete	hilly	province
conservatory*	Hindi	pyjamas
consist of	Hungarian	queen
continue	imitate	railway
convenient	improve	raven
coronation	in favour of something	reign*
courtyard	include	republic
create	income	rich
crime	independent	rise
crowded	independently	roll
crown	influence	Romans
death	iron (<i>metal</i>)	royal
decorated	juggernaut*	rugby
demolish*	kilt	rule
diamond	king	salmon
disappear	legal	sea level

separate
set (*n*) (~ of jewels)
set (*n*) (~ a jewel)
sewer
ship-building
shopper
shopping (*n*) (things bought)
source of income
spectators
Spey*
stall (*n*)
stallion*
statue
steam engine
steam*
steel making
stretch
strict

such as
superstition
symbol
system of government
take part
take place
take (time)
tariff*
tartan*
Tay *
to be all for something (*n*)
tourism
tower
traitor
typical
Underground station
Union Jack*
united

United Kingdom
unity
uphill
Uplands*
valuable
value (*n*)
Wales
war
waste water
Welsh
wheel-shaped*
wing
winner
world-famous
yacht*
zero*

B

- 1 The total area of the Earth's surface.
- 2 The area of the Earth's surface covered by water.
- 3 The area of Sudan.
- 4 The population of Egypt.
- 5 The total population of the Arab World.

C

- 1 Europe.
- 2 South America.
- 3 Asia.
- 4 Oceania.
- 5 Africa.

D

- 1 Religion and language.
- 2 Yemen.
- 3 The Atlantic Ocean, the Mediterranean, the Arabian Gulf and the Indian Ocean.
- 4 Approximately 14 million square kilometres.

6 Follow up PB46

- 1 Pupils discuss the questions in the *Discussion* box on PB46.
- 2 Organize a spelling competition, using the names of the countries, continents and geographical features on PB62.

Arts 6

Children at work - London, 1850 PB47 WB98 / 99

Vocabulary

coin, conditions, frozen, icy, mud, mudlark, nail, scissors, seller, sharpen, water-cress

1 Discuss the topic

Talk about:

- Why children don't work in most modern societies.
- Why they needed to work in the past.
- Which kind of jobs they might have done.

2 Vocabulary

There is very little new vocabulary in these texts. Present the new words. Then elicit what the pupils think the jobs of scissor sharpening and water-cress selling might be like.

3 Preliminary reading PB47

Introduce the texts using the title pictures and introductory paragraph. Tell the pupils to read for gist as follows:

- 1 Read the 1st paragraph of text 1.
- 2 Read the new two paragraphs quickly to find anything that the pupils find interesting.
- 3 Tell their partner what they found interesting.

Elicit what the pupils have learned about Bill Spicer as a class. Use the same procedure for the second text.

4 Read and do exercises Answer key

PB47

WBArts 6A-D

A

- 1 False. He goes down into the mud.
- 2 True.
- 3 False. He has no shoes.
- 4 False. He has a mother.
- 5 True.
- 6 False. He knows little.

B

- 1 True.
- 2 False. She goes out cleaning rooms sometimes.
- 3 True.
- 4 False. She left because of the teacher.
- 5 False. They have meat only on Sundays.
- 6 False. She doesn't play games because selling cress makes her tired.

C

- 1 He is frozen by the cold and the icy mud.
- 2 From Bill and from washing clothes.
- 3 He doesn't know where Scotland or England are.
- 4 Three.
- 5 (Any acceptable answer)
- 6 After she has sold all her water-cress and done some work at home.
- 7 Her mother cleans rooms and her father sharpens scissors.
- 8 Four slices of bread and butter and two cups of tea.
- 9 Her mother took her away because her teacher hit her.
- 10 (Any acceptable answer)

D

Prepare for the writing task by eliciting the similarities and differences between Bill and Emily. Tell the pupils to write a paragraph including some of these similarities and differences.

Sample paragraph:

Bill Spicer and Emily Cook are both children who have to work. They both come from poor families. Bill does not have a father as he died, but Emily does have a father and mother. The two families are so poor that they only eat bread only on most days. Emily says she eats meat on Sundays, however.

5 Follow up

PB47

Pupils discuss the questions in the *Discussion* box on PB47.

Arts 7	Two poems by William Wordsworth PB48 WB100 CS11
Vocabulary	at his own sweet will, bare, bound, dome, doth, dull., fair, garment, glideth, glittering, majesty, mighty, piety, rainbow, so be it, steep (v), temple

- 1 Topic introduction** Tell the pupils that they are going to study two poems by a famous English poet, William Wordsworth. He was particularly interested in describing nature. Ask how they think he would attempt to describe his feelings on seeing a rainbow.
- 2 Study poem 1**
PB48
WBArts 7A-E
CS11 (Arts), Band I
- A** Tell the pupils to read *My Heart Leaps Up* and try and understand Wordsworth's feelings on seeing a rainbow. Elicit an initial reaction from different pupils.
- B** Remind the pupils of the importance of rhythm in understanding poetry. Play CS11 (Arts), Band 1. Ask the pupils how the listening has helped their understanding.
- My heart leaps up*
- line 1/2: I am extremely happy / thrilled when I see a rainbow in the sky.
- line 3/4: I have always felt like this - when I was young and also now that I am a man.
- line 5 / 6: I hope I will continue to feel like this when I am old, otherwise I would prefer to die now.
- line 7-9: Our childhood makes us the adults we become; I want the different parts of my life to be joined together through a natural respect for God.
- C** Play CS11 (Arts), Band 1 again. Then get the pupils to discuss the five questions in pairs. Elicit answers as a class.
- D** Let the pupils listen to the first poem again. Then get them to read it aloud with the cassette.
- 3 Study poem 2**
PB48
WBArts 7F-H
CS11 (Arts), Band 2
- Follow the procedure in Stage 2.
- Upon Westminster Bridge:*
- line 1: There is nothing finer than the view from Westminster Bridge.
- line 2/3: Only a very dull person could pass by without appreciating such a majestic sight.
- line 4-8: The city of London looks beautiful in the morning light lying in its natural surroundings before it is busy with people and activity and the dirt they create.
- line 9-10: Even valleys or hills have not looked so beautiful in the morning light.
- line 11: I have never seen anything so beautiful or experienced such calm.
- line 12-14: The river runs its own course, even the houses seem to be asleep; it is as if the heart of the city is at rest.

4 Read in pairs
PB48
WBArts 7.1

Ask the pupils to choose one poem and read it aloud to their partner.
Then choose one pupil to read each poem to the class.

Cassette Section 11 is the poems on PB48.

Arts 8	The Channel Tunnel PB49 WB101/102
Vocabulary	automatically, barrier, centre, channel, goods, lorry, narrow, separate (v), service tunnel, technology, top speed, tunnel, undersea,

1 Topic introduction Ask the pupils if they know of any tunnels in Yemen and what they normally go under. (Answer: mountains or rivers.) Ask them if they know that there is now a tunnel from Great Britain to the continent of Europe and what it goes under. (Answer: the sea.) Ask them if they know of any other long tunnels anywhere else in the world.

2 Dictate vocabulary Follow the standard procedure.

3 Preliminary reading PB49 Introduce the texts using the title and picture. Tell the pupils to skim the article by quickly reading the beginning of each paragraph. They should read as much as they think is necessary to get a general idea of the content. Books closed. Elicit what the pupils have learned about the Channel Tunnel.

4 Read and do exercises
PB49
WBArts 8A-D

A

5 3
4 2

B

- 1 The narrowest point of the English Channel.
- 2 The time that Britain was separated from Europe.
- 3 The distance from London to Paris.
- 4 The length of the passenger trains.
- 5 The top speed of the trains.
- 6 The time of the journey from London to Paris.
- 7 The time of the journey through the tunnel.
- 8 The length of the tunnel.

C

- 1 The land between Britain and Europe sank and the sea poured in.
- 2 Trains that carry cars and lorries.
- 3 Engineers did not have the technology before.
- 4 They can escape into a *service* tunnel.
- 5 If one breaks down, the other can pull the train.
- 6 To prevent animals carrying disease coming through the tunnel.
- 7 By boat and by plane.
- 8 Because the airports are a long way from the centres of London and Paris.

D

- 1 A tunnel under the Channel was first suggested.
- 2 Work on the tunnel started.
- 3 French and British workers first met under the sea.
- 4 The Queen of Great Britain and the President of France officially opened the Channel Tunnel.

5 Write a paragraph

WBArts 8E

Remind pupils of the prepositions used before:

- years and months: *in*
- dates: *on*

To write their paragraph, pupils have simply to add correct time phrases to their answers to WBArts 8D.

6 Follow up and quiz

on Arts 5 - 8

PB46-49

WBArts 8E

1. Pupils discuss the *Discussion* questions on PB49.
2. Pupils organize a class quiz on the last four texts. They first do WBArts 8E and then, in groups, think up other questions to ask other groups. Make this a competition if you like.

Answer key

- 1 Africa, Asia and Oceania.
- 2 Anything that he can sell. Nails, pieces of metal and coins.
- 3 The River Thames.
- 4 45 minutes.

Arts Reader 5-8 Word list

Algeria	glittering	rainforest
Antarctic	goods	region
approximately	icy	religion
Arabian Peninsula	Indian	scissors
Arctic	Jordan	seller
Asia	Lebanon	separate (v)
at his own sweet will	Libya	service tunnel
automatically	lorry	sharpen
bare	majesty	so be it
barrier	Mauritania	Somalia
bound	Mediterranean	steep (v)
centre	mighty	stretch (v)
channel	Morocco	Sudan
coin	mud	Syria
conditions	mudlark	technology
continent	nail	temple
dome	narrow	top speed
doth	ocean	total
dull	Oceania	tropical
fair	Pacific	Tunisia
frozen	Palestine	tunnel
garment	piety	undersea
geographical feature	polar	water-cress
glideth	rainbow	

Science Reader 5-8

Science 5 The world PB6 2 WB119 / 120

Vocabulary Algeria, Amman, Antarctic, Antarctica, approximately, Arabian Peninsula, Arctic, Asia, atlas, Buenos Aires, chart, continent, degree, Equator, geographical, feature, Greenwich, Indian, Jordan, latitude, Lebanon, Libya, longitude, Mediterranean, meridian, Morocco, Mount (*n*), North/South Pole, ocean, Oceania, Pacific, Palestine, polar, rainforest, region, religion, system of measurement, total, Tropic of Cancer / Capricorn, tropical, Tunisia

- 1 Topic introduction** Books closed. Ask the pupils to tell you what they are learning in geography at the moment. Elicit or present *continent* and *ocean*. Then ask some questions. For example:
 What are the names of the continents / oceans?
 Which famous rivers / mountains can you name?
Write any key words that arise on the board.
- 2 Vocabulary dictation** Follow the standard procedure: read the new words aloud; tell the pupils to find them in the word list in their Workbooks and write number 1 beside each item. Alternatively, dictate the words; the pupils write them in their copybooks.
- 3 Read for gist** **A** Elicit the headings and point out that these quickly show the
PB62 reader what information the page contains. Elicit the different ways in which the information is presented on the page: *in a map, in a chart / table and in paragraphs*.
- B** Tell the pupils to find one piece of information about the Arab World somewhere in the introductory paragraph, the map, the table or the text. Elicit the information orally.
- 4 Read and work out meaning** Follow the standard procedure: go through all the words in the list as
PB62 they occur in the texts and elicit the meanings orally; or tell the pupils to find all the words you dictated and write the meanings.
- 5 Read and do exercises** **Answer key**
PB62 **A**
WBScience 5A-D 1 area
 2 surface
 3 geographical features
 4 polar
 5 ocean
- B**
 1 True.
 2 True.
 3 False. Mount Everest is the highest mountain in Asia.

Note: *Mount* as a noun is used only in geographical names; *mountain* **is** the name of the feature.

- 4 False. The second highest mountain in the table is in South America.
- 5 True.
- 6 False. The second longest river in the table is the Amazon.
- 7 True.

C

- 1 Europe.
- 2 South America.
- 3 Asia.
- 4 Oceania.
- 5 Africa.

D

- 1 longitude
- 2 latitude
- 3 Greenwich Meridian
- 4 Equator
- 5 Capricorn
- 6 North Pole

6 Follow up PB62 WBScience 5E

- 1 Pupils find out the position of Sana'a in degrees latitude and longitude. See question on PB62.
- 2 Do WBScience 5E, naming as many countries in the Arab World as they can as well as their capital cities. Some names of countries were given in WB Science 5C.
- 3 Organize a spelling competition, using the names of the countries, continents and geographical features on PB62.

Science 6	The movements of the Earth PB63 WB121/122
Vocabulary	angle, axis, darkness, directly overhead, hemisphere, imaginary, midday, oblique, orbit, rotation, the Tropics, cartographer, tilt (<i>n, v</i>), vertical
1 Topic introduction	Write the topic on the board and find out what the pupils know about it.
2 Vocabulary dictation	Follow the standard procedure, but this time tell the pupils to write number 2 beside each item in the list in the Workbook if you are using this method.
3 Read for gist PB63	Ask one pupil to read the introductory text aloud. Check understanding. Then elicit the headings and ask the pupils what each diagram illustrates. Tell them to read each text and the information on each diagram quite quickly to get a general idea of the content.

4 Work out meanings Follow the standard procedure.
PB63

5 Read and do exercises **Answer key**

PB63

WBSscience 6A-D

A

- 1 orbit
- 2 darkness
- 3 tilted
- 4 vertical
- 5 oblique
- 6 hemisphere
- 7 planet
- 8 cartographers

B

- 1 rotation
- 2 tilted.
- 3 at an oblique angle.
- 4 the Northern hemisphere.

C

- 1 True.
- 2 False. It is summer in the Northern Hemisphere. *or* It is winter in the Southern hemisphere.
- 3 False. The Earth's axis goes through the Earth from north to south.
- 4 False. At the Equator the days are almost the same length at different times of the year.
- 5 True.

D

- 1 Sun position
- 2 Tropic of Capricorn
- 3 cartographers
- 4 Tropic of Cancer

6 Follow up

PB63

WBSscience 6E

Pupils correct four false statements about Yemen.

Answer key

- 1 Yemen is in the Northern hemisphere.
- 2 It is between the Equator and the Tropic of Cancer.
- 3 The days and nights are almost the same length all year round.
- 4 The sun is directly overhead between April and June. (Pupils find out exact date for their area.)

Vocabulary	acute angle, algorithm, arithmetic, basis, circle, circumference, column, constant number, decimal, diameter, divide, divided by, equal (<i>v</i>), equation, figure (<i>geom</i>), fraction, function, Hindu, hypotenuse, mathematician, minus, multiple, multiply, obtuse angle, parallel, pi, plus, point (decimal-), procedure, Pythagoras, radius, rectangle, right-angled, root (<i>math</i>), square, squared, subtract, sum, theorem, three-sided, times, triangle, unit, zero
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1 Discuss the topic Ask the pupils to tell you what they have been learning in maths during the current semester.

2 Dictate vocabulary Follow the standard procedure.

3 Match definitions to pictures Tell the pupils to follow the instructions on PB64 and match definitions with pictures. They should write their answers in PB64 WBSscience 7A. Tell them that this will help them understand the meaning of new vocabulary.

Answer key

- 1 A right-angled triangle.
- 2 The diameter.
- 3 An acute angle.
- 4 A square.
- 5 28
- 6 An obtuse angle.
- 7 The radius.
- 8 The hypotenuse.
- 9 The circumference.
- 10 144.
- 11 Π or pi, the constant number 3.142.
- 12 4.
- 13 A rectangle.

4 Vocabulary quiz Get the pupils to demonstrate understanding of the vocabulary by answering questions or drawing on the board. For example:
What's the square root of 25?
Draw a rectangle. etc

5 Write Pythagoras' theorem Tell the pupils to use the terms they have learned in WBSscience 7A to write Pythagoras' theorem. Elicit the correct theorem as a class before they write.

PB64

WBSscience 7B

Answer key

In a right-angled triangle the square of the hypotenuse is equal to the sum of the squares of the two other sides.

6 Topic introduction Before reading the second text on PB64, find out what the pupils know about Muhammed Ibn-Musa Al-Khwarizmi. Find out what they know about Roman numerals, where they have seen them and what the disadvantages of that system were.

7 Dictate vocabulary Follow the standard procedure.

8 Work out meaning of words Follow the standard procedure for the texts on Roman and Arabic numbers.
PB64

9 Read and do exercises

PB64
WBScience 7C/D

Answer key

C

- 1 based
- 2 multiple
- 3 column
- 4 thousand
- 5 function
- 6 carry out
- 7 fraction
- 8 procedure

D

- 1 True.
- 2 False. Arabic numbers are based on the number 10.
- 3 False. The system uses 10 different symbols to represent numbers.
- 4 False. Roman numbers were not arranged in columns.
- 5 True.
- 6 True.
- 7 False. $12.75 + 3.5 = 16.25$ said sixteen point two five.
- 8 True.

10 Follow up
WBScience 7E

- 1 Pupils do WBScience 7E.

Answer key

- 1 9
- 2 15
- 3 36
- 4 4

Ask them to note the vocabulary: *minus, plus, times, divided by*. Also teach the names of the four basic mathematical functions: *addition, subtraction, multiplication, division*.

- 2 Ask the pupils again what they have been learning in maths during the current semester. They should find it easier to express themselves than when asked in Stage 1.

Vocabulary

audio, CD-ROM, combine, constantly, data, delete, disk drive, encyclopedia, floppy disk, hard disk, hardware, input (*n,v*), keyboard, lap, laptop, memory, modem, monitor, mouse (computer~), multimedia, notebook, output (*n, v*), palm, palmtop, process (*v*), program (*n,v*), software, temporarily, VDU (Visual Display Unit)

1 Topic introduction

Write the topic on the board and find out how many of the class are able to use a computer. Ask what they use computers for. Elicit any computer terminology they already know and write it on the board. If the list does not include all the words from the picture and glossary on PB65, add these and find out if the pupils know them. If they don't, tell them they will find out the meanings later.

2 Vocabulary dictation

Follow the standard procedure.

3 Read for gist
PB65

A Use the picture and labels. Then tell the pupils to check the meaning of some of the words on the board with the explanations in the glossary.

B Tell the pupils to read the introductory paragraph and find the difference between computers in the 1960s and now.

4 Work out meanings
PB65

Follow the standard procedure.

5 Read and do exercises
PB65
WBScience 8A-D**Answer key****A**

- 1 processes data
- 2 produces results
- 3 portable typewriter
- 4 a set of instructions
- 5 at regular intervals
- 6 displays information

B

- 1 permanent
- 2 b)
- 3 Sound only.
- 4 a) combine
b) encyclopedia

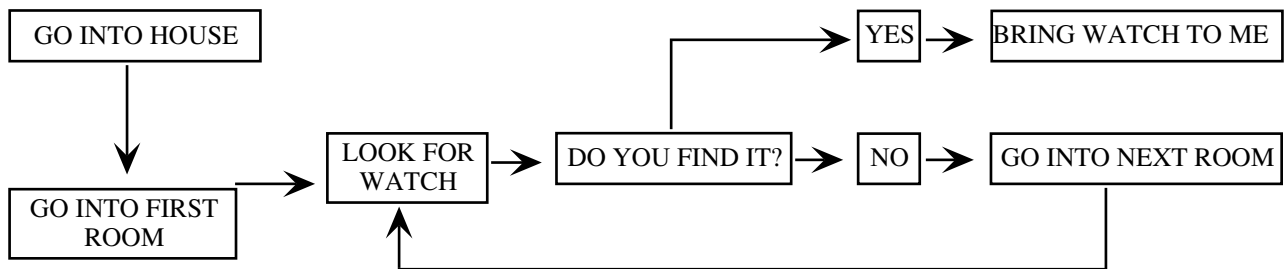
C

- 1 Hardware.
- 2 Programs.
- 3 In the disk drive.
- 4 On the floppy disk or on the hard disk.
- 5 VDU (Visual Display Unit).

- 6 A keyboard.
- 7 A modem.
- 8 Compact disk - read only memory.

D

- 1 When it has gone to every page in the book.
- 2 Never, because it will continue going back to page 1 all the time.
- 3 (Accept variations on the simple answer below.)



6 Follow up and quiz on Science 5 - 8 PB62-65 WBScience 8E

1. Pupils discuss the *Discussion* questions on PB65.
2. Pupils organize a class quiz on the last four texts. They first do WBArts 8E and then, in groups, think up other questions to ask other groups. Make this a competition if you like.

Answer key

- 1 8848 metres.
- 2 24 hours.
- 3 *pr ≈ said* Pi Are Squared *that is* Pi times square of radius.
- 4 CD-ROMs

Science Reader 5-8 Word list

acute angle	floppy disk	Pacific
Algeria	fraction	Palestine
algorithm	function	palm
Amman	geographical	palmtop
angle	Greenwich	parallel
Antarctic	hard disk	pi
Antarctica	hardware	plus
approximately	hemisphere	point (decimal~)
Arabian Peninsula	Hindu	polar
Arctic	hypotenuse	procedure
arithmetic	imaginary	process (<i>v</i>)
Asia	Indian	program (<i>n, v</i>)
atlas	input (<i>n, v</i>)	Pythagoras
audio	Jordan	radius
axis	keyboard	rainforest
basis	lap	rectangle ~
Buenos Aires	laptop	region
cartographer	latitude	religion
CD-ROM	Lebanon	right-angled
chart	Libya	root (<i>math</i>)
circle	longitude	rotation
circumference	mathematician	software
column	Mediterranean	square
combine	memory	squared
constant number	meridian	subtract
constantly	midday	sum
continent	minus	system of measurement
darkness	modem	temporarily
data	monitor	the Tropics
decimal	Morocco	theorem
degree	Mount (<i>n</i>)	three-sided
delete	mouse (computer~)	tilt (<i>n, v</i>)
diameter	multimedia	times
directly overhead	multiple	total
disk drive	multiply	triangle
divide	North/South Pole	Tropic of Cancer/ Capricorn
divided by	notebook	tropical
encyclopedia	oblique	Tunisia
equal (<i>v</i>)	obtuse angle	unit
equation	ocean	VDU (Visual Display Unit)
Equator	Oceania	vertical
feature	orbit	zero
figure (<i>geom</i>)	output (<i>n, v</i>)	

Unit 4

Summary

English-speaking countries

Step/ Materials	Topic	Activities / Skills	Language focus
1/2 PB24 WB47-49	<i>English - a world language</i>	Read text and apply information to self; discuss answers. Read, answer and discuss questionnaire.	Present simple tense Time adverbials
3/4 PB25 WB49-52	<i>Australia:</i> a descriptive text	Read for gist / scan for information. Vocabulary practice. Read for specific information. Answer indirect questions.	Various vocabulary
5 WB52/53	Language focus	Language practice. Paragraph writing.	The semi-colon
6/7 PB26 WB53-55	<i>India & The Taj Mahal:</i> descriptive texts	Pre-reading skills. Read for detail. Meaning from context. Discussion. Paragraph writing.	Expressing possibility
8 PB27 WB56 CS12	<i>East Africa:</i> An oral description of a holiday	Listen for specific information. Meaning from context. Read for detail.	Various vocabulary
9 WB57-59 CS13	Language focus Talk and listen to conversations	Practise question formation. Using question tags. Descriptive writing. Conversation practice.	Questions and question tags
10/11 PB28 WB59-62 CS14	<i>Canada:</i> A descriptive text on Canada and a narrative text on a Canadian legend	Pre-reading skills. Read for detail. Answer indirect questions. Text comparison. Meaning from context. Listen for detail. Pair discussion / narration.	Adjectives: nationalities

Step/ Materials	Topic	Activities / Skills	Language focus
12/13 PB29 WB62-65 CS15	<i>USA - New York City: A descriptive text on New York and the Statue of Liberty</i>	Practise pre-reading skills. Meaning from context. Read for detail. Listen for specific information. Descriptive writing.	Various vocabulary
14 PB30 WB65/66 CS16	<i>Barry Jones: a serial story</i>	Reading skills.	
15 PB31 WB67	Revision	—	—

A.rts reader	Texts 9 - 12	Science reader	Texts 9 - 12
PB50 WB103/104	<i>Famous writers in English</i>	PB66 WB126/127	<i>Malaria</i>
PB51 WB104/105 CS17	<i>Idioms</i>	PB67 WB127/128	<i>The polar regions</i>
PB52 WB105/106	<i>An American experience</i>	PB68 WB128/129	<i>Oil</i>
PB53 WB107/108	<i>Proverbs</i>	PB69 WB129-131	<i>Energy sources of the future</i>

4.1 PB24 WB47

Learning objectives	Develop understanding of reasons for learning English.
Language focus	Present simple tense
Vocabulary	store (v), literature, author, widely, tourism, at least, translation, career, branch (~ of science), common, controller, viewer, promise (n, v), *works (literary), *in the field of, *scientific papers, *subtitle
1 Introduction to the topic	Pupil's Books closed. Elicit some ideas on why English is a world language. Ask the pupils to give examples of how English appears in their own lives on a day-to-day basis and if they ever use English outside the classroom.
2 Read for detail and develop vocabulary PB24 WB4.1A-C	Introduce the exercise. Pupils have to scan PB24 for individual words. First they identify the paragraph where the words given in WB4.1A can be found. Then they find other words connected to the first one. Finally they work out or look up the meaning of any new words. Answers: - A dictionary <i>vocabulary, entries</i> - B computers <i>computing, stored</i> - D tourism <i>hotels, menus, restaurants</i> - F trade <i>businessmen, business, secretary, director</i> - E science <i>scientists, scientific papers, medicine</i> - H television stations <i>broadcast, programmes, subtitles, viewer</i> - G airports <i>pilots, passenger planes, traffic controllers, air tickets, air transport</i> - C writers <i>literature, authors, works</i>
3 Practise skim reading PB24 WB4.1D	A Explain to the pupils working in groups that you want them to read quickly and find the <u>one</u> reason most important to them. They need only to read the text printed in large type. Elicit answers from several groups. Check meaning of <i>widely</i> and <i>tourism</i>. B Pupils now read the rest of PB24 in detail and list the different reasons in order of importance. Elicit a few different answers, write them on the board and discuss the differences. C Each group does WB4.1D. Having chosen a fact, pupils discuss a reason for their choice and write in WB4.1D.
4 Discussion PB24	Pupils discuss the 'After you read' question on PB24. Possible answers: It will help me ... - get a job in tourism / business / air transport. - work with computers. - study abroad. - watch English-language TV programmes. - travel abroad.

4.2 WB48 /49

Learning objectives	Develop understanding of learning strategies.
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Language focus	Present simple tense Time adverbials
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Vocabulary	make a promise, revise
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1 Complete a questionnaire WB4.2A/B

A Introduce WB4.2A and revise time adverbials. Tell the pupils that they are going to complete a questionnaire about how often they use English. Ask the third question:
How often do you speak English with your family and friends?
Refer pupils to the table of time adverbials and elicit different answers.

B Pupils now complete the questionnaire on their own and compare their answers with a those of a partner.

2 Identify learning problems WB4.2C

Explain to the pupils that they are going to try to identify what problems they have in learning English. Introduce the list of sixteen learning problems. Tell the class to read through the list carefully and tick which of the problems they have themselves.

3 Find solutions to learning difficulties WB4.2D/E

A Working in groups pupils compare their learning difficulties and add any other difficulties they have.

B Pupils now discuss solutions to their problems. Below is a list of suggested solutions to each of the sixteen problems. Use only those you think appropriate for your class.

Possible answers:

- 1 Try to follow the sense and not the individual words.
- 2 Decide what you want to find out before you begin listening.
- 3 Mistakes are part of the process of learning. Don't worry.
- 4 Be flexible in the way you speak. If you get stuck, try a different way of making your point.
- 5 Look up the pronunciation in a dictionary.
- 6 Use the appropriate technique, not only reading for detail, but also skimming and scanning.
- 7 Once you begin to read more quickly, longer texts will seem easier.
- 8 You don't need to understand all the words you read.
- 9 See vocabulary as interesting and not difficult.
- 10 Learn them all immediately; it is easy if you try.
- 11 Begin by putting down any ideas; then sort them out later.
- 12 Read more, then word order will become more familiar.
- 13 Set targets for your spelling each week.

- 14 Concentrate on the idea of the topic sentence supported by examples.
- 15 Let your teacher explain.
- 16 Look for more opportunities to use English.

C Ask pupils to think carefully about their promise. How much extra time will they be able to give to English? Point out that as little as ten extra minutes a day could make a difference and encourage them to make a realistic promise.

4.3 PB25 WB49-51

Learning objectives Develop reading techniques: pre-reading warm-up, skimming for main ideas, scanning for information.
Practise techniques for dealing with vocabulary.

Language focus –

Vocabulary bounded, *Indian Ocean, *Pacific Ocean, however, population density, low (*adj*), urban, *Canberra, *Sydney, *Opera House, *Aborigine, European, dark-skinned, originally, nomad, weapon, spear, *boomerang, depend on, hunting, gather, tribe, tribal, peacefully, *settler, raise (animals), sheep, cattle, gun, make up (= *form*), natural, ranch, tarmac, *landing strip, seriously

1 Pre-reading warm-up Preparing pupils for given topic by asking them what they already know about it is a good way of increasing pupils' interest in the activity. They become more involved. It is important that pupils realize that they are learning to express in English what they already know; they are not just learning new facts. Prepare your questions beforehand.

Sample questions:

Is Australia north or south of the Equator?

Is it an island?

What is the population?

What is the official language?

What is the official religion?

What are the main farm animals?

What are the main wild animals?

Is there anything else you know about Australia?

2 Skim for detail
PB25 Ask the pupils to look in the text for any familiar names. Remind them that names begin with a capital letter. Ask them if they can predict from the names what the text is about.

3 Read for gist
PB25
WB43A Ask the pupils to skim the text for the topic sentences in order to get a general idea of what each paragraph is about and then to do WB4.3A. In each case the topic sentence is the first sentence of the paragraph and contains key words.

Answers:

3 European settlers

2 Aboriginal settlers

1 Facts and figures

4 Sheep

4 Read for detail
PB25
WB4.3B

Ask the pupils to look for the answers to the questions in WB4.3 as quickly as they can. Make this activity an inter-group competition. The 'winner' is the first group to find all the answers.

Answers:

- 1 Seventeen million.
- 2 Canberra.
- 3 Sydney.
- 4 The Aborigines.
- 5 About 40,000 years ago.
- 6 About 200 years ago.
- 7 Fifteen per cent (15 %).

5 Develop vocabulary
PB25
WB4.3C

In WB4.3C the pupils are asked to find particular words in the text and to work out the meaning from their context.

Answers:

Paragraph 1

- 1 low
- 2 small
- 3 towns and cities

Paragraph 2

- 4 b) found
- 5 a) a person who does not live in one place
- 6 c) a *djambia*
- 7 b) killing animals
- 8 c) collecting
- 9 a group of people who ... a) have the same language, culture and traditions

Paragraph 3

- 10 b) But
- 11 people who go to live in b) a place where no one has lived before

Paragraph 4

- 12 c) large farm for raising animals
- 13 material made from tar and b) crushed stones
- 14 a) very badly

4.4 PB25 WB51 / 52

Learning objectives Read for specific information.
Answer inference questions.
Discuss a text.

Language focus –

Vocabulary –

1 Read for specific information

PB25

WB4.4A

Ask the pupils to study the text carefully to find answers to the questions in WB4.4A. Encourage them to help each other.

Answers:

- 1 The Indian and Pacific.
- 2 2.2 per sq. km.
- 3 No.
- 4 From south-east Asia.
- 5 Britain or Ireland.
- 6 Bad.
- 7 Disease.
- 8 English.
- 9 A dirt road.
- 10 It becomes mud.

2 Read for vocabulary

PB25

WB4.4B

Ask the pupils to look for vocabulary items. Answer 1 is partially given in the sentence 'The only weapons they had were spears and boomerangs! Although the pupils do not know the words *spear* and *boomerang*, they will know from this sentence that they are weapons. Answer 2 is given in the sentence 'They set up farms to raise sheep and cattle.'

Answers:

- 1 spears, boomerangs, guns
- 2 sheep, cattle
- 3 tribal, nomadic
- 4 c) without fighting

3 Read for inference

PB25

WB4.4C

The answers to the questions in WB4.4C are not given directly in the text; the pupils have to infer or work out the answers from the information given.

Answers:

- 1 North. The seas on the west, east and south coasts have been named, therefore this sea must be on the north coast.
- 2 Five. Australia is 'the sixth largest country in the world.'
- 3 15 %. '85 % of the population live in urban areas.'
- 4 Yes.'... each with its own tribal language.'
- 5 99%. 'Today the Aborigines make up only 1% of the population...'

- 6 170 million. '... the population is only 17 million ...' and 'for every person in Australia there are ten sheep.'
 $10 \times 17,000,000 = 170,000,000$
- 7 By plane. 'If a farmer becomes seriously ill, he depends on the famous Flying Doctor Service ...'

4 Discussion
PB25
WB4.4D/E

A Ask the pupils in groups to make a list of the new things they have learned about Australia. These might include:

- the low population density
- the near extermination of the Aborigines
- the size of the country
- the number of sheep

B Ask the pupils to answer the 'After you read' questions on PB25. The pupils will have learnt the answers to the first two questions in Reader Text 5.

Answers:

- 1 North America, South America, Europe, Asia, Oceania (of which Australia is a part), Africa, The Arctic, The Antarctic.
- 2 Asia
- 3 A 'boomerang' is a curved, wooden stick used only by the Australian Aborigines as a hunting, weapon; the word comes from an Aboriginal language. It is thrown into the air to kill birds. The curved shape ensures that, if it is thrown correctly, it will come back to the thrower. The word 'boomerang' is used figuratively to describe something a person says or does that has bad consequences for him later.

Learning objectives Language practice.
Paragraph writing.

Language focus Use of the semi-colon

Vocabulary semi-colon

1 Practise punctuation
PB25
WB4.5A/B

A Pupils read about the use of the semi-colon in WB4.5A and look for an example on PB25 - there is one. It is near the end of the third paragraph.

B Pupils do WB4.5B.

Answers:

- 1 Said was very tired; he had not slept all night.
- 2 Yasmin sat down. She decided to eat her sandwich.
- 3 Some people like football; others do not.

C Ask the pupils to say other sentences with the pattern 'Some ... ; others';

2 Write a paragraph
WB4.5C

Arrange the class into groups of pupils who want to write about the same tribe. Ask them to make notes on the items in WB4.5C. The topic sentence for their paragraph can combine the first two items.

Example:

The (name of tribe) have lived in (part of country) for many centuries. Alternatively, some groups may want to write about a tribal chief or tribal customs. In these cases the topic sentences might be:

- (Name of man) has been chief of the (name of tribe) for many years.
- The (name of tribe) has many ancient customs and traditions.

In any case, it is important that the pupils begin their paragraph with a clear statement of what the paragraph is to be about and then support this statement with examples or facts, arranged in some kind of logical order.

4.6 PB26 WB 53 / 54

Learning objectives	Develop reading techniques: pre-reading warm-up, reading for detail. Practise parallel paragraph writing.
Language focus	–
Vocabulary	* Bay of Bengal, *Hindi, *Hindu, increase, producer, leaf, leaves (<i>n</i>), * Darjeeling

- 1 Pre-reading warm-up** **A** Ask the pupils to say what they already know about India.
PB26 Ask them the questions in WB4.6A orally as well as any other
WB4.6A questions you can think of.

Examples:

- What is the climate like?
- What animals live there?
- What kind of government do they have in India?
- Has it always been independent?
- What is the food like in India?
- How big is it?

B Ask the pupils to do WB4.6A and to compare their answers with the information in the first two paragraphs on PB26.

- 2 Read for detail** Ask the pupils to scan the first two paragraphs on PB26 to find the
PB26 answers to the questions in WB4.6B.
WB4.6B

Answers:

- 1 To the west of India.
- 2 About 200.
- 3 Hindi and English.
- 4 Eleven per cent (11%)
- 5 In the north.
- 6 Tea.
- 7 Because it is cooler than the rest of the country
- 8 About 900 million.

- 3 Complete a paragraph** The pupils now use language met in the text about India to complete
PB26 a paragraph about Yemen. Some pupils may not need to look for the
WB4.6C words on PB26; others may have to.

Answers:

Yemen is bounded by three seas. To the west is the Red Sea and to the south is the Gulf of Aden and the Arabian Sea. Saudi Arabia is to the north. Islam is the official religion and Arabic is the official language. Yemen used to be the world's largest producer of coffee. Most of it was grown in Mokha. Today, the main agricultural products of Yemen are (Pupil choice: give help where necessary.)

4.7 PB26 WB54 / 55

Learning objectives	Develop vocabulary: work out meaning from context. Develop reading techniques: practise scanning, reading for detail. Discussion based on possibility. Paragraph writing based on notes.
Language focus	Expressing possibility
Vocabulary	emperor, support (= <i>help</i>), *widely, get to know, relations, grief, marble, tomb, copy (<i>n</i>), give birth to

- 1 Pre-reading warm-up**
PB26
- A** Ask the pupils what they know about the Taj Mahal already.
Sample questions:
- Where is it? In which town?
 - What do you think it is?
 - How old is it?
 - Do you think it is a beautiful building?
- B** Ask the pupils to skim the second text on PB26 for names of people and to guess who they are.
- 2 Develop vocabulary**
PB26
WB4.7A
- Ask the pupils to find the contexts in the text about the Taj Mahal for the definitions given in WB4.7A and to find the appropriate words.
Answers:
- 1 Emperor
 - 2 support
 - 3 giving birth
 - 4 grief
 - 5 tomb
 - 6 marble
 - 7 copy
- 3 Scan for detail**
PB26
WB4.7B
- The pupils now scan the text for the dates listed in WB4.7B and write what happened in Shah Jahan's life in those years.
Answers:
- 1 he married Mumtaz Mahal.
 - 2 his father died.
 - 3 his wife died.
- 4 Read for detail**
PB26
WB4.7C
- Ask the pupils to look carefully in the text about the Taj Mahal for the answers to the questions in WB4.7C.
Answers:
- 1 Shahjahan.
 - 2 Mumtaz Mahal.
 - 3 Two.
 - 4 To get the support of the people.
 - 5 Islam.
 - 6 Three.

- 7 In a garden.
- 8 The river jumna.
- 9 1651.

5 Discuss possibilities
WB4.7D

Before pupils try to answer the question in WB4.7D, remind them of the language needed to express possibility:

perhaps, maybe, may / could have

Possible answers:

Perhaps he died before he could start it.

He could have run out of money.

Maybe somebody else became Emperor.

6 Discussion
PB26

Pupils discuss the 'After you read' questions on PB26.

Answers:

- 1 Bilquis.
- 2 Queen Arwa.
- 3 Coffee.

7 Write a paragraph
from notes
WB4.7F

A Ask the class what words are normally missed out in notes.

Examples:

- the verb *to be*
- pronouns
- articles
- *there is / are*
- prepositions
- *and*

B The pupils now re-construct complete sentences from the notes to write a paragraph.

Sample answer:

The Great Mosque of Jiblah was built in 1088, It is one of the oldest and most beautiful in the Muslim world. It has four gates and there are two minarets in the southern corner. In the western corner there is a tomb, where Queen Sayed Arwa Bint Ahmed is buried.

Learning objectives	Extract information from a recorded conversation about a holiday in East Africa. Develop vocabulary: work out meaning from context Read for detail.
Language focus	–
Vocabulary	*Kenya, *Tanzania, *Uganda, *Nairobi, *Mombasa, off (the coast), *Swahili, border, *Serengeti, leopard, buffalo, deer, That's a pity., *Masai, cow, handle, blade, sharp edge, spike, middle, anyway, nomadic

1 Listen for gist and detail
PB27
WB4.8A-C
CS12

A Explain to the pupils that they are going to listen to two friends talking about a holiday in East Africa. Ask the class if they know of any place-names in East Africa and write them on the board. Before you play CS12 for the first time, ask the pupils to make a note of what the two boys talk about as they listen. They can do this by noting any familiar words.

Possible answers:

- towns
- hotel
- animals
- weapons
- tribes

B Introduce WB4.8A. When you play the cassette, stop the recording after each part so that pupils can write the answers. For the answer to question 3, the pupils will only be able to write the names of the animals they know: *elephants, lions*. Teach the names of any other animals when they read and listen to the text in C below.

Answers:

- 1 Three.
- 2 The Indian Ocean.
- 3 Choose from: elephants, lions, leopards, buffaloes, deer.
- 4 A spear.

C The pupils now look at PB27 to check their answers to WB4.8A. Play the recording again as the pupils follow the text on PB27. Explain any new vocabulary.

2 Develop vocabulary
PB27
WB4.8D

Ask the pupils to find the contexts in the conversation about East Africa for the definitions given in WB4.8D and to find the appropriate words.

Answers:

- 1 beach
- 2 a border
- 3 feed
- 4 protect
- 5 handle

3 Read for detail
PB27
WB4.8E

A Ask the pupils to find the answers to WB4.8E in the conversation on PB27.

Answers:

- 1 Uganda.
- 2 Nairobi.
- 3 Mombasa.
- 4 Swahili and English.
- 5 Tanzania.
- 6 Leopards.
- 7 Lions.
- 8 Nomads.
- 9 Two.
- 10 No.
- 11 Seventeen.

B Ask the pupils which parts of Mark's holiday they would have enjoyed.

Cassette Section 12 is the text of the conversation on PB27.

4.9 PB27 WB57-59 CS13

Learning objectives Practise question formation.
 Language practice: question tags.
 Recognize the logical sequence of a conversation.
 Write a description based on a model from the text.

Language focus Question formation
 Question tags

Vocabulary –

1 Revise question formation
 WB4.9A

Work through WB4.9A orally before the pupils complete it in writing. They have to work out which questions elicit the answers given. Deal with any problems as they occur. There is more than one possible question to answer to several answers; accept any grammatically correct sentence.

Answers:

- 1 Can you drive a car?
- 2 Did you see anybody yesterday?
- 3 Have you ever been to India?
- 4 What would you like to be when you leave school?
- 5 Said went to Aden.
- 6 Can I come round and see you this evening?

2 Language study
 PB27
 WB4.9B / C

A Ask the pupils to read the *Language study* about question tags and to find examples of tags on PB27. They then do WB4.9C.

Answers:

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

3 Make conversations
 WB4.9D

A Pupils work in pairs, A and B. The A pupils look at the first set of speeches and the B pupils look at the second set of speeches. They should cover up the set of speeches they are not studying.

B Let the pupils practise the conversations in pairs. Remind them to look at each other when they are talking. Let them practise until they can perform with confidence.

4 Listen for pronunciation/consolidation
 CS13

Encourage the pupils to imitate the speakers.

5 Act out the dialogues
 WB4.9D

Let different pairs act out the conversations in front of the class.

6 Write a description
PB27
WB4.9E

Ask the pupils to read again the description of the Masai spear on PB27 and model their description of a *djambia* on that description. Supply any new words they need, eg *horn*, *silver*

Example:

The *djambia* is in two parts; the blade and the handle. The handle is made of (material) and is decorated with (metal, jewels). The blade is made of (material) and is very sharp. It is not straight; it is curved.

Cassette Section 13

Presenter:

Band 1

Girl 1: So, you've been to India, have you?
Girl 2: Yes. I've just got back.
Girl 1: You went by plane, didn't you?
Girl 2: Yes. I flew from Sana'a to Bombay.
Girl 1: That was your first time on a plane, wasn't it?
Girl 2: Yes, it was.
Girl 1: You weren't frightened or sick, were you?
Girl 2: Of course not!
Girl 1: Did you stay in Bombay?
Girl 2: Oh, no! I went to the north where it's cool.

Presenter:

Band 2

Boy 1: So, you've been to India, have you?
Boy 2: Yes. I've just got back.
Boy 1: Did you go by boat?
Boy 2: No. I went by air.
Boy 1: Really? I'd rather go by boat.
Boy 2: Flying is much better. You get there quickly.
Boy 1: I suppose so. But I've never been on a plane. What's it like?
Boy 2: It's great! You'd enjoy it.
Boy 1: Did you see the Taj Mahal?
Boy 2: No, I didn't have time.

Learning objectives	Understand a text about a country. Develop reading techniques: pre-reading, reading for detail. Answer inference questions. Develop vocabulary.
Language focus	Adjectives of nationality
Vocabulary	settled, within, British, Canadian, French, Indian, Indonesian, Irish, Japanese, Lebanese, Omani, Pakistani, Qatari, Spanish

1 Pre-reading warm-up and discussion
PB28
WB4.10A/B

A Ask the pupils to say what they already know about Canada. Ask them the questions in WB4.10A orally as well as any other questions you can think of.

Examples:

- What animals live there?
- Has it always been independent?
- What is the food like in Canada?

B Ask the pupils to do WB4.10A and to compare their answers with the information in the first two paragraphs on PB28.

C Pupils answer the question in WB4.10B. Some pupils may know the answers to Questions 6 and 7 in 4.10A.

Answers:

- 6 Parliamentary republic.
- 7 Ice-hockey, minerals, timber, moose (Pupil choice)

2 Read for detail
PB28
WB4.10C

A Ask the pupils to find the answers to the questions in WB4.10C in the first two paragraphs on PB28.

Answers:

- 1 Nine million square kilometres (9,000,000 km²).
- 2 30 million.
- 3 3.3 people per km²
- 4 Because it is covered by snow and ice for most of the year.
- 5 Christian(ity).

B Pupils follow the instruction and answer the question at the top of PB28.

- 1 Suggestion: Canada - facts and figures.
- 2 Possibly 15.

3 Read for inference
PB28
WB4.10D

The answers to the questions in WB4.10D are not given directly in the text; the pupils have to infer or work out the answers from the information given.

Answers:

- 1 One.
- 2 300 million.
- 3 It has a border with the USA.
- 4 1.5% of the population don't speak English or French.
- 5 Britain and France.

4 Practise scanning
PB25/28
WB4.10E

Ask the pupils to scan PB25 and PB28 to find two things that Australia and Canada have in common.

Answers:

- 1 Both have a very low population density.
- 2 Most people live in a very small part of the country.

Other

English is an official language in both countries.

5 Develop vocabulary
PB28
WB4.10F

A Ask the pupils to find adjectives of nationality in the first two paragraphs on PB28.

Answers:

Canadian, English, French (*English* and *French* are both languages and adjectives of nationality)

B Pupils do WB4.10F. They will probably have to look up several answers.

Answers:

British	Canadian	French
Indian	Indonesian	Irish
Japanese	Lebanese	Omani
Pakistani	Qatari	Spanish

Learning objectives	Develop vocabulary: meaning from context. Develop reading techniques: reading for detail. Answer inference questions. Reproduce in writing the gist of a short listening text. Tell a story orally
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Language focus	–
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Vocabulary	legend, *distant, native, *Inuit, character, rumour, hidden, steal, set free, grandson, according to, beak, eagle, in the end, real, drop (v), moon, star, sky.
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- | | |
|---|---|
| 1 Pre-reading
PB28 | Ask the pupils to look at the picture on PB28 and to say who the people are, where they live and anything else they know about them. Pre-teach <i>the Inuit</i> , who are one of the native peoples of Canada; they live in the Arctic. Explain to the pupils that they are going to read a traditional story or <i>legend</i> . |
| 2 Develop vocabulary
PB28
WB4.11A | Ask the pupils to find the contexts in the text 'A Canadian Legend' for the definitions given in WB4.11D and to find the appropriate words.
Answers: <ol style="list-style-type: none"> 1 legend 2 native people 3 dark 4 rumour 5 hidden 6 steal 7 a baby 8 waited 9 amazed 10 take care of 11 grew 12 a ball 13 light 14 in the end |
| 3 Read for detail and inference
PB28
WB4.11B | Ask the pupils to find the answers to the questions in WB4.11B in the story on PB28.
Answers: <ol style="list-style-type: none"> 1 The Inuit. 2 It had been dark for a long time. 3 One. 4 In a box. 5 Because he knew the girl would take him to the fisherman's house. 6 He grew and grew. 7 Because he cried and cried. 8 He carried it in his beak. 9 A very big bird. 10 No. |

The answers to questions a) and b) in WB4.11B are not given directly in the text.

Answers:

- a) It can't. However, anything can happen in a legend.
- b) The Inuit people.

4 Discussion
PB28

Pupils discuss the 'After you read' question on PB28. They should start preparing to tell a traditional story

5 Listen to re-tell gist
WB4.11D
CS14

A In this activity the pupils listen to a short text and reconstruct it from memory, either individually or in groups. Play the recording as many times as is necessary for most pupils to write a short summary of the text; this may be just one sentence or a few individual words. Elicit several answers.

B Write the text of the short poem on the board and play the recording again as pupils compare their answers with the original.

6 Tell a story orally
WB4.11E

The pupils in groups prepare to tell a traditional story orally. Give them any help they need. Ask selected groups to tell their story to the class.

Cassette Section 14

There was an old man who lived by the sea;
And he was as happy, as happy can be.
But then his wife died,
And the man cried and cried.
How unhappy can any man be?

Learning objectives	Develop reading techniques: pre-reading, reading for detail. Develop vocabulary: meaning from context. Extract information from a recorded monologue.
Language focus	–
Vocabulary	*Manhattan, inhabitant, *Dutchman, upwards, outwards, *skyscraper

1 Pre-reading warm-up and discussion

PB29

WB4.12A/B

A Ask the pupils to say what they already know about New York. Refer the pupils to the top of PB29; ask them to read the instructions and the 'Improve your reading' box. Ask them the questions in orally as well as any other questions you can think of.

Examples:

- How many people live there?
- Why is it famous?
- What famous international organization has its headquarters there?
- What is the climate like?

B Ask the pupils to do WB4.12A and to compare their answers with the information in the 'Facts and figures' text on PB29.

Possible answers:

- 1 The USA.
- 2 No.
- 3 The east coast.
- 4 High.
- 5 They are tall.

C Pupils answer the question in WB4.12B.

Answer:

Three. 1, 4 and 5.

2 Develop vocabulary

PB29

WB4.12C

Ask the pupils to find the words given in WB4.12C in the 'Facts and figures' text and, from their context, work out the correct definition.

Answers:

- 1 b) the middle part
- 2 a) people who live in a place

3 Read for detail

PB29

WB4.12D

Ask the pupils to find the answers to the questions in WB4-12D in the 'Facts and figures' text on PB29.

Answers:

- 1 No.
- 2 No.
- 3 Manhattan.
- 4 American Indians.
- 5 They sold it.
- 6 24 dollars.
- 7 25,000 per km².

- 8 A lot of people live in a small space.
- 9 A very tall building.
- 10 It's the biggest city but it's not the capital.

4 Listen for detail

WB4.12E

CS15

A Explain to the pupils that they are going to hear Ahmed, a young man from Mukalla, talking about a short holiday he had in New York. Pre-teach *trip*, *avenue* and *clouds*. The pupils now listen to the recording and tick the correct choices in WB4.12E. Play the recording as many times as is necessary for most pupils to complete the exercise.

Answers:

- 1 b) July
- 2 b) uncle
- 3 c) 42nd Street
- 4 b) noisy
- 5 c) east to west
- 6 b) cheap
- 7 b) 110 floors
- 8 b) Mukalla

Note: *Centre* is spelt *Center* in American English.

B Ask the following questions orally:

- What did Ahmed do in Central Park?
He sat on the grass and watched the people go by.
- When and why are you sometimes not able to see the top of the World Trade Center?
On a rainy day because the top is in the clouds.

4.13 PB29 WB 64/65

Learning objectives Develop vocabulary: meaning from context.
Develop reading techniques: reading for detail.
Write a description of a Yemeni building from detailed notes.

Language focus –

Vocabulary liberty, lift, base (*n*), immigrant, torch, multi-racial, friendship, freedom, partnership, certainly, inside, magnificent, concrete, great-grandchildren, storey, multi-storey, domestic, storage, private, parlour, terrace, reception, passage

1 Pre-reading
PB29 Introduce the text 'A famous statue' on PB29. Use the picture to pre-teach *statue*. Ask the pupils what they know already about the subject. Some pupils may know the name of the statue in Arabic and will, therefore, be able to say what *liberty* means.

2 Develop vocabulary
PB29
WB4.13A Ask the pupils to find the contexts in the text 'A famous statue' for the definitions given in WB4.13A and to find the appropriate words.
Answers:
1 b) things to see
2 a) something to take you up and down
3 b) something a statue stands on
4 c) people coming into a country

3 Read for detail
PB29
WB4.13B Ask the pupils to find the answers to the questions in WB4.13B in the 'A famous statue' text on PB29.
Answers:
1 Forty-six metres.
2 b) a torch
3 Alift and stairs.
4 France.
5 Stone and concrete.
6 On an island in New York harbour.
7 Four.
8 Australia / Oceania.
9 c) nationalities
10 b) freedom

4 Discussion
PB28 Pupils discuss the 'After you read' question on PB29. Ask them to find another word for *floor (of a building)*.

5 Write a description of a traditional Yemeni house

WB4.13D

A Read through WB4.13D and make sure that the pupils understand new vocabulary and the task.

B Suggest that they write three paragraphs and discuss possible topic sentences.

C Ask the pupils to write their description in groups; it is important that they help each other as much as possible. Remind the pupils of the following process:

- Write notes
- Think of topic sentences and order notes
- Write first draft
- Review, correct and improve first draft
- Write final version as neatly as possible

Below is a possible first draft, which you may want to copy onto the board. It is not perfect; it still needs improving by:

- adding adjectives
- using more connecting words

Advise the pupils to do the same.

Topic sentence: Traditional Yemeni houses are world-famous.

Supporting sentences:

Some are over 400 years old. They were built with stone and mud brick and some have 9 floors. They have thick walls and narrow windows so that the rooms are warm in winter and cool in summer.

Topic sentence: In the past each floor was used for different things.

Supporting sentences:

Domestic animals such as goats and sheep were kept on the ground floor. The first and second floors were used for storage.

The living room for both family and- guests was on the next floor and on the fourth floor were the family's private rooms and the parlour, which was used only on special occasions.

The kitchen and bedrooms were on the fifth and sixth floors and on the seventh there was usually a roof terrace, where the family worked in the open air. the top floor was a tower. Inside it was a reception room.

Topic sentence: These houses had other interesting features.

Supporting sentences:

The bathroom and toilet were on the (pupils' choice) floor.

Some houses were connected by a passage, on the top floor, to a neighbour's house, People could visit each other without having to go out into the street.

Learning objectives Read the next episode for enjoyment.

Language focus –

Vocabulary Chemistry, pullover, Bunsen burner, Christmas (Day/Eve), a couple of, church, turkey, unfortunately, bang (v) Merry Christmas, headache, *carols

1 Complete a summary of the previous episode

WB4.14A

A Recall the previous episode briefly and introduce WB4.14A. The pupils work on their own to complete the summary.

B Carry out a class check

Answers:

came
take
took
was flying know
went asked
answer
showed
had (just) learned tell

2 Read for gist

PB30

WB4.14B

A Elicit what the pupils think is happening in each picture. Introduce some of the new vocabulary needed and write it on the board. Elicit possible versions of the overall story. Tell the pupils to read the story and number the pictures.

B Check the answers.

Answers:

1 3
5 2
4 6

3 Read for specific information

PB30

A Ask pupils to answer the questions at the top of PB30.

Answers:

- Three times.
- A new pullover. Because he had stood too close to the Bunsen burner in the Chemistry lesson and burnt the old one.

B Write the following questions on the board or dictate them.

Then tell the pupils to scan the text for the answers.

Does Barry like Chemistry?

What did Kevin do in the Chemistry lesson?

Who gave Barry a pullover?

How long ago was Christmas?

Did Barry go to church on Christmas Day?

How did he burn his hands?

Why was Barry's Dad angry?

Why did Barry have a headache?

Elicit the answers orally.

C Class check.

D Talk about the way the British celebrate Christmas. What Barry's family did is typical: going to church on Christmas Eve, exchanging presents, having a turkey for dinner on Christmas Day. It is also customary to send cards and to decorate the home with paper decorations and a tree with lights on.

**4 Listen for
consolidation**
PB30
CS16

A Play the cassette and let the pupils listen to the story. They should understand most of the details now. This is an opportunity to enjoy the story and reinforce what they have read.

B Ask the pupils what they think the next episode will be about. The last paragraph gives a clue.

Cassette Section 16 is the text of the story on PB30

4.15 PB31 WB67

Learning objectives Catch-up and revision.

Language focus –

Vocabulary –

1 Language review
PB31

Ask the pupils to read through Language review 3 on PB31. Ask them to add one more example to all the examples given.

2 Revise vocabulary
WB4.15A/B

A Pupils do WB4.15A.

Sample answers:

- 1 In Australia the European *settlers* killed a lot of *Aborigines*.
- 2 Shah Jahan's wife is *buried* in a magnificent *tomb*.
- 3 In some houses the *floor* is made of *marble* to keep it cool in summer.
- 4 The djambia has a *sharp blade*.
- 5 In *rural* areas few roads are made of *tarmac*.
- 6 15% of the world's *sheep* are *raised* in Australia.
- 7 A *ranch* is very big *farm*.
- 8 The *population density* of New York is very high.

B Pupils check their sentences with a partner.

3 Revise question forms
WB4.15C

Pupils do WB4.15C.

Answers:

- 1 Where have you been?
- 2 Where did you go?
- 3 What were the people like?
- 4 How high is the Statue of Liberty?

4 Revise joining ideas
WB4.15D

Pupils do WB4.15D.

Answers:

- 1 'Please carry the turkey,' Barry's mother said, handing him a large plate.
- 2 'Don't touch that pan,' she said, screaming.

5 Revise question tags
WB4.15E

Pupils do WB4.15E.

Answers:

- 1 ... isn't it?
- 2 ... did he?
- 3 ... don't they?

Unit 4 Word list

a couple of	great-grandchildren	off (the coast)
*Aborigine	grief	Omani
according to	gun	*Opera House
anyway	hand (<i>n</i>)	originally
at least	handle	outwards
author	headache	*Pacific Ocean
bang(<i>v</i>)	hidden	Pakistani
base (<i>n</i>)	*Hindi	parlour
*Bay of Bengal	*Hindu	partnership
beak	however	passage
blade	hunting	peacefully
*boomerang	immigrant	population density
border	in the end	private
bounded	*in the field of	producer
branch (~ of science)	increase	promise (<i>n, v</i>)
British	*Indian Ocean	pullover
buffalo	Indian	Qatari
Bunsen burner	Indonesian	raise (animals)
Canadian	inhabitant	ranch
*Canberra	inside	real
career	*Inuit	reception
*carols	Irish	relations
cattle	Japanese	revise
certainly	*Kenya	rumour
character	landing strip	*scientific papers
Chemistry	leaf	semi-colon
Christmas (Day / Eve)	leaves(<i>n</i>)	*Serengeti
church	Lebanese	seriously
common	legend	set free
concrete	leopard	settled
controller	liberty	*settler
copy(<i>n</i>)	lift	sharp edge
cow	literature	sheep
*Darjeeling	low (<i>adj</i>)	sky
dark-skinned	magnificent	*skyscraper
deer	make a promise	Spanish
depend on	make up (= form)	spear
*distant	*Manhattan	spike
domestic	marble	star
drop (<i>v</i>)	Wasai	steal
*Dutchman	Merry Christmas	Storage
eagle	middle	store(<i>v</i>)
emperor	*Mombasa	storey
European	moon	*sub-title
freedom	multi-racial	support (help)
French	multi-storey	*Swahili
friendship	*Nairobi	*Sydney
gather	native	*Tanzania

get to know
give birth to
grandson
tomb
torch
tourism
translation
tribal
tribe

natural
nomad
nomadic
turkey
*Uganda
unfortunately
upwards
urban
viewer

tarmac
terrace
That's a pity.
weapon
*widely
within
*works (literary)

Arts Reader 9-12

Arts 9	Famous writers in English	PB50	WB103 / 104
Vocabulary	behave properly, destruction, episode, experience, humour, literature, mystery, native (language), Nobel Prize, novel, novelist, professor, remains (<i>n</i>), run (of a play), society (= <i>the community</i>), stage, unfairness		

Note: All vocabulary in the Reader texts is non-testable.

- 1 Discuss the topic**

Talk about the following:

 - What kind of writers there are: journalists, novelists, poets, playwrights, etc.
 - examples of well-known Arab writers and why they are famous.

Use the discussion to present some of the new vocabulary.
- 2 Dictate vocabulary**

Follow the standard procedure. This time the pupils should circle the words in the word list as you dictate them. Elicit words used in the discussion. Then elicit any other words the pupils know.
- 3 Preliminary reading**
PB50

Introduce the three writers on PB50. Tell the pupils to read the first one or two sentences about each writer. This will give them a general idea of who they are. Books closed. Elicit information about each writer in the pupils' own words.
- 4 Work out meaning of words**
PB50

Each text has approximately the same number of new words. You could divide the class into four groups and allocate one text per group. Then discuss all the new words as a class.
- 5 Read and do exercises**
PB50
WBArts 9A-E

Answer key

A

 - 1 False. He was born in Dublin. He moved to London when he was 20.
 - 2 True.
 - 3 True.
 - 4 True.
 - 5 True.
 - 6 True.
 - 7 False. He wrote an episode of a novel every month.
 - 8 False. *Hard Times* is a story about the terrible lives of factory workers. *Oliver Twist* is a story of a young boy who is treated very badly by society.
 - 9 True.
 - 10 False. Only Shaw won the Nobel Prize.

B

- 1 destruction
- 2 remains
- 3 novel
- 4 novelist
- 5 humour
- 6 attacks

C

- 1 mystery
- 2 detective.
- 3 Murder on the Nile Middle East.
- 4 Murder on the Orient Express train.
- 5 The Mousetrap 1952.

D

- 1 ... but come from countries where English is the first language.
- 2 ... but come from countries where English is not the first language.

6 Follow up PB50 WBArts 9E

- 1 Pupils discuss the questions in the *Discussion* box on PB50.
- 2 Pupils discuss the answers to WBArts 9E.

Arts 10

English idioms

PB51

WB104 / 105

CS17

Vocabulary

cost an arm and a leg, down in the mouth, drop sbdy a line, get one's skates on, go up the wall, have other fish to fry, idiom, keep an eye on, know sthg like the back of one's hand, let the cat out of the bag, over the moon, pull sby's leg, put one's foot in it, ring a bell, see eye to eye, separate the sheep from the goats, smell a rat, snake in the grass, standing on one's head, take the words out of sby's mouth, under the weather

1 Discuss the topic

Write some Arabic idioms on the board. Discuss the literal meanings and their idiomatic meaning. Ask the pupils to think of when they are used and why people use them.

2 Read a short explanation

Tell the pupils to read the explanation of idiomatic expressions on PB51. Ask them to find out if they are used in the same way as in Arabic.

3 Guess the meaning of idioms PB51 WB104/105

Tell the pupils to match the idiomatic expressions to the pictures. Point out that the pictures represent the literal meanings. Ask the pupils to try and guess the idiomatic meaning. Elicit possible answers.

Answer key

a)3 b)2 c)4 d)7 e)5 f)6 g)1 h)8

4 Read and do exercises and listen to check

PB51

WBArts 10A / B

CS17

1 Pupils do WBArts 10A then listen to CS17 to check their answers.

2 Pupils do WBArts 10B.

Answer key

A

- 1 cost an arm and a leg.
- 2 down in the mouth.
- 3 like the back of my hand.
- 4 took the words out of my mouth.
- 5 see eye to eye
- 6 standing on my head.
- 7 put my foot in it
- 8 keep an eye on

B

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

5 Follow up

PB51

WBArts 10C

1 Pupils do the tasks described in the *Learning idioms* box on PB51.

2 Pupils discuss the answers to WBArts 10C.

Explanations:

- 1 To be a hidden danger in a treacherous way
- 2 To give away a secret.
- 3 To suspect something in somebody else's actions.
- 4 To better things to do.
- 5 To separate the weak from the strong.

Cassette Section 17

Presenter: Arts Section 1

Listen and check your answers.

Number one.

Man 1: We're going to that new restaurant tonight. Is it expensive?

Man 2: Expensive! It costs an arm and a leg.

Presenter: Number two.

Man 1: When I saw John last night he was really down in the mouth.

Man 2: Do you know why?

Man 1: He's not in the football team.

Presenter: Number three.

Woman 1: Will you come to Paris with me?

Woman 2: Yes, I'd love to. I can show you everything in Paris. I know it like the back of my hand.

Presenter: Number four.

Woman 1: I think our town is very boring. There's nothing to do.

Woman 2: I was just going to say that. You took the words out of my mouth.

Presenter: Number five.

Woman 1: Why aren't you and Ann friends anymore?

Woman 2: Well, we are always arguing. We didn't see eye to eye on anything.

Presenter: Number six.

Woman: John, do you really think you can look after the house?

John: Yes, of course. I can do it standing on my head.

Presenter: Number seven.

Woman 1: I've really put my foot in it with Mr Brown, the science teacher.

Woman 2: How did you do that?

Woman 1: I didn't know he was standing right behind me when I said he was horrible!

Presenter: Number eight.

Man 1: Could you keep an eye on my bicycle for me? I'm just going to buy a newspaper.

Man 2: Yes, sure. But don't be long.

Arts 11

An American experience PB52 WB105 / 106

Vocabulary

approach (v), automobile (US), bonnet, boot (car), buddy, cigarette lighter, compartment, crazy, garage, gas (US), highway (US), hood (US), lever, mechanic, motorway, muffler (US), mutter, petrol pump, raise (v), rent (v), spare (wheel), spigot (US), strangely, trunk (US)

1 Discuss the topic

Talk about the difference between British and American English.

Elicit, for example:

- any words the pupils know which are different in British and American English.
- Why they think there is a difference between the two languages.
- how the differences might confuse travellers.

Relate the discussion to their own experience with different Arabic dialects.

2 Dictate vocabulary

Follow the standard procedure. Dictate the new words, pupils find and underline them in the word list in their Workbooks. Elicit any words the pupils already know.

3 Preliminary reading PB52

This text is not suitable for gist reading. Instead discuss the picture. Then tell the pupils to read the first two paragraphs and answer the questions.

Answer:

The difference between British and American English can cause misunderstandings. Some of the different words are:

highway = road / motorway

automobile = car

hood = bonnet

4 Work out meaning
PB52

Follow the standard procedure. Write the new words on the board and get the pupils to find and underline them and then guess their meaning.
They should look up those they cannot guess in their dictionaries.

5 Read and do exercises
PB52
WBArts 11A-D

Answer key

A

- 1 British.
- 2 In the USA / America.
- 3 The engine of his car was getting too hot.
- 4 He started hitting the bonnet of the car.
- 5 In case the engine got too hot again.
- 6 The mechanic pointed at the petrol pump as he asked if the driver wanted any gas.

B

- 1 He put his jacket on.
- 2 He knew from American films that some garages had a small zoo.
- 3 He said to himself that he was not stupid; of course he had a spare.
- 4 He told the writer to have a long trip and to keep going.

C

They spoke the same language but some of the words had different meanings.

D

highways: roads and motorways
automobile: car
hood: bonnet
spigot: tap
gas: petrol
trunk: boot
nut: somebody who is crazy

6 Follow up
WBArts 11E

Pupils do WBArts 11E.

Answer key

- 1 silencer
- 2 Some other words:

British

pavement
lift
postman
soon
waistcoat
ground floor
Don't mention it.
(Answer to 'thank you')

American

sidewalk
elevator
mailman
momentarily
vest
first floor
Don't mention it.

Vocabulary

belief, broth, express (v), generally, hatch, individual, mouse / mice, proverb, similar, spoil, stitch, truth, worm

1 Discuss the topic

Write some Arabic proverbs on the board. Then elicit some English proverbs the pupils know and write them on the board. Discuss their meaning. Elicit the similarity between Arabic and English proverbs and why they are used.

2 Read a short PB53

Tell the pupils to read the explanation of proverbs on PB53. Ask a few questions to check understanding.

3 Guess the meaning PB53 WBArts 12A-C

A Tell the pupils to match the proverbs to the pictures. This will help them understand the new vocabulary. Point out that the pictures represent the literal meanings. Ask the pupils to try and guess the real meaning. Elicit possible answers, but do not confirm at this stage.

B Tell the pupils to write the proverbs that best fit the explanations in WBArts 12A. This will help them discover some of the meanings for themselves.

C Tell the pupils to discuss WBArts 12B / C in pairs and complete the tasks.

Answer key**A**

- 1 Two heads are better than one.
- 2 No news is good news.
- 3 When the cat's away, the mice will play.
- 4 A stitch in time saves nine.
- 5 Too many cooks spoil the broth.
- 6 A bird in the hand is worth two in the bush.
- 7 Blood is thicker than water.
- 8 Don't count your chickens before they are hatched.

4 Follow up and quiz on Arts 9 - 12 PB50-53 WBArts 12D / E

1. Pupils discuss the questions on PB53
2. Tell the pupils to test their memories by doing WBArts 12D.
3. Pupils organize a class quiz on the last four texts. They first do WBArts 12E and then, in groups, think up other questions to ask other groups. Make this a competition if you like.

Answer key

- 1 Charles Dickens.
- 2 My father will be very angry.
- 3 Gas
- 4 Don't count your chickens before they are hatched.

Arts Reader 9-12 Word list

approach (v)	hood (US)	raise (v)
automobile (US)	humour	remains (n)
behave properly	idiom	rent (v)
belief	individual	ring a bell
bonnet	keep an eye on	run (of a play)
boot (car)	know sthg like the back of	see eye to eye
broth	one's hand	separate the sheep from the
buddy	let the cat out of the bag	goats
cigarette lighter	lever	similar
compartment	literature	smell a rat
cost an arm and a leg	mechanic	snake in the grass
crazy	motorway	society (= <i>the community</i>)
destruction	mouse / mice	spare (wheel)
down in the mouth	muffler (US)	spigot (US)
drop sbdy a line	mutter	spoil
episode	mystery	stage
experience	native (language)	standing on one's head
express (v)	Nobel Prize	stitch
garage	novel	strangely
gas (US)	novelist	take the words out of sby's
generally	over the moon	mouth
get one's skates on	petrol pump	trunk (US)
go up the wall	professor	truth
hatch	proverb	under the weather
have other fish to fry	pull sby's leg	unfairness
highway (US)	put one's foot in it	worm

Science Reader 9-12

Science 9 Malaria PB66 WB126 / 127

Vocabulary anaesthetic, artificially, bite (*n, v*), bloodstream, burst, chill, fever, insecticide, intestine, kidney failure, liver, malaria, mosquito / es, parasite, quinine, release, reproduce, resistant to, synthetically, victim.

1 Topic introduction Write the topic on the board and find out what the pupils know about this disease. For example:
 What causes it?
 In which countries can you get malaria?
 What are the effects?
 What can you do to prevent it?
 Is there more or less malaria than there used to be?

2 Vocabulary dictation Follow the standard procedure.

3 Read for gist **A** Tell the pupils to read the introductory paragraph and tell you what it says. Elicit answers.
 PB66

B Elicit each heading and tell the pupils to skim each paragraph for the topic sentence. This will give them the main point of each paragraph. (They are the first sentence in paragraphs 1, 2 and 3 and the second last sentence in the final paragraph.)

4 Work out meanings Follow the standard procedure.
 PB66

5 Read and do exercises **Answer key**

PB66

WBScience 9A-D

A

- 1 False. Scientists thought that malaria had disappeared completely in the 1950s.
- 2 False. Parasites carried by mosquitoes are the cause of malaria.
- 3 False. Mosquitoes inject parasites into a person's bloodstream. They then go to the liver.
- 4 True.
- 5 True.
- 6 True.

B

- 1 parasite
- 2 reproduce
- 3 saliva
- 4 anaesthetic
- 5 resistant
- 6 manufacture
- 7 synthetically or artificially
- 8 get rid of

C

- 1 liver, brain, intestine
- 2 In the liver
- 3 The brain
- 4 Anaesthetic in the saliva
- 5 To kill mosquitoes
- 6 The mosquitoes and parasites have become resistant to them.
- 7 A plant.
- 8 The parasite does not know how to fight it

D

Malaria is caused *parasites* carried by the *female* mosquito. She *injects* them into the human *bloodstream*. They go first to the liver, then the brain. When this happens, people can *die*. The parasites and mosquitoes have become resistant to old drugs and *insecticides*. Artemisinin, a new *substance* not *based* on quinine, may be successful.

6 Follow up PB66

1. Pupils discuss the questions in the *Discussion* box on PB66.
2. Follow up on the fact that the Chinese have been using artemisinin for 2, 000 years. Discuss the subject of old remedies for illnesses. Do they know of any? What happens in their own families when someone has a common illness? Do they use something from the pharmacy or not?

Science 10

The polar regions PB67 WB127 / 128

Vocabulary

adapt to, bloom, blubber, camouflage, chemicals, classify, comparatively, consist of, enemy, entirely, explorer, freeze / froze / frozen, harsh, igloo, inhabitant, inhospitable, Inuit, kayak, layer, melt, northerly, penguin, permanently, polar, precipitation, rarely, region, seal (*n*), seed

1 Topic introduction

Books closed. Write *The polar regions* on the board and ask the pupils what they think it means. They should be able to work out that the adjective *polar* comes from *Pole* as in North / South Pole. Ask them what they already know about these areas.

2 Vocabulary dictation

Follow the standard procedure.

3 Read for gist PB67

Elicit the content of the page from the headings. Tell the pupils to skim through the first paragraph and find one piece of information. It is easy to find numbers. Elicit answers.

4 Read and work out meaning PB67

Follow the standard procedure.

5 Read and do exercises

PB67

WBScience 10A-D

Answer key

A

- 1 False. Deserts are places with little precipitation and are sometimes cold.
- 2 True.
- 3 True.
- 4 False. Polar bears live only in the Arctic.
- 5 False. In summer there are many flowers in the Arctic.
- 6 False. There is rarely more than 5 or 6 centimetres of snow per year.
- 7 True.
- 8 True.

B

- 1 a) rain or snow
- 2 b) people who live in a place
- 3 c) difficult to live in
- 4 a) skins
- 5 b) changed themselves
- 6 b) hiding by becoming the same colour as the surroundings
- 7 c) becomes liquid
- 8 b) not welcoming
- 9 b) land almost surrounded by water

C

- 1 Sometimes through holes in the ice, sometimes in their kayaks.
- 2 They have thick layers of fat and fur.
- 3 Grass grows and flowers bloom.
- 4 They were not able to adapt to the terrible conditions.
- 5 It is separated from other land by hundreds of kilometres of ocean.
- 6 On average temperatures are lower in Antarctica.

D

Sample paragraph

Topic sentence:

The animals of the Arctic and the Antarctic are very different.

Supporting statements:

The polar bear and the Arctic fox are found only in the Arctic. They are land animals and in winter both animals are white as a camouflage against the snowy desert. In the Antarctic, however, there are no land animals, only seals and birds. Penguins, which are only found in the Antarctic, lay their eggs on land but depend on the sea for their food.

6 Follow up

PB67

1. Ask pupils to answer the question in the *Did you know?* box on PB67. 'The Arctic' means a place where there are bears. 'The Antarctic' means a place where there are no bears.
2. Ask pupils to say what all the numbers in the text describe, for example, 13, 000, 000 square kilometres describes the area of the Antarctic. Ask them what the coldest temperature they have experienced is. Can they imagine what minus 90 degrees Celsius feels like? Discuss why they think people want to live in these places.

Vocabulary	attach to, barrel, bore (v), bore-hole, valve, construct, continuous, crude (oil), drill (n, v), drilling bit, drilling rig, element (chemical), escape, exploratory, geologist, hydrocarbons, natural, oil field, petroleum, pipe, pipeline, refine, refinery~ reservoir, rush (v), section, sink (v), strike (oil) (v), sulphur, survey (n), tank, tanker, terminal, under pressure, well (oil)
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- | | |
|---|--|
| 1 Discuss the topic | Find out what the pupils know about: <ul style="list-style-type: none"> • how oil was formed. • how to get oil out of the ground. • how oil is transported. |
| 2 Dictate vocabulary | Follow the standard procedure. |
| 3 Preliminary reading
PB68 | Introduce the two texts using the two pictures. Tell the pupils to read the beginning of each text to find: <ul style="list-style-type: none"> • Why an oil well is not like a water well. • Where the word 'Petroleum' comes from. Then tell them to look at the end of the text and find the difference between a tank and a tanker. |
| 4 Work out meaning of words
PB68 | Follow the standard procedure. |
| 5 Read and do exercises
PB68
WBScience 11A-C | Answer key
A <ol style="list-style-type: none"> 1 Drilling rig 2 Motor 3 Valve 4 Pipe
B <ol style="list-style-type: none"> 1 Because the oil is too deep. 2 Under pressure. 3 By a valve.
C <ol style="list-style-type: none"> 1 Rock oil. 2 Pressure. 3 Hydrocarbons, sulphur, oxygen, and others. 4 People who study rocks. 5 When geologists find rock that is likely to contain oil. 6 A place that refines oil. 7 Crude oil. 8 Tanks where oil is stored ready for shipping. 9 A huge ship that carries oil. 10 It is put onto tankers. |
| 6 Follow up
PB68 | Tell the pupils to discuss the questions at the bottom of PB68 in pairs. Then elicit answers as a class. |

Science 12	Energy sources of the future PB69 WB129 / 131
Vocabulary	alternative, coastal, corn, dam, drive (industry), fuel, generate, generator, grind, nuclear, panel, pump (v), radioactivity, renewable, run out (= <i>finish</i>), solar, stream, wave (sea), windmill

- | | |
|---|---|
| 1 Discuss the topic | Discuss why people are looking for alternative sources of energy. Elicit which alternative sources the pupils know. |
| 2 Dictate vocabulary | Follow the standard procedure. |
| 3 Preliminary reading
PB69 | Introduce the page using the title and four pictures. Read the introductory paragraph to the class. Check understanding and present the new vocabulary.
Tell the pupils to quickly read the beginning of the three main paragraphs and find out something about each source of energy.
Books closed. Elicit what the pupils have found out. |
| 4 Work out meaning of words
PB69 | Follow the standard procedure. |
| 5 Read and do exercises
PB69
WBScience 12A-C | <p>Answer key</p> <p>A</p> <ol style="list-style-type: none"> 1 run out 2 generate 3 grind 4 stream 5 replace 6 alternative <p>B</p> <ol style="list-style-type: none"> 1 To drive our industry and give light to our homes. 2 They will run out one day. 3 The sun. 4 Heating water in the home. 5 Pump water, grind corn and generate electricity. 6 Waves and tides. 7 Build a large dam. 8 Build very large wave generators. |

C

- 1 It is expensive to collect and store and it cannot generate enough electricity.
- 2 It is only produced when the wind is blowing and the generators are expensive to build.
- 3 A dam causes large areas of land to be flooded.
- 4 Very long wave generators would have to be built and they would be a danger to coastal shipping.

6 Follow up and quiz on Science 9 - 12

PB66-69

WBSscience 12D

1. Pupils discuss the questions in the *Discussion* box on PB69.
3. Pupils organize a class quiz on the last four texts. They first do WBSscience 12D and then, in groups, think up other questions to ask other groups. Make this a competition if you like.

Answer key

- 1 300 million.
- 2 Minus 90 degrees Centigrade / Celsius.
- 3 The Middle East, North Africa, North America and Russia.
- 4 Oil, coal and gas

Science Reader 9-12 Word list

adapt to	fever	pump (v)
alternative	freeze / froze / frozen	quinine
anaesthetic	fuel	radioactivity
artificially	generate	rarely
attach to	generator	refine
barrel	geologist	refinery
bite (<i>n, v</i>)	grind	region
bloom	harsh	release
bloodstream	hydrocarbons	renewable
blubber	igloo	reproduce
bore (<i>v</i>)	inhabitant	reservoir
bore-hole	inhospitable	resistant to
burst	insecticide	run out (= <i>finish</i>)
camouflage	intestine	rush (<i>v</i>)
chemicals	Inuit	seal(<i>n</i>)
chill	kayak	section
classify	kidney failure	seed
coastal	layer	sink (<i>v</i>)
comparatively	liver	solar
consist of	malaria	stream
construct	melt	strike (oil) (<i>v</i>)
continuous	mosquito / es	sulphur
corn	natural	survey(<i>n</i>)
crude (oil)	northerly	synthetically
dam	nuclear	tank
drill (<i>n, v</i>)	oil field	tanker
drilling rig	panel	terminal
drilling bit	parasite	under pressure
drive (industry)	penguin	valve
element (chemical)	permanently	victim
enemy	petroleum	wave (sea)
entirely	pipe	well (oil)
escape	pipeline	windmill
exploratory	polar	
explorer	precipitation	

Unit 5 Summary

Yemen - future developments

Step / Materials	Topic	Activities / Skills	Language
1-3 PB32 WB68-71	<i>Tourism in Yemen:</i> An interview	Read for detail. Complete a summary. Language focus	Modals: expressing obligation and necessity Language practice.
4/5 PB33 WB71-73 CS18 / 19	<i>What's your opinion?:</i> A dialogue on the pros and cons of tourism	Listen for detail. Read for detail. Vocabulary practice. Choose correct expressions.	Expressing opinions different situations
6/7 PB34 WB74 / 75 CS20	<i>Umar's dream:</i> a personal statement on ambitions Language focus 'Talk and listen' conversations	Meaning from context. Read for detail. Language study. Answer inference questions. Conversation practice.	Future tense Conditionals Expressions of contrast
8/9 PB35 WB76-78 CS21	<i>Nadia's dream:</i> a personal statement on ambitions	Read for gist/detail. Listen for detail. Meaning from context. Practise reference. Write a paragraph.	Various vocabulary
10/11 PB36 WB78-80 CS 22	<i>Towards a greener land:</i> An article on Yemen's environment	Meaning from context. Read for detail. Listening leading to writing.	Various vocabulary
12/13 PB37 WB80 / 81	<i>Opportunities:</i> a magazine article on business opportunities	Read for detail. Language study. Write a paragraph. Language focus	Giving advice, making suggestions
14 PB38 WB82 / 83 CS23	<i>Barry Jones:</i> a serial story	Reading skills.	—
15 PB39 WB84	Revision	—	—

Arts Reader	Texts 13-15	Science Reader	Texts 13-15
PB54 WB108 /109	<i>World-famous tourist sights</i>	PB70 WB131 /132	<i>Sun, sea and land</i>
PB55 WB110 /111	<i>Getting the message across</i>	PB71 WB132 /134	<i>Man - the destroyer</i>
PB56 WB111 /112	<i>Modern communications</i>	PB72 WB134 /135	<i>Modern telecommunications</i>

5.1 PB32 WB68 / 69

Learning objectives	Develop reading. Reading to understand the details of an interview on tourism. Develop vocabulary.
Language focus	–
Vocabulary	tourism, develop, development, official (<i>n</i>), currencies, *hard currencies, *German mark, views (= <i>opinions</i>), promising (= <i>looking good</i>), attractions

- 1 Introduction to the topic** Pupil's Books closed. Elicit explanations of the words *tourist* and *tourism* and what the pupils know about tourism in Yemen. Ask the pupils if they have ever met a tourist and from which country.
- 2 Read for detail and develop vocabulary**
PB32
WB5.1A / B
- A** Introduce the exercise. To do WB5.1A pupils answer questions looking only at the first paragraph on PB32.
Answers:
- 1 A newspaper reporter.
 - 2 An official from the Ministry of Culture and Tourism.
 - 3 Tourism.
 - 4 The US dollar and the German mark.
 - 5 The money a country uses.
 - 6 The riyal.
 - 7 b) things people think
- B** Ask the pupils to move on to the next three paragraphs to answer the comprehension and vocabulary questions in WB5.1B.
- 1 a) In 1995 *sixty thousand tourists visited the country.*
b) 15,000 more *tourists came in 1996.*
c) Tourists brought 45 *million dollars into the country.*
 - 2 No.
 - 3 A lot of people don't know about Yemen.
 - 4 Now.
 - 5 c) likely to be good
 - 6 a) attraction b) development c) interview interviewer
- 3 Develop vocabulary**
WB5.1C
- The pupils have to choose three of the new words just met to complete the sentences in WB5.1C.
Answers:
- 1 attraction
 - 2 currency
 - 3 views
- 4 Understand a summary**
PB32
WB5.1D
- Ask the pupils to read the short summary of the first three paragraphs of the article on PB32. At three points there is a choice of words. The pupils have to cross out the words that do not make an accurate summary.
Answers:
Note: Pupils should have crossed out the words below.
- very bad fewer worse

5.2

PB32

WB69/70

Learning objectives	Develop reading: reading to understand the details of an interview. Develop vocabulary. Discuss tourist attractions. Use new vocabulary to complete a summary.
Language focus	–
Vocabulary	promote, advertise, historical, cultural, archaeological, handicrafts, wildlife, unique, coastline, sites, invest, profits, benefits
1 Develop vocabulary PB32 WB5.2A / B	Ask the pupils to scan the paragraph headed 'So, what's the answer?' for six tourist attractions to do WB5.2A and for the vocabulary items given in WB5.2B. Pre-teach <i>advertise</i>. Answers: WB5.2A 1 archaeological sites 2 handicrafts 3 scenery 4 beaches 5 mountains 6 wildlife WB5.2B 1 Advertise it. 2 historical cultural 3 (a) past. 4 There's nothing like it in the world.
2 Discuss vocabulary WB5.2C	Ask pupils to think of at least three examples of the tourist attractions given. Supply any vocabulary needed. You may choose to ask some pupils to give examples of all the tourist attractions listed in WB5.2A.
3 Read for detail PB32 WB5.2D	Ask the pupils to look for the answers to WB5.2D in the paragraphs headed 'You said there was more than one answer.', 'But all this would cost a lot of money, wouldn't it?' and 'Is there anything else we should do?'. Answers: 1 Build more hotels, develop the airports, improve some of the roads. 2 Yes. 3 Yes. 4 It will bring more jobs. 5 Environment.
4 Complete a summary PB32 WB5.2E	Ask the pupils to look in the text on PB32 for suitable words to complete the summary in WB5.2E. Answers: attract, offer, unique handicrafts, wonderful scenery, beautiful beaches, magnificent mountains and wildlife. hotels, airports and roads. benefits

Learning objectives Language practice
Discuss aspects of tourism.

Language focus Modals: have to / must

Vocabulary four / five star hotels

1 Revise expressing obligation and necessity
PB32
WB5.3 A / B

A Pupils read about the use of *have to* and *must* to express obligation and necessity in WB5.3A and look for examples on PB32.

Examples:

We have to promote

We have to advertise.

... they have to have somewhere to stay.

... we have to build ...

We have to develop ...

We have to improve ...

You have to invest ...

... we have to protect ...

B Draw the pupils' attention to the difference between *must not* and *don't have to*. Pupils do WB5.3B.

Answers:

1 We'll (will) have to

2 had to

3 must / has to

4 don't have to

5 have to

2 Discuss the future of tourism
PB32
WB5.3 C / D

Ask the pupils working in pairs or groups to answer the questions and follow the instructions in WB5.3C / D and in the 'After you read' box on PB32. When giving reasons for their answers, they should use vocabulary from the text on PB32. Ask them to make notes in their copybooks. Ask selected groups to report to the class.

Learning objectives	Extract information from a recorded conversation about the development of tourism. Read and listen for detail
Language focus	Expressing opinions
Vocabulary	That's not fair., worry, damage (v), *Swiss franc, change (money)into, introduce (self), No problem., proud of something, argue

1 Listen for detail

PB33
WB5.4 A / B
CS18

A Introduce the exercise. Explain that four children have been watching a TV programme about the development of tourism in Yemen and are now talking about it. Write the names and ages of the children on the board: Salma (19), Saleh (17), Laila (5) and Faysal(14). Make sure that the pupils understand the task and any unfamiliar words in WB5.4A.

The pupils have to write the words missing in the speeches; they do not at this stage have to write the names of the speakers.

The recording is in three sections: Section 1 ends with *Faysal: That's right. You tell him, Salma.*; Section 2 ends with *Laila: ... we'll also have the dollars to pay for our imports.* When you play the recording, stop after each section to give the pupils time to complete WB5.4A. Play the recording as many times as is necessary for most of the pupils to do the exercise. Ask the pupils to listen carefully and to write the missing words.

B Ask the pupils to read the conversation on PB33 to check their answers and to write the names of the speakers.

Answers:

Section 1

Salma: Well, what do you think?

- 1 *Laila:* It was a very *good* programme.
- 2 *Faysal:* I think it's a great idea. I *like* it.
- 3 *Saleh:* I'm *not* sure.
- 4 *Faysal:* Hey! What about me? I spoke *first*.

Section 2

- 5 *Laila:* I'm in favour of tourism. We need the hard *currency* it will bring in.
- 6 *Saleh:* What's wrong with our *riyals*?

Section 3

- 7 *Faysal:* I want tourists to come here so that I can *meet* them.
- 8 *Laila:* You haven't said anything about *tourism*.
- 9 *Salma:* I'm *for* it, but for a different reason.

3 Develop vocabulary
PB33
WB5.4C

Ask the pupils to find the contexts in the conversation on PB33 for the definitions given in WB5.4C and to find the appropriate words or phrases.

Answers:

- 1 I'm not sure.
- 2 last
- 3 international trading
- 4 imports
- 5 introduce yourself

4 Read for detail
PB33
WB5.4D

Ask the pupils to find the answers to WB5.4D in the text on PB33.

Answers:

- 1 The development of tourism in Yemen.
- 2 3
- 3 Yemen needs the hard currency.
- 4 He wants to meet the tourists and talk to them.
- 5 She's proud of her country and wants tourists to learn about it.
- 6 Laila and Faysal.

5 Discussion

Ask the pupils to discuss in groups whether they are for or against developing tourism in Yemen, giving reasons.

Cassette Section 18 is the text of the conversation on PB33.

Learning objectives Develop vocabulary.
Listen for detail.
Express opinions in writing.

Language focus –

Vocabulary Switzerland

1 Develop vocabulary
PB33
WB5.5A / B

A The pupils have to choose words just met in the conversation on PB33 to complete the sentences in WB5.5A.

Answers:

- 1 think
- 2 idea
- 3 so
- 4 worry
- 5 Swiss
- 6 abroad
- 7 change
- 8 simple

B The pupils now have to choose expressions just met in the conversation on PB33 that can be used in the situations given in WB5.5B,

Answers:

- 1 No, that's not what I meant.
- 2 What's that got to do with it?
- 3 That's right. You tell her, Fatima.
- 4 That sounds good to me.
- 5 No problem.

2 Discussion
WB5.5C

Ask the pupils to discuss the question in WB5.5C. Remind the pupils of words and phrases like:

polite / impolite interrupt
He / She has to learn.
Children should be seen and not heard.

3 Listen for detail
WB5.5D
CS19F

A Introduce the exercise. Explain that two German tourists, Karl and Helga, are planning a trip to Yemen. The pupils have to listen carefully for the answers to the questions in WB5.5D.

B Play the recording as many times as is necessary for most of the pupils to do WB5.5D.

Answers:

- 1 On March 6th.
- 2 3 days.
- 3 Shibam.
- 4 Old houses.
- 5 By taxi.
- 6 3 days.

- 7 To Taiz.
- 8 Mokha.
- 9 The Great Mosque, the tomb of Queen Arwa.
- 10 To Sana'a.

4 Discussion

WB5.5E

Ask the pupils in groups to discuss first, what they think of the journey

Karl and Helga have planned and secondly, what three places they would take another tourist. Ask them to give reasons.

Cassette Section 19

- Presenter: Two German tourists are planning to visit Yemen. Listen to what they say.
- Karl: Right! Is everything arranged?
- Helga: Yes. We'll arrive in Sana'a on March the sixth. We stay the night at the Sheraton Hotel and we fly to Riyan the next day.
- Karl: Riyan? That's the airport for Mukalla, isn't it?
- Helga: Yes, it is. We'll spend three days in Mukalla. On one of those we'll go to Shibam.
- Karl: Shibam! Ah, yes. That's the town with the wonderful old houses. I'm looking forward to seeing those.
- Helga: After three days we take a taxi to Aden. It's a long drive, but the coastline is wonderful.
- Karl: I'm going to buy a djambia in Aden.
- Helga: Why Aden? You can buy a djambia in any big town.
- Karl: A friend told me the best place to go in Aden.
- Helga: All right. After Aden we drive to Taiz and we spend two days there.
- Karl: And we must visit Mokha.
- Helga: There isn't much left there, is there?
- Karl: Maybe not. But I want to see it. After all, it's where coffee came from originally and you know how I like my cup of coffee.
- Helga: We're also going to Jibla ...
- Karl: ... to see the Great Mosque and Queen Arwa's tomb. She's buried in the grounds of the mosque, you know!
- Helga: Then it's back to Sana'a, where we have three days. And that's the end of the holiday.
- Karl: But we don't get to see anywhere north of Sana'a.
- Helga: We can't go everywhere in less than two weeks. But we can always come back next year.
- Karl: Good idea!

5.6

PB34

WB74

Learning objectives	Develop vocabulary: meaning from context. Read for detail. Language study.
Language focus	Contrast
Vocabulary	captain, crewmen, outboard motor, responsibility, at least, shore, hire, supply, *packed lunches, Who knows?

- 1 Develop vocabulary**
PB34
WB5.6A

Ask the pupils to find the contexts in the text about Umar's dream for the definitions given in WB5.6A and to find the appropriate words.

Answers:

 - 1 captain
 - 2 borrowed
 - 3 crew / crewmen
 - 4 outboard motor
 - 5 shore
 - 6 coast
- 2 Read for detail**
PB34
WB5.6B

Ask the pupils to find the answers to the questions in WB5.6B in the text on PB34.

Answers:

 - 1 He saved some and borrowed some more (from the bank).
 - 2 He has to pay his crew and pay back the money he borrowed.
 - 3 He won't need them.
 - 4 Tourists.
 - 5 Yes.
 - 6 He'll take tourists to the islands off the coast of Yemen.
 - 7 I can't lose.
 - 8 7 years.
- 3 Study word signposts**
PB34
WB5.6C

A Ask the pupils to read about word signposts expressing contrast. Ask them for another expression of contrast: *but*.

B Ask the pupils to find other examples in the text on PB34.

Examples:
However, unlike my brother ...
On the other hand, if you take tourists ...
- 4 Language study**
PB34

Explain that the 'will' form of the future is often used to express a degree of uncertainty. Compare a sentence from the text about a dream with another that expresses certainty.

Ambition: I will use it to take tourists fishing.
Certain plan: I'm going to use to take tourist fishing.

Ask the pupils to find other examples in the text on PB34.

Learning objectives	Answer inference questions. Discuss possibilities. Recognize the logical sequence of a conversation.
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Language focus	–
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Vocabulary	come true
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1 Read for inference
PB34
WB5.7A/B

The answers to the questions in WB5.7A are not given directly in the text; the pupils have to infer or work out the answers from the information given.

Answers:

- 1 Because he's very young to be a captain.
- 2 Four.
- 3 Three or four.

2 Discussion
PB34
WB5.7B/C

A Ask the pupils to discuss their answers to WB5.7A with a partner and to give reasons.

B Ask the pupils to discuss the 'After you read, questions on PB34.

3 Make conversations
WB5.7D

A Pupils work in pairs, A and B. The A pupils look at the first set of speeches and the B pupils look at the second set of speeches. They should cover up the set of speeches they are not studying.

B Let the pupils practise the conversations in pairs. Remind them to look at each other when they are talking. Let them practise until they can perform with confidence.

4 Listen for pronunciation/consolidation
CS20

Encourage the pupils to imitate the speakers.

5 Act out the dialogues
WB5.7D

Let different pairs act out the conversations in front of the class.

Cassette Section 20

Presenter: Band 1

Boy 1: I'm thinking of buying a motor bike.
Boy 2: Why do you want a motor bike?
Boy 1: Because I'd like to have one.
Boy 2: That's not a good enough reason.
Boy 1: Why not?
Boy 2: Motor bikes cost a lot.
Boy 1: I've got some money.
Boy 2: Motor bikes are dangerous.

Presenter: Band 2

Boy 3: I'm thinking of buying a motor bike.
Boy 4: Have you got enough money?
Boy 3: No. But I've saved some and I'll be able to get the rest.
Boy 4: Where from?
Boy 3: I can borrow it from the bank.
Boy 4: How are you going to pay it back?
Boy 3: I don't know yet.
Boy 4: Well, I don't think it's a good idea.

Learning objectives	Develop reading techniques: pre-reading, reading for gist, reading for detail. Develop vocabulary: meaning from context. Reproduce in writing the gist of a short listening text.
Language focus	–
Vocabulary	mad(= <i>daft</i>), bees (<i>keep</i>), beekeeper, beehives, *sexless, *drones, lay, *grub, *Royal Jelly, ants, clean out (= <i>destroy</i>), mixture, yield(= <i>crop</i>), *buzz (= <i>thrill, excitement</i>), fascinated

- 1 Pre-reading warm-up**
PB35
- Ask the pupils to describe Umar's dream briefly and then to look at PB35. They are going to read about another dream. Ask them to look at the picture and to skim the whole page including the 'After you read' box for any clues to what Nadia's dream is. Elicit *bee* and *honey*.
- 2 Reading for gist**
PB35
WB5.8A
- The pupils skim the text on PB35 for the topic sentence of each paragraph. Remind pupils that the topic sentence can be the last sentence in a paragraph, especially in the first paragraph of a long text. The first paragraph usually tells us the subject of the whole text; after a short introduction the title of the text is given in the final sentence, as here. When they have found the topic sentences, the pupils can do WB5.8A.

Answers:

- 1 What Nadia wants to be, what her dream is.
- 2 Why; the history of her dream.
- 3 What she knows about bees.
- 4 How she will start.
- 5 What she hopes to do.

- 3 Develop vocabulary**
PB35
WB5.8B/C
- Ask the pupils to find the contexts in the text about Nadia's dream for the definitions and instructions given in WB5.8B and C and to find the appropriate words.

Answers:WB5.8B

- 1 a) mad
b) fascinated
- 2 a) beekeeper - someone who keeps bees
b) beehives - what bees live in

WB5.8C

- 1 drone
- 2 queen
- 3 grub
- 4 neither ... nor
- 5 ants

4 Read for detail
PB35
WB5.8D

Ask the pupils to look through the whole text to find the answers to the questions in WB5.8D.

Answers:

- 1 Her uncle.
- 2 Workers, drones, queens.
- 3 Worker bees.
- 4 She will put the hives on small tables and then put the legs of these tables into tin cans, filled with a mixture of oil and water.
- 5 Because they can't swim.
- 6 In the big hotels.
- 7 Tourists.

5 Listen to re-tell gist
WB5.8E
CS21

A In this activity the pupils listen to a short text and reconstruct it from memory, either individually or in groups. Play the recording as many times as is necessary for most pupils to write a short summary of the text; this may be just one sentence or a few individual words. Elicit several answers.

B Ask the pupils to Write the text of the recording on the board and play the recording again as pupils compare their answers with the original.

Cassette Section 21

Boy: My name is Taha. I'm a beekeeper. I started with one beehive. At the end of the first year I had no honey. None. Why not? Ants got into the beehive and ate it all. Then I learned how to protect~the beehives from the ants. Now I've got twenty beehives and lots of honey. I'm happy

Learning objectives Develop reading techniques: reading for inference.
Identify reference markers.
Write a paragraph.

Language focus –

Vocabulary buzz (v), get (= *understand*, eg *joke*).

1 Answer inference questions

PB35
WB5.9

The answers to the questions in WB5.9A are not given directly in the text; the pupils have to infer or work out the answers from the information given. Ask the pupils to say how they worked out their .

Answers

Answers:

- 1 Four. (Nadia is 15. 'It all began when I was 11 years old.')
- 2 There would be no queen. (... if the other workers feed it [the grub] with a substance called Royal Jelly, it will turn into a queen bee!)
- 3 About 60. ('I hope to get 20 kilos ... in one yield and ... three yields during one year!')

2 Identify pronoun reference

PB35
WB5.9B

Pronouns can look back or refer not only to people or things but also to whole ideas. In WB5.9B the pupils have to find the ideas that the pronouns in italics refer to.

Answers:

- 1 (para. 1) You probably won't believe *this*. (She wants to be a beekeeper.)
- 2 (para. 2) *It* all began when I was eleven years old. (Her dream.)
- 3 (para. 4) *That* should stop the ants. (Putting oil and water in tin cans.)
- 4 (para. 5) When *that* happens, I will sell my honey direct to tourists. (When she gets more beehives.)

3 Discussion

PB35
WB5.9C

A Ask pupils to read WB5.9C. The purpose of this text is make pupils aware of two aspects of the English language:

- a) that there are many nouns and verbs in it that sound like they are describing
- b) that English humour often depends on a pun, that is a play on words
- a) The word 'buzz' sounds like the noise a bee makes.

Other words that sound like the noise they are describing are:

- hum (n,v): the noise made by eg an electric motor or by somebody singing the melody of a song with their mouth shut
- splash (n,v): the noise made eg a stone dropping into water
- ululate (v): to howl or scream while moving the tongue. This sound is often made by women throughout the Middle East at funerals or sometimes in welcome.
- bang (n,v): the sound made by a gun or eg, a door slamming.

Try to find other examples. This device is called 'onomatopoeia' and is often used in poetry. Ask the pupils for equivalents in Arabic.

- b) The word 'buzz' as a noun can mean 'thrill' or 'excitement' as well as describing the noise a bee makes. The sentence 'It gives me a buzz' is, therefore, very appropriate to describe the thrill that beekeeping gives Nadia.

B Ask the pupils to discuss the 'After you read' questions on PB35.

4 Write a paragraph
PB35
WB5.9D

A Pupil's Books closed. Ask the pupils to list as many words connected to bees and beekeeping as they can remember. Check their list by looking again at PB35.

B Discuss a suitable topic sentence for this subject.

Suggestions:

The inside of a beehive is like a small town.

Inside their beehive bees live in a well-organized society

The bee community inside a bee hive is like a monarchy with several layers of society.

C The pupils in groups then make notes and arrange them in a logical order.

Suggestions:

The order of events from the laying of the egg to the collection of honey.

The layers of society from the queen at the top to the drones at the bottom.

D Each group prepares and writes a paragraph. After checking it, ask several groups to read their paragraph to the class.

Learning objectives Develop reading techniques: pre-reading prediction, reading for detail.
 Develop vocabulary: word relations, meaning from context.

Language focus –

Vocabulary *Forestry Directorate, Ministry of Agriculture, forestation, desertification, process, fertile, topsoil, soil, erosion, flood waters, roots, nitrogen, oxygen, atmosphere

- 1 Pre-reading warm-up** Ask the pupils to predict what the text on PB36 is about by looking at
 PB36 the pictures and working out the meaning of the title. Help them by
 saying 'working towards a greener land'. Ask the pupils to skim the
 text for any familiar words that give a clue to the subject.

Possible answers:

trees, desert, environment, plant, disappear, problem, beautiful country.

- 2 Develop vocabulary**
 PB36
 WB5.10A/B

A Point out to the pupils that many words are clearly related, belong to the same family, so to speak. *Farm* and *farmer*, *beauty* and, *beautiful multiply* and *multiplication* are examples. So, if a pupil knows one of these words, he or she should be able to have a good guess at what the other means. 'For example, if a pupil knows the word *tourist*, the word *tourism* should not present much of a problem. In the same way, knowing the word *monarch* leads to understanding the word *monarchy*, the word *mix* to *mixture*, the word *disappear* to *disappearance* and the word *grow* to *growth*. In WB5.10A ask the pupils to find a familiar part of each word and from that to work out what the new word may mean. They then look at the first paragraph on PB36 to check.

Answers:

- 1 a) forestation (from 'forest'): increasing the number of trees and plants
- b) desertification (from 'desert'): turning land into desert

B Ask the pupils to find the contexts in the first three paragraphs of "Towards a greener land" for the definitions given in WB5.10B and to find the appropriate words.

Answers:

- | | | |
|----------------|----------------|-------------|
| 1 a process | 2 fertile land | 3 topsoil |
| 4 soil erosion | 5 bacteria | 6 the roots |

- 3 Read for detail**
 PB36
 WB5.10C

Ask the pupils to look through the first three paragraphs on PB36 to find the answers to the questions in WB5.10C.

Answers:

- 1 Five per cent (5%).
- 2 Trees and plants because they hold the topsoil and it isn't washed away by heavy rains.
- 3 Heavy rains.
- 4 A lot of the water can soak into the soil.
- 5 Nitrogen.
- 6 Oxygen.
- 7 Seven.

Learning objectives Develop reading techniques: reading for detail and inference.
 Develop vocabulary: meaning from context.
 Note taking leading to paragraph writing.

Language focus –

Vocabulary drilling, wells, growth, solve, grazing

1 Read for detail and to answer an inference question
 PB36
 WB5.11A

Ask the pupils to look through the last three paragraphs on PB36 to find the answers to the questions in WB5.11A. They have to think of their own answer to Question 3.

Answers:

- 1 a) The disappearance of trees and plants.
 b) Farmers leaving the land because there is no water.
 c) Towns and cities becoming bigger.
- 2 a) Land is protected for six months. Animals are not allowed on the land and trees or bushes mustn't be cut.
 b) Only dead branches can be cut off trees.
- 3 Wood for fires.

2 Develop vocabulary

A Ask the pupils to find the contexts in the last three paragraphs of PB36 'Towards a greener land' for the definitions given in WB5.11B and to WB5.11B/C find the appropriate words.

Answers:

- 1 a well
- 2 solve it
- 3 fertilizer
- 4 grazing

B The pupils have to choose words just met in the text on PB36 to complete the sentences in WB5.11C.

Answers:

- 1 responsible for
- 2 process
- 3 slow down
- 4 wind-break
- 5 cause
- 6 solve

3 Discussion
 PB36

Ask the pupils to discuss the 'After you read' question on PB36.

**4 Write a paragraph
from notes**
WB5.11E
CS22

A Introduce the exercise. A group of girls has been talking about how to make their school more beautiful. Explain to the pupils that they are going to listen to one girl summarizing what they have decided to do and then, in groups, write a paragraph describing their decisions. First, the pupils should make notes of what is said, as they listen.

B Remind the pupils that when making -notes, you:

- miss out articles, the verb 'to be', auxiliary verbs, the word 'and'
- write 1, 2, 3 etc instead of 'First, Next, Finally'
- invent your own abbreviations, eg H T for head teacher, CR for classroom

C Play the recording as many times as is necessary for most of the pupils to make notes they are happy with.

D Discuss a suitable topic sentence for this subject.

Suggestions:

The girls have decided to make their school more beautiful in three different ways.

The girls want to be proud of their school, so they have decided to make it more beautiful.

E It should not be necessary to arrange the notes because they should follow the order the suggestions were given in. Each group now prepares and writes a paragraph. After checking it, ask several groups to read their paragraph to the class.

Cassette Section 22

Girl: Right! This is what we've decided to do. First, we're going to start here in the classroom. We're not going to throw rubbish or litter on the floor. We're going to sweep the floor every day before we go home. Next, outside. It's the same thing. We're not going to throw rubbish or litter on the ground. And we're going to pick up any rubbish or litter we see, like plastic bags and pieces of paper.

Finally, the most important thing: we're going to have a garden. We're going to ask the head teacher to get us some good topsoil. Then we'll plant some flowers and bushes so that we'll have lots of colour and greenery. If we want to be proud of our school, we should make it a place to be proud of.

Learning objectives Develop reading techniques: pre-reading, scanning and reading for detail.

Language focus Giving advice, making suggestions

Vocabulary opportunities, Go for it!, management, course, *hang-gliding, *soar, ideal, guide (tourist), non-stop, skills, *bird-watchers

- 1 Pre-reading warm-up**
PB37
- Ask the pupils to predict what the text on PB37 is about by looking at the pictures and the title. Ask the pupils to skim the text for any familiar words that give a clue to the subject.
Possible answers:
jobs, business, hotels, tourists, sell, sport, birds, history, culture, wildlife
- 2 Read for detail**
PB37
W135.12A
- Ask the pupils to look through the introduction on PB37 to find the answers to the questions in WB5.12A.
Answers:
1 Kenya.
2 Young people.
3 Advice.
4 Tourism and jobs.
- 3 Scan for gist**
PB37
WB5.12B
- Ask the pupils to scan PB37 to count how many job suggestions are given.
Answer:
6
Ask the pupils to list what they are.
- 4 Read for detail and answer extension questions**
PB37
WB5.12C
- Ask the pupils to look through all the texts on PB37 to find the answers to the questions in WB5.12C. They have to think of their own answers to Questions 2,4,6 and 8 to 12. They should write their answers in their copybooks.
Answers:
1 Hotel manager and chef.
3 It has high mountains.
5 Hang-gliders, a 4-wheel drive vehicle to get to the top of the mountains.
7 Three (Ask pupils to list them).
- 5 Discussion**
PB37
- Ask the pupils to discuss the 'After you read' question on PB37.

5.13

PB37

WB81

Learning objectives Language practice.
Write about a business project.

Language focus Imperatives. Advice and suggestion.

Vocabulary –

1 **Revise giving advice and making suggestions** WB5.13A

Pupils read about the use of imperatives, *Why not* and *Go for it!* to give advice and make suggestions. in WB5.13A and look for examples on PB37.

Examples:

Find out what they are.

Ask yourself these questions:

... why not set up a business?

Learn about all the birds in your area.

Find out where they live and nest.

Then go for it!

Why not think about it (horse-riding) now?

Don't forget Yemen's handicrafts.

2 **Write about a business project** PB37 WB5.13B

A The pupils follow the instructions in WB5.13B to make notes in groups or pairs on their business venture. They should make notes on all the aspects given. Encourage them to use words from PB37.

B When they have made their notes, the pupils should think about titles or topic sentences for each of their two paragraphs that cover what they want to say. They should arrange their notes accordingly.

C Each group now prepares and writes a paragraph. After checking it, ask several groups to read their paragraph to the class.

5.14 PB38 WB82/83 CS23

Learning objectives Recognize a correct summary of a story so far.
Read a story for enjoyment.

Language focus –

Vocabulary downstairs, card (= *birthday* -), surprise (*n*), come top (in a test), candle, blow out, parcel, *boom, *went (the bell -)

1 Read to select the correct summary
PB30
WB5.14A

Follow the procedure described in Step 3.14 Stage 2.

Answer:

Paragraph Three is true.

2 Read for gist
PB38
WB5.14B

A Ask the class what Barry said at the end of the last episode. Tell them to look at PB30 if necessary. Pupil's Books closed. Tell the pupils to look at all the pictures to work out what Barry is doing in this episode. They should be able to see that he is doing Chemistry at school and getting letters, making a phone call and having a cake at home. You can then ask why they think Barry is looking at a book about football and eating a cake and elicit *birthday*. Elicit some information about each of the pictures. Then tell the pupils to read the text as quickly as they can and put the pictures in order.

B Check the answers.

Answers:

4 2
5 1
3 6

3 Read for detail
PB38

Get the pupils to scan for the answers to the following questions:

When is Barry's birthday?

How old is he?

Why couldn't Barry's finish the Chemistry test?

What did Barry's parents give him?

What was Barry's surprise?

4 Listen for consolidation
PB38
CS23

Play the cassette and let the pupils listen to the story for reinforcement and enjoyment.

5 Extension/transfer

A Talk about how the British celebrate birthdays / Having a birthday party and a cake with candles on it is very typical. Tell them that if the person whose birthday it is blows out all the candles at one go, he or she can make a wish. Discuss how birthdays are celebrated in Yemen. What important birthdays can they think of? What happens on those days?

B Ask the pupils if they think that Barry and Kevin will accept Uncle Tim's invitation to America. Do the pupils have any relatives living abroad?

Cassette Section 23 is the text of the story on PB38.

5.15

PB39

WB84

Learning objectives Catch-up and revision.

Language focus –

Vocabulary –

1 Language review Ask the pupils to read through Language review 4 on PB39.
PB39 Ask them to add one more example to all the examples given.

2 Revise vocabulary **A** Pupils do WB5.15A.
WB5.15A/B **Sample answers:**

- 1 *Trees stop soil erosion.*
- 2 People *drill wells* to get water.
- 3 In maths we have to *solve* many *problems*.
- 4 My father's new boat has an *outboard engine*.
- 5 If you don't stop them, *ants* can ruin your *beehives*.
- 6 I often go the *library* to *borrow* a book.
- 7 Many Traditional Yemeni *handicrafts* are *unique* in the world.
- 8 *Bacteria* live in the *roots* of trees.

B Pupils check their sentences with a partner.

3 Revise *must (not)/(not) have to* Pupils do WB5.15C.
WB5.15C **Answers:**

- 1 must not
- 2 will have to
- 3 must / has to must / has to

4 Revise giving advice Pupils do WB5.15D.
WB5.15D **Possible answers:**

- 1 Why not go and live abroad?
- 2 You should eat better.
- 3 Pick it up!

5 Revise sense verbs Pupils do WB5.15E.
WB5.15E **Answers:**

- 1 sounds
- 2 looks
- 3 smells

Unit 5 Word list

advertise	drones	oxygen
ants	erosion	*packed lunches
archaeological	fascinated	parcel
argue	fertile	process
atleast	flood waters	profits
atmosphere	forestation	promising (= <i>looking good</i>)
attractions	*Forestry Directorate	promote
beehives	four/five-star hotels	proud of something
beekeeper	*German mark	responsibility
bees (<i>keep</i>)	get (= <i>understand eg joke</i>)	roots
benefits	Go for it!	*Royal jelly
*bird-watchers	grazing	*sexless
blow out	growth	shore
*boom	*grub	sites
buzz (<i>n</i>) (= <i>thrill, excitement</i>)	guide (tourist)	skills
buzz(<i>v</i>)	handicrafts	*soar
candle	*hang-gliding	soil
captain	*hard currencies	solve
card (= <i>birthday-</i>)	hire	supply
change (money) into	historical	surprise (<i>n</i>)
clean out (= <i>destroy</i>)	ideal	*Swiss franc
coastline	introduce (self)	Switzerland
come top (in a test)	invest	That's not fair.
come true (dream)	lay (<i>v</i> = <i>egg</i>)	topsoil
course	mad (= <i>daft</i>)	tourism
crewmen	management	unique
cultural	Ministry of Agriculture	views (= <i>opinions</i>)
currencies	mixture	wells
damage (<i>v</i>)	nitrogen	*went (the bell-)
desertification	No problem.	Who knows?
develop	non-stop	wildlife
development	official (<i>n</i>)	worry
downstairs	opportunities	yield (= <i>crop</i>)
drilling	outboard motor	

Arts Reader 13-15

Arts 13	World-famous tourist sights	PB54	WB108 / 109
Vocabulary	astronaut, design, height, interval (= <i>space</i>), invader, length, mountain range, skyscraper, structure, watchtower, weight, width		

Note: All vocabulary in the Reader texts is non-testable.

- 1 Topic introduction**
PB54
Elicit the page title and the names of the four sights. Find out if anyone has seen any of them and what they already know about them.
- 2 Vocabulary dictation**
Follow the standard procedure, but this time tell the pupils to write number 2 beside each item in the list in the Workbook if you are using this method.
- 3 Read for gist**
PB54
Tell the pupils to read about the Great Wall of China quickly and find one piece of information. Elicit answers, then get them to read the other three texts in the same way.
- 4 Read and work out meaning**
PB54
Follow the standard procedure.
- 5 Scan for information**
PB54
Pupils scan PB54 as fast as they can to find the answers to the three questions on the page.

Answer key

- 1 The Eiffel Tower
- 2 The Great Wall of China
- 3 4, 500 years ago

- 6 Read and do exercises**
PB54
WBArts 13A-D

Answer key

A

- 1 The Eiffel Tower.
- 2 The Great Pyramids.
- 3 The Great Wall of China.
- 4 The Great Wall of China.

B

- 1 c) anything built
- 2 b) travellers in space
- 3 c) people who attack a country
- 4 a) a line of mountains
- 5 a) show

C

- 1 The length of the Great Wall of China.
- 2 The width of the Great Wall of China.
- 3 The height of the pyramid of King Khufu.
- 4 The number of blocks of stone in the pyramid of King Khufu.
- 5 The length of one side of the pyramid of King Khufu.
- 6 The weight the Eiffel Tower.

D Answer these questions.

- 1 To protect China from invaders.
- 2 The gates were locked.
- 3 It was named after the engineer who built it.
- 4 Skyscrapers taller than the Eiffel Tower were built in New York.
- 5 All of Paris.
- 6 They are the tombs of *three Kings of ancient Egypt*.
- 7 Thirty years.
- 8 The blocks of stone fit so well together that it is difficult to get a sheet of paper between them.

Ask pupils to write *length, height, width and weight* in their notebooks.

7 Follow up PB54

Pupils discuss the questions in the Discussion box on PB54.

Arts 14

Getting the message across

PB55

WB110 /111

Vocabulary

battery, burst (*n*), carrier pigeon, combination, criss-crossing, dashes, distress, dots, drum, electromagnetic, express, Morse Code, operate, pony / ponies, receiver, recently, represent, signal, succeed, telegraph, tom-toms, transmit, transmitter, tribesmen, urgent

1 Topic introduction

Books closed. Elicit ways of sending messages today and in the past. Revise *advantage* and *disadvantage*.

2 Vocabulary dictation

Follow the standard procedure.

3 Read for gist PB55

A Tell the pupils to read the introductory text and tell you what it is about. Set a time limit. Then elicit answers. For example:
It is about old ways of sending messages, for example, using runners, ponies and birds. It says that they all had disadvantages and that Samuel Morse changed all that.

B Tell the pupils to read each of the texts in boxes quickly and find out what each man invented.

4 Read and work out meaning
PB55

Follow the standard procedure.

5 Read and do exercises
PB55

WBArts 14A-D

Explain that they will have to think about the disadvantage of each method for themselves; they won't find it in the text.

Answer key

A

Method	Country	Kind of message	Disadvantage
team of runners	–	actual	slow
Pony Express	USA	actual	quite slow
smoke signals	USA	code	short distance
drums	Africa	code	short distance
pigeons	–	written	slow

B

Numbers 1, 4 and 5 are true.

Number 2 is false. ... a way of sending a message first and then a code.

Number 3 is false. ... short and long signals.

C

Numbers 1, 2 and 5 are true.

Number 3 is false. ... in 1877.

Number 4 is false. the. ... telephone.

D

1 A small horse.

2 The Pony Express.

3 An African drum.

4 Because they always find their way home.

5 You had to know the Morse code to use it.

6 In the next room.

7 Because it was not connected by wire to the transmitter.

Arts 15

Modern communications

PB56

WB111 / 112

Vocabulary

advance (*n, v*), communicate, communication, computer screen, e-mail, facility, hands-off, Internet, memory, mobile phone, modem, network, radio waves, re-dial, satellite, web-site

1 Topic introduction

Books closed. Write *Modern communications* on the board and translate it. Ask the pupils what words they know related to this topic. Write the words on the board as they say them. They should know the following: *telephone, computer, Internet, satellite TV, fax*. They might know *e-mail, modem* and *Internet*. Ask them which of these things they have used.

- 2 Vocabulary dictation** Follow the standard procedure.
- 3 Read for gist**
PB56 Elicit the content of the page from the headings. Tell the pupils to skim through each paragraph and find one piece of information. Elicit answers.
- 4 Read and work out meaning**
PB56 Follow the standard procedure.
- 5 Read and do exercises**
PB56
WBArts 15A-C
- Answer key**
- A**
- 1 b) keep for the future
 - 2 c) movable
 - 3 a) connected
 - 4 b) where information or pictures appear
- B**
- 1 When more than two people want to take part in the telephone conversation.
 - 2 Because of advances in the design of computers.
 - 3 With a modem linked to a telephone line.
 - 4 International network.
 - 5 You type the number and the web-site appears on your screen.
- C**
- Sample answers**
- 1 You can carry it round from room to room.
 - 2 It is much faster.
 - 3 You can get information from all over the world very quickly in your own home.
- 6 Follow up and quiz on Arts 13 -15**
PB54-56
WBArts 15D
1. Pupils discuss the questions in the *Discussion* box on PB56
 3. Pupils organize a class quiz on the last three texts. They first do WBArts 15D and then, in groups, think up other questions to ask other groups. Make this a competition if you like.
- Answer key**
- 1 In 1879.
 - 2 Alexander Graham Bell. In 1877.
 - 3 A mobile phone.

Arts Reader 13-15 Word list

advance (<i>n, v</i>)	facility	recently
astronaut	hands-off	represent
battery	height	satellite
burst (<i>n</i>)	Internet	signal
carrier pigeon	interval (= <i>space</i>)	skyscraper
combination	invader	structure
communicate	length	succeed
communication	memory	telegraph
computer screen	mobile phone	tom-toms
criss-crossing	modem	transmit
dashes	Morse Code	transmitter
design	mountain range	tribesmen
distress	network	urgent
dots	operate	watchtower
drum	pony / ponies	web-site
e-mail	radio waves	weight
electromagnetic	re-dial	width
express	receiver	

Science Reader 13-15

Science 13

Sun, sea and land

PB70

WB131 / 132

Vocabulary

air-current, amount, atmosphere, blindness, carbon dioxide, condense, essential, evaporate, harmful, medicinal, ozone, rainfall, trap (v), ultra-violet rays, water vapour

1 Topic introduction

Elicit some of the things which are essential for life on earth. For example:

heat, light, rainfall, oxygen, food.

Write them on the board. Then find out what the pupils know about each one. For example, how heat is transmitted from the sun, how clouds are formed, what produces oxygen, etc. Do not present the information, just find out what they know. Use the discussion to present some of the new vocabulary.

2 Dictate vocabulary

Follow the standard procedure. Dictate the new words, pupils find and underline them in the word list in their Workbooks. Elicit any words the pupils already know.

3 Preliminary reading PB70

Introduce the three texts using the pictures on PB70. Tell the pupils to choose one which they think is most interesting and read quickly to clarify points raised in the discussion. Books closed. Elicit some information about each of the three topics.

4 Work out meaning of words PB70

Follow the standard procedure. Write the new words on the board, get the pupils to find and underline them and then guess their meaning. Those they cannot guess they should look up in their dictionaries.

5 Read and do exercises PB70 WBScience 13A-D

Answer key

A

- 1 provides
- 2 amounts
- 3 damage
- 4 essential
- 5 eventually
- 6 medicinal

B

- 1 Light and heat.
- 2 Make sure we get heat and light in safe amounts.
- 3 The ozone layer.
- 4 15 to 40 kilometres above Earth.
- 5 A layer of carbon dioxide.
- 6 Below the ozone layer.

C

- 1 False. The sea has a great effect on our weather.
- 2 True.
- 3 True.
- 4 True.
- 5 False. They become cooler.
- 6 False. It eventually returns to the sea.

D

- 1 oxygen carbon dioxide
- 2 food
- 3 ill drugs

6 Follow up WBScience 13E / F

Books closed for both Exercises. Elicit what the class now know about the topics *the sun, the sea and the land*.

Answer key

E

- 1 ultra-violet rays
- 2 carbon dioxide
- 3 turns into water vapour
- 4 turns into water
- 5 can be used as medicine

F

Suggest a topic sentence:

We benefit from the sun, the sea and the land in many ways.

Pupils then write at least two sentences about each element describing how they help provide the conditions necessary for life on earth.

Science 14	Man - the destroyer	PB71	WB132-134
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Vocabulary	activities, aerosol, billion, cattlemen, chlorofluorocarbons (CFCs), crops, cure (v), destroyer, effect, evaporation, foam, packaging, fossil (fuel), greenhouse, man-made, recently, reduce, spray (n), timber, tonne		
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1 Topic introduction	Revise the information in Topic 1 <i>Sun, sea and land</i> . Talk about how man is having an effect on these sources of life. Encourage the pupils to give any information they know about the topic. Focus attention on: • the Greenhouse Effect • CFCs • the disappearing rainforests Use the discussion to present some of the new vocabulary.		
2 Dictate vocabulary	Follow the standard procedure. This time the pupils should circle the words in the word list as you dictate them. Elicit words used in the discussion. Then elicit any other words the pupils know.		

- 3 Preliminary reading**
PB71
- Introduce the three texts using the pictures on PB71. Tell the pupils to choose the one they are most interested in and read quickly to , clarify any of the points raised in the discussion. Books closed. Elicit what they have learned about the three topics.
- 4 Work out meaning of words**
PB71
- Follow the standard procedure. Point out that all but two of the new words are found in the first column on the page.
- 5 Read and do exercises**
PB71
WBScience 14A-D
- Answer key**
- A**
- 1 traps
 - 2 raises
 - 3 activities
 - 4 atmosphere
 - 5 increase
 - 6 melt
 - 7 release
 - 8 timber
- B**
- 1 Plants.
 - 2 To trap the sun's rays.
 - 3 By increasing the thickness of the glass.
 - 4 Coal and oil.
 - 5 It reduces the number available to change carbon dioxide into oxygen.
 - 6 Increasing.
 - 7 Because it causes more evaporation.
 - 8 It expands.
 - 9 At the North and South Poles.
 - 10 Because the land might be flooded or desertification.
- C**
- 1 False. ... man-made ...
 - 2 True.
 - 3 False. the ... ozone layer ...
 - 4 True.
 - 5 False. We learned of the dangers of CFCs in the 1970s.
 - 6 True.
- D**
- 1 They are burned or cut down.
 - 2 Huge.
 - 3 Grass.
 - 4 To feed cattle.
 - 5 Plants important for curing diseases. / Medicinal plants.
 - 6 In ten years.

6 Follow up
PB71
WBScience 14E

1. Pupils discuss the question in the *Discussion* box on PB71.
2. Suggest the topic sentence:
If the level of the sea rose by $1\frac{1}{2}$ metres, this
would / could affect Yemen in many ways.
Pupils then list at least four possible effects a rise in the
sea-level might have.

Science 15

Modern telecommunications PB72 WB134 / 135

Vocabulary

apparatus, cable, channel, code, decoder, encoder, exchange (v), fax machine, fibre optic, Internet, mobile, portable, receiver, satellite, signal (n), strand, telecommunications, transfer, transmission, transmit, transmitter, web-site, world-wide web

1 Topic introduction
PB72

A Elicit the page title. Tell the pupils to read the first paragraph and think about the question at the end. Elicit answers. (Examples are: *television, telegraph, telephoto lens, telegram, telescope, teleprinter.*)

B Tell the pupils to read the description of telecommunications systems in the box and study the diagram. Tell them that you want them to be able to tell you how a message is transmitted. Elicit answers.

2 Vocabulary dictation

Follow the standard procedure.

3 Read for gist
PB72

A Ask the pupils if they can name the objects in the five numbered pictures. Elicit answers. Then read out the question above the pictures. Tell the pupils to use the glossary before they answer the question. Elicit answers:

- 1 (a microphone) - sound / words or music
- 2 (a video camera) - moving picture
- 3 (a fax machine) - written words and graphics
- 4 (a modem) - transmission of data
- 5 (a telephone) - sound (and pictures if it is a videophone)

B Elicit the content of the page from the headings. Tell the pupils to skim through each paragraph and find one piece of information. Elicit answers.

4 Work out meanings
PB72

Follow the standard procedure.

5 Read and do exercises

PB72

WBSscience 15A-D

Answer key

A

- 1 far
- 2 Greek
- 3 2,3,1

B

The missing words are:

equipment / apparatus encoder
electrical signals
decoder
original message
output

C

- 1 data
- 2 cable
- 3 portable / mobile
- 4 international
- 5 exchanging

D

- 1 Three.
- 2 A cable.
- 3 They are small, portable and can be used anywhere.
- 4 A modem.
- 5 It is faster than sending it by post or fax.
- 6 A network or web of telephone lines.
- 7 The code of the web-site you want.
- 8 World-wide web.
- 9 Pictures.
- 10 On the receiving machine.

6 Follow up and quiz on Science 13 -15

PB70-72

WBSscience 15E

1. Pupils discuss the questions in the *Discussion* box on PB72.
3. Pupils organize a class quiz on the last three texts. They first do WBSscience 15E and then, in groups, think up other questions to ask other groups. Make this a competition if you like.

Answer key

- 1 The ozone layer.
- 2 CFCs.
- 3 On the Internet.

Science Reader 13-15 Word list

activities	encoder	recently
aerosol	essential	reduce
air-current	evaporate	satellite
amount	evaporation	signal (<i>n</i>)
apparatus	exchange (<i>v</i>)	spray (<i>n</i>)
atmosphere	fax machine	strand
billion	fibre optic	telecommunications
blindness	foam	timber
cable	fossil (fuel)	tonne
carbon dioxide	greenhouse	transfer
cattlemen	harmful	transmission
channel	Internet	transmit
chlorofluorocarbons (CFCs)	man-made	transmitter
code	medicinal	trap (<i>v</i>)
condense	mobile	ultra-violet rays
crops	ozone	water vapour
cure (<i>v</i>)	packaging	web-site
decoder	portable	world-wide web
destroyer	rainfall	
effect	receiver	

Unit 6

Summary

Revision

Step	Activities	Language focus
1 WB85/86	Revise vocabulary Revise verb forms. Express politeness. Express probability	Indirect questions 2nd conditional
2 WB86/87	Revise vocabulary Identify mistakes. Change focus of sentences. Write phrases.	Passive
3 WB87/88	Revise vocabulary Punctuate sentences. Complete sentences. Solve a word puzzle.	Punctuation Question tags
4 WB88/89	Revise vocabulary. Choose correct expressions.	<i>must / have to</i>
5 WB90/91	Revise prepositions. Practise adjective formation. Revise verb forms. Practise adverb formation.	Comparative / Superlative adjectives

6.1

WB85 / 86

Learning objectives Make sentences.
Revise verb forms.
Practise indirect questions.
Express probability.

Language focus Indirect questions
Second conditional

Vocabulary –

1 Make sentence with pairs of words WB6.1A

Pupils do 6.1A.

Possible answers:

- 1 A *fisherman* works on the *sea*.
- 2 The *race* was watched by a lot of *spectators*.
- 3 Every day, except Friday, the *museum* is opened by the *caretaker*.
- 4 A lot of *engineers* work in the electronics *factory*.
- 5 A *president* is the head of state of a *republic*.
- 6 It's a *policeman's* job to catch *animals*.
- 7 *Agriculture* is an important *source of income* for Yemen.
- 8 It's part of an *immigration officer's* job to check *passports*.

2 Revise verb forms WB6.1B

Pupils do WB6.1B.

Answers:

took, was shining, was, had read, were standing, asked, didn't
fly did not say, had forgotten, went, had seen, bought

3 Make questions more polite WB6.1C

Pupils do WB 6.1C.

Answers:

- 1 Would you mind telling me what your address is?
- 2 Can you tell me when television was invented?
- 3 Could you tell me who used to live in the Tower?
- 4 Excuse me, do you know where Traitor's Gate is?

4 Complete sentences using the 2nd conditional WB6.1D

Pupils do WB6.1D. It is important that they use the correct tense, namely the Simple Past, in the missing part of the sentences.

Sample answers:

- 1 ... if I had enough money.
- 2 ... if they knew I went sailing alone.
- 3 ... if I passed the exam.
- 4 ... if people picked up waste paper.

6.2

WB86 / 87

Learning objectives Make words.
 Correct mistakes.
 Revise passive.
 Make phrases.

Language focus Passive

Vocabulary –

1 Revise vocabulary Pupils revise vocabulary by matching halves of words.
 WB6.2A They do WB6.2A

Answers:

- 1 citizen
- 2 carrier
- 3 winner
- 4 monarch
- 5 shopper
- 6 motorist
- 7 president
- 8 pedestrian

2 Correct mistakes Pupils revise spelling, grammar, vocabulary and punctuation by
 WB6.2B finding and correcting 12 mistakes in a text. They do WB6.2B.

Answers:

I'll never forget the 2nd of June, 1953. That was the coronation of the young Queen Elizabeth. She had become Queen on the 6th of February, 1952 when her father died. But this was her big day! Kings and Queens from all over the world came to the ceremony. Afterwards, the Queen, wearing her crown, drove through London. There were thousands of spectators. Some had waited in the streets for days to get a good place to watch. There were parties in every town and every child got a present.

3 Revise the passive Pupils do WB6.2C
 WB6.2C

Answers:

- 1 The central tower has been called The White Tower since 1241.
- 2 A new supermarket is being built outside the town.
- 3 The ceremony would be cancelled if it rained.
- 4 The spectators must be protected.

4 Make adjectival Pupils revise vocabulary by making adjectival phrases.
 phrases Pupils do WB6.2D.
 WB6.2D

Answers:

- | | |
|----------------------|--------------------------|
| 1 hilly area | 2 electrical power |
| 3 valuable jewellery | 4 floor-length dress |
| 5 daily life | 6 independent state |
| 7 official language | 8 serious crime |
| 9 crowded market | 10 old-fashioned factory |

6.3 WB87 / 88

Learning objectives Complete a paragraph.
Practise punctuation.
Make questions.
Complete a word puzzle.

Language focus Question tags

Vocabulary –

1 Revise vocabulary WB6.3A.

Pupils choose suitable words to complete the paragraph in WB6.3A

Possible answers:

Ireland is surrounded by water, so it is an island. It is bounded by the Atlantic Ocean on the south, west and north. The Irish Sea is on east. Dublin is the capital city and it has the highest population density. The main religion is Christian. The two main languages are English and Irish. Ireland has beautiful scenery, so lots of tourists visit it. One of its main industries is tourism.

2 Punctuate sentences WB6.3B

Pupils do WB6.3B.

Answers:

- 1 1 can't meet you next week; I'm going on holiday tomorrow.
- 2 Amna was very unhappy; her sister was ill.
- 3 Rashid closed the box. He put it under his bed.

3 Revise using question tags to make questions WB6.3C

Pupils do WB6.3C.

Answers:

- 1 Aborigines live in Australia, don't they?
- 2 You won't forget to phone me, will you?
- 3 He's been to Cairo, hasn't he?
- 4 Faysal is a good swimmer, isn't he?

4 Complete a word tree WB6.3D

Pupils do WB6.3D.

Answers:

- 1 TEA
- 2 BEACH
- 3 JUNE
- 4 NOMADS
- 5 RURAL
- 6 HIGH
- 7 SPEAR
- 8 LIFT

The missing vertical word is TAJ_MAHAL.

6.4

WB88 / 89

Learning objectives Make words.
 Practise verb forms.
 Use functions.
 Complete a paragraph.

Learning focus must (not) / (not) have to

Vocabulary –

1 Revise vocabulary Pupils revise vocabulary by matching halves of words. They do WB6.4A.

Answers:

- 1 currency
- 2 advertise
- 3 dollars
- 4 airport

2 Complete sentences Pupils revise expressing obligation by using the correct form of *must (not) or (not) have to*. They do WB6.4B.

Answers:

- 1 must
- 2 don't have to
- 3 must
- 4 will have to

3 Practise functions Pupils practise using appropriate expressions by choosing one for given situations. They do WB6.4C.

Answers:

- 1 Don't worry
- 2 I'm not sure.
- 3 You can borrow mine.
- 4 It looks good to me.
- 5 Go for it!
- 6 That sounds good to me.

4 Revise vocabulary Pupils choose suitable words to complete the paragraph in WB6.4D.

Possible answers:

I like horses, so I might start a horse-riding business. However it would cost a lot of money. I'm not sure how much you have to pay for a horse, but I think it's a lot. Of course, I would need more than one horse. I could borrow the money from the bank I suppose, but then I would begin to worry. If nobody wanted to go horse-riding, how would I pay the money back? I know it sounds like a good idea, but I'll have to think about it a bit more.

6.5

WB90 / 91

Learning objectives Make verb phrases.
Write forms of adjectives.
Revise verb forms.
Write adverbs.

Language focus Adjectives and adverbs

Vocabulary –

1 Revise vocabulary
WB6.5A/B

Pupils revise verb phrases by matching verbs and prepositions. They do WB6.5A. Some of the words can be followed by more than one preposition. They then write sentences using the phrases in their copybooks and check them with a partner.

Possible answers:

- | | | |
|------------------|--------------|---------------|
| 1 surrounded by | 8 fill in | 15 run after |
| 2 consists of | 9 put out | 16 allowed to |
| 3 accompanied by | 10 pay back | 17 cross over |
| 4 according to | 11 symbol of | 18 belong to |
| 5 treat with | 12 wait for | 19 depend on |
| 6 in favour of | 13 cut off | 20 decide to |
| 7 hurry up | 14 live in | 21 apart from |

2 Revise adjective forms
WB6.5C

Remind pupils of the rules regarding the formation of the comparative and superlative forms of two and three syllable adjectives and of the spelling rules regarding changes in adjectives ending in -ly. Pupils do WB6.5C.

Answers:

- | | |
|-------------------------------|----------------|
| 1 more interesting | 4 tallest |
| 2 more friendly or friendlier | 5 more serious |
| 3 most beautiful | |

3 Revise verb forms (tenses)
WB6.5D

Pupils do WB6.5D.

Answers:

- | | | | |
|-----------------|-----------------|---------------------|-------|
| 1 was listening | heard | 4 is studying | wants |
| 2 arrive | will be able to | 5 is going to close | |
| 3 grew | would look | will lose | |

4 Revise adjective and adverb formation.
WB6.5E

Pupils should be able to recall the answers to WB6.5E from earlier Units. Ask them to make sentences using the adjectives and adverbs they make.

Answers:

<u>Noun</u>	<u>Adjective</u>	<u>Adjective</u>	<u>Adverbs</u>
hill	hiffy	lucky	luckily
scientist	scientific	serious	seriously
history	historical	immediate	immediately
culture	cultural	independent	independently
		happy	happily

Word List Level 5

adj = adjective

A

a couple of
Aborigine *
accompanied by
according to
advertise
against the idea
air-wing
all for something
almost
although
ambition
and so on
antonym
ants
anyway
apart from
arcade*
archaeological
area
argue
art gallery
at least
atmosphere
attractions
author
axe

B

baker's
bald
bang (v)
bank
bars (of a gate)
base (n)
Bay of Bengal
beak
beard
become
beehives
beekeeper
bees (keep~)
Belfast*
belong to
bend (n)
benefits
best-known
beyond repair
biology
bird-watchers*

adv = adverb n = noun

blade
blame
blaze (n, v)
blow out
blue with cold
boom*
boomerang*
border
bottom
bounce
bounded
branch (-of science)
British
Buckingham Palace
buffalo
Bunsen burner
butcher's
buzz (n) (= thrill,
excitement)
buzz(v)

C

can't wait for something
Canadian
Canberra*
cancel
candle
capital city
captain
card (birthday -)
Cardiff*
career
caretaker
carols*
carrier
carved stone
catch
cattle
certainly
change (money) into
character
cheaply
chemicals
Chemistry
chemistry
Christmas (Day / Eve)
church
citizen
civil war
clan*

V = verb

classification*
classify
clean out (= *destroy*)
clean-shaven
Clyde*
coal mining
coastline
collapse
come top (in a test)
come true (dream)
commit
common
commonwealth
compete
completely
comprehensive school
concrete
confident
conservatory*
consist of
contain
continue
controller
convenient
copy (n)
cornflakes
coronation
course
courtyard
cow
create
crewmen
crime
crowded
crown
cultural
curly
currencies

D

damage (v)
Darjeeling*
dark-skinned
death
decorated
deer
define
definitely
demolish*
depend on

desertification
 destroy
 develop
 development
 diamond
 dirty
 disappear
 discipline
 discover
 discovery
 disembarkation
 disobey
 distant *
 documents
 domestic
 downhill
 downstairs
 drilling
 drones
 drop (v)
 during
 Dutchman*

E

eagle
 Edinburgh*
 education
 educational
 either*
 electrical
 electrical fault
 electronics
 emigration
 emperor
 empire
 engineering
 enter
 entrance*
 entry
 equivalent
 erosion
 European
 eventually
 everyday
 exchange
 execute *
 executioner
 export

F

factory
 fair
 fascinated
 fascination
 fashion (n)
 feather
 fertile

fester*
 figure
 fire-drill
 fire-engine
 fire-extinguisher
 fireproof
 flat (*adj*)
 flood waters
 foreign language
 forename
 forestation
 Forestry Directorate*
 four / five-star hotels
 free (v)
 freedom
 French
 friendship

G

Gaelic*
 gate
 gather
 gentle
 geographical
 geography
 German mark*
 get (= understand
 eg - a joke)
 get to know
 giggle
 give birth to
 Glasgow*
 go ahead
 Go for it!
 govern
 grandson
 grazing
 great-grandchildren
 grief
 growth
 grub *
 guide (tourist -)
 gun

H

hand (v)
 handicrafts
 handle
 hang-gliding*
 hard currencies*
 have fun
 hazardous*
 head of state
 headache
 hero / es*
 hidden

Highlands*
 hill
 hilly
 Hindi *
 Hindi *
 Hindu
 hire
 historical
 hose (n)
 however
 Hungarian
 hunting

I

I'm afraid
 ideal
 imitate
 immigrant
 immigration officer
 impolite
 impossible
 improve
 in fact
 in favour of something
 in the end
 in the field of
 include
 including
 income
 increase
 independent
 independently
 Indian
 Indian Ocean*
 Indonesian
 influence
 inhabitant
 injured
 inside
 introduce (self)
 Inuit *
 invest
 Irish
 iron (metal)

J

Japanese
 juggernaut*

K

Kenya
 kilt
 king
 knee

L

landing card

landing strip *
 lay (v) (= an egg)
 leaf
 leaves (n)
 Lebanese
 legal
 legend
 leopard
 liberty
 library
 lift
 light engineering
 literature
 loch*
 look forward to something
 loss
 low (*adj*)
 Lowlands*
 luckily

M

mad (= daft)
 magnificent
 main
 make a promise
 make up
 make up (= form)
 management
 Manhattan*
 marble
 Masai *
 mathematics
 Merry Christmas
 middle
 Ministry of Agriculture
 ministry of interior*
 miserable *
 mixture
 Mombasa *
 monarch
 monarchy
 moon
 motorist
 mountainous
 moustache
 multi-racial
 multi-storey

N

Nairobi*
 native
 natural
 naturalization*
 nitrogen
 No problem.
 nomad

nomadic
 non-stop
 Northern Ireland
 nowadays

O

obey
 occasion
 occupation
 off (- the coast)
 official
 official (n)
 official use
 old-fashioned
 Omani
 on board
 open-necked
 Opera House*
 opportunities
 originally
 out of control
 out of date
 out to sea
 out-of-town
 outboard motor
 outer
 outwards
 owner
 oxygen

P

Pacific Ocean*
 packed lunches*
 paint (v)
 Pakistani
 palace
 pant*
 parcel
 parliament
 parliamentary
 parlour
 partnership
 passage
 pattern
 pavilion*
 peacefully
 pedestrian
 penicillin
 period
 permanent
 permission*
 physical
 place of issue
 plain
 point out
 Police Headquarters

popular
 population density
 possible
 power
 practice (n)
 prefix
 preparation table*
 president
 pretend
 previous
 prince
 principality
 prison
 prisoner
 private
 process
 producer
 profits
 promise (n,v)
 promising (= looking good)
 promote
 proud of something
 province
 public service
 pullover
 purpose
 pyjamas*

Q

Qatari
 queen

R

railway
 raise (animals)
 ranch
 raven
 real
 reasonable
 reception
 regulation
 reign*
 relations
 relationship
 relax
 republic
 respect
 responsibility
 responsible
 revise
 Revision
 rich
 rise
 road user
 roll
 Romans*

roots
royal
Royal Jelly*
rugby
rule
rumour
rush (v)

S

sail (n)
salmon
scar *
scene
science
scientific papers*
sea level
search (n, v)
security
semi-colon
separate
Serengeti*
seriously
serve
set (n) (~ of jewels)
set (v) (~ a jewel)
set free
settled
settler*
sewer
sex
sexless*
sharp edge
sheep
ship-building
shopper
shopping (n) (things bought)
shore
signature
sites
skills
sky
skyscraper*
smoke-alarm
So there is.
soap
soar*
soil
solve
source of income
Spanish
spear
spectators
Spey*
spike
sponsor*
stall (n)

stallion*
stamp (v)
star
statue
steal
steam engine
steam*
steel making
storage
store (v)
storey
straight (hair)
stretch*
strict
stupid
sub-title*
success
such as
suggest
superstition
supply
support (= *help*)
surprise (n)
Swahili *
Swiss franc*
Switzerland
Sydney*
symbol
synonym
system of government

T

take (time)
take part
take place
Tanzania*
tariff*
tarmac
tartan*
Tay *
tease
terrace
That's a pity.
That's not fair.
tie (n)
to be all for something (n)
tomb
topsoil
torch
tourism
tow (v)
tower
traitor
translation
trapped
treat with respect

tribal
tribe
trick
trouble (in ~)
turkey
typical

U

Uganda*
Underground station
unexpected
unfortunately
Union Jack*
unique
united
United Kingdom
unity
unnecessary
uphill
Uplands*
upwards
urban

V

validity*
valuable
value (n)
viewer
views (= opinions)
visa

W

Wales
war
waste water
weapon
wells
Welsh
went (the bell ~)*
wheel-shaped*
Who knows?
widely *
wildlife
wing
winner
within
works (literary)*
world-famous
worry

Y

yacht*
yield (= *crop*)

Z

zero*

Glossary of key words used in the Teaching Procedures

Check understanding	This is to find out what the pupils know at a particular point in the lesson. For example: • after the presentation of new language. • after introducing a task. • at the end of the lesson. Checking understanding should not be seen as testing the pupils, as this can be discouraging during the teaching process. It is just a way of finding out how much the pupils have understood and what needs further clarification.
Demonstrate	Demonstration is mainly used in connection with the introduction of Workbook activities. It involves <i>showing</i> the pupils what to do. This can be done using a similar activity or using some of the material from the book. Two important points to remember are: • Workbook material should not be wasted by using more than a small part in a demonstration. • If the activity involves writing, the pupils should not write during the demonstration.
Discuss	This indicates that the pupils should be asked for their own ideas about such things as the topic of the lesson, pictures in the pupils' material or even aspects of the language. It is a useful opportunity to present new vocabulary in a context familiar to the pupils. If they are not capable of a 'real' exchange of ideas, prompt the pupils, for example, by asking questions. In a 'discussion', the pupils can respond with one-word answers or short phrases. Sometimes it is appropriate for the discussion to take place in Arabic. However the discussion is carried out, the pupils should be encouraged to say what <i>they</i> think.
Elicit	This involves getting information <i>from the pupils</i>. There are many reasons why the teacher might want to do this, for example: • to check understanding. • to get information about a picture. • to get the pupils reading phrases and sentences aloud. • to find out what they think / know. Eliciting from the pupils helps make sure they are following and keeps them involved in the lesson. It is always done orally; the pupils speak in response to a question or other prompt from the teacher.

Explain	This is a point in the lesson when the teacher is required to clarify what to do or give precise information on aspects of the language. It is important that any explanation is clear, simple and short. For example, it is enough to say 'A verb is a doing word.' as long as the pupils are then asked to give some examples. Misunderstandings can then be followed by another short explanation. English should generally be used explanations, but there are times when Arabic is more appropriate, for example, with grammar explanations or during the introduction of cultural background information.
Introduce	This is often used when talking about Workbook activities. It is also used in relation to the topic, language point, or reading / listening texts. One reason for introducing aspects of the lesson is to raise interest among the pupils in what they are about to do, and thus help motivation. When introducing a Workbook activity it also helps give the pupils an idea of the purpose behind the activity; this will help the pupils do it with understanding rather than in a mechanical way. It is important to involve the pupils during the introduction stage using discussion, eliciting and reminding as well as some explanation.
Present	This is carried out with new vocabulary or a new language point and involves making the meaning clear for the class. Ideas are sometimes given in the teaching procedures; at other times it is up to the teacher to think of the most suitable presentation. Arabic translation would not normally be used to present the meaning, but Arabic can sometimes be elicited from the pupils to check understanding.
Prompt	This involves giving the pupils some help in the form of words, pictures, gesture etc, in order to get them speaking - or sometimes writing. It involves guiding the pupils to find answers for themselves using whatever knowledge they have. By encouraging involvement from the pupils, learning becomes memorable as well as interesting. The use of prompts contributes to the smooth running of the lesson.
Remind	This is carried out when the pupils need to make use of something they have done before. It might be a familiar topic where a picture would be enough to remind them. It could also be a familiar rule, such as punctuation, which pupils tend to forget; reminding in this case could be just highlighting the full stop and capital letter in a sentence on the board. On the other hand it might be something the pupils have only done once before such as a particular Workbook activity. Here they could be reminded by being shown what they had done with reference to the previous activity in the book. Reminding should always be a quick Process. Of course, if the pupils can't remember, it might be necessary to introduce the activity again, present the language a second time or further discuss the topic.