

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical set at Grades 7 and 8. - Understands meaning of key words from lexical set for this skills module of the theme. - Understands that words can be logically connected. - Applies new information to the real world.	- Recognizes target words (red and green) in isolation and spoken context. - Makes pairs of words. - Close copies words into the correct place in sentences.	- Recruitment to broad topic. - Gives own opinion.

Introduction

Get pupils to identify the things and people in the illustrations.

Possible answers

steal – thief	a thief steals things
rules – law	both are things you must do
take photos – clue	they help police to get information
stop – catch	the police do both to criminals
serious – crime	some crimes are more serious than others
prison – thief	a thief may go to prison
tell – information	you get information if someone tells you it
choose – whether	you choose whether or not to do something
crime – police	the police solve crimes
depend – crime	whether or not you go to prison depends on your crime

Exercise A

Put pupils into pairs or small groups. Tell pupils that there are no correct answers. Allow discussion in Arabic; they must use English in feedback. Elicit answers from each pair or group.

Answers

Depend on pupils. Elicit as many of the red words as you can and the items depicted.

Exercise B

Set the task and go over the examples. Pupils do the exercise individually and then compare their ideas in pairs. Elicit answers.

Exercise C

This exercise helps with the meaning of the green words. Read the green words aloud. Set the task. Pupils listen and follow the sentences first without writing. Then let pupils write the words in the spaces. Play the CD again. Elicit answers and check understanding of the green words further.

Lesson 1

Tapescript and Answers

- 1 Somebody who breaks the law is a *criminal*.
- 2 In the Arab World, there are religious *courts* and civil *courts*.
- 3 There are rules in all countries that *punish* criminals.
- 4 '*Guilty*' is the opposite of 'innocent'. It means that you did something bad.
- 5 The police *investigate* a *crime*. That means they try to find who did it.
- 6 A judge hears both sides of a *case* in the court.
- 7 If the police catch a criminal, they will *arrest* him or her.
- 8 The word '*justice*' comes from the adjective 'just', which means 'fair'.

Exercise D

This discussion task asks pupils again to think about things that may be new for them. Set the task for pairwork; explain to pupils that they should imagine different types of criminals and crimes and guess *why* they do it. They are not simply looking for the names of types of criminals, e.g., robber, murderer, etc., although you may wish to input some vocabulary here. Elicit their ideas.

Closure

Further exploit the sentences in Exercise C. Read up to a particular point and stop for pupils to provide the next word or phrase. Alternatively, read the sentences with mistakes for pupils to correct.

Lesson 2

Objectives

Knowledge	Skills	Attitude
• Understands that words can go into lexical sets. • Remembers that you can predict the next word during active listening. • Remembers that speakers talk about sub-points. • Uses real-world knowledge to complete a task.	• Activates schemata. • Predicts words by active listening. • Records information as notes. • Records information in a table.	• Recruitment to specific topic. • Increases confidence in following a talk. • Takes part in a discussion.

Introduction

Elicit as many words connected with crime and the police as you can. Use the alphabet game, i.e., *Can you think of a word beginning with ...?*

A arrest

B bank robber

C criminal; (police) car; court

D drugs; (police) dog; driver

E escape

F free

G gun

Etc.

It doesn't matter if they can't think of one. Just move on to the next letter, OR give letters at random where you think there is a well-known word.

Exercise A

- 1 Set for pairwork. Point out that pupils may know a name for some groups and not for others.

- 2 Feed back onto the board.
- 3 Elicit more ideas from the class. Encourage pupils to explain how their words are connected to the topic.

Possible answers

people: officer, thief, robber, judge

the court: court, judge, case, innocent

investigation: clue, find, stop

authority: law, rules, officer

Exercise B

- 1 The procedure is as usual. Play each sentence. Stop the CD when there is a pause. Control the class carefully so that the stronger pupils cannot dominate, by either nominating pupils or by asking pupils to write the answer each time.
- 2 Make sure that you praise suggestions which are possible but which were not the word used on the CD, as well as pupils who suggested the word used.

Lesson 2

Tapescript

Part 1

Everyone here has seen a police officer in the street. But what do the British police [PAUSE] *do* exactly? We know they are very important. They keep the country peaceful; they put the country's laws into action.

Well, the police in Britain have two [PAUSE] jobs. Firstly, they stop crimes from happening in the first place. [PAUSE] Secondly, they investigate crimes. A police officer is allowed to do certain things to help him do his [PAUSE] job. These are called 'police powers'. But the things a police officer can and [PAUSE] cannot do with these special powers are controlled very carefully by the law and by police rules. Every police [PAUSE] officer must promise to be *fair* and [PAUSE] *honest*, always.

A new police officer spends his or her first two [PAUSE] years working on the streets in uniform. You've seen them, haven't you? Many decide to keep doing this kind of [PAUSE] work after two years, because they [PAUSE] enjoy it. Others move to specialist departments – for example, they become [PAUSE] detectives.

Exercise C

- 1 Ask pupils to read individually. Then, in pairs, they should discuss and complete the gaps.
- 2 Play the CD again twice for pupils to check. Feed back by building up the notes on the board. Then pupils tell you what the notes mean.

Tapescript

[REPEAT OF EXERCISE B]

Language and culture note

The talks in this section are all given in the UK and refer to the UK criminal justice system. The considerable differences between it and the system in the UAE is exploited in the transfer exercises at the end of each lesson.

Answer

- Two main jobs =
1 *stop crimes*
2 *investigate crimes*
- Have *special powers*

After 2 years:

1 *stay on streets*

or

2 *move, e.g., detective*

Exercise D

Give pupils time to look at the possible topics. Set for individual work then pairwork checking. Play the CD.

Tapescript

Part 2

Now in this talk, I'm going to tell you about the people who take part in investigating a crime, and what each person does. Next week, in the second talk, I'm going to talk about what happens to criminals after the police catch them.

Lesson 2

Answers

- ✓ the people who take part
- ✓ what each person does
- ✓ what happens after police catch a criminal
- different crimes

Exercise E

- 1 Elicit ideas from the group.
- 2 Give pupils time to understand the table. Then play Part 3.
- 3 Set for pairwork. Point out that pupils do not need to talk only about what they heard, but should use their own ideas. Monitor and help.
- 4 Set for individual work. Play Part 4. Then pupils check in pairs. Feed back onto the board.

Tapescript

Part 3

So, one of the main jobs that the police do is to investigate crime. *Investigate* means study clues to help them solve the crime, to find out how the crime happened. Who did it? They need the help of witnesses and photographers. *Witnesses* is spelt W-I-T-N-E-double S-E-S. They ask people, members of the public, to help. And of course the criminal, the suspect, is very important. *Suspect* is S-U-S-P-E-C-T. And we mustn't forget the judge in court.

Part 4

The first thing the police do is to send detectives, policemen and women, to the scene of the crime. That's the place where the crime happened. The police officers talk to all the people who saw what happened. These people are called *witnesses*. They take photos of the place. Detectives probably look for fingerprints and footprints. Fingerprints are the marks left when you touch something. They also hold an *identity parade*. Here they ask the witnesses to choose the person they *think* they saw from a

line of people. The police must keep all their information carefully. They need it as evidence when the judge listens to the case in court. If you are a suspect, the police can go into your house if they want to, and they can watch you to see what you do and who you speak to. They can ask you questions. Finally, if they find you are the criminal, they'll arrest you.

Answers

People	What they do
<i>witnesses</i>	talk to the police about what they saw
photographers	<i>take photos of the crime scene</i>
<i>detectives</i>	<i>look for fingerprints and footprints</i>
the public	<i>take part in an identity parade</i>
<i>the suspect</i>	answers police questions
judge	<i>listens to the case in court</i>

Exercise F

Pupils work in pairs or small groups. Set questions 1–3 to be discussed in each group's own time, since different groups will have more to say about different questions. Pupils may not know very much about police and police work in their country, so encourage pupils to guess and to use what they hear on TV and what they see around them. Monitor and prompt groups as necessary. Allow discussion in Arabic if necessary.

Closure

Get pupils to cover the lesson and try to redraw the table of 'People' and 'What they do' from memory, OR elicit ideas from the pupils and recreate the table on the board.

Play the whole talk again.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Understands that vowel sounds can be spelt in a variety of ways. - Remembers the names of letters in English. - Remembers that speakers often define words. - Remembers that some words in a sentence are more important than others. - Understands something about the work of the police in the real world.	- Correctly collocates verbs and noun phrases from the theme. - Correctly identifies the vowel sound in key words from the theme. - Correctly relates sight to sound with vowel sounds /ɔ:/, /ɒ/, /i:/, /ʌ/, /u:/. - Correctly relates words to spoken definitions.	- Increases confidence in understanding spoken spellings. - Increases confidence in understanding spoken definitions.

Introduction

Say some vocabulary from the first two lessons and ask pupils to categorize them as 'the law', 'people who help the police' or 'criminals'.

Exercise A

Ask pupils to read the Skills Check box, *Understanding Collocations*, at the bottom of the page.

- 1 Set for pairwork. Do not feed back as a class yet.
- 2 Play the CD. Pairwork checking. Then feed back by getting the phrases on the board.
- 3 Set for pairwork to give weaker pupils time to generate ideas. Then elicit ideas from the class and add them to the board.

Tapescript

[REPEAT OF LESSON 2 EXERCISE E (PART 3)]

Answers

- 1 take photographs
- 2 send a person to prison
- 3 catch a criminal
- 4 do a job
- 5 spend time
- 6 put into action
- 7 hear a case

Exercise B

Give pupils time to look at the table. Make sure pupils understand that they have to match the underlined vowel sound to the vowel sound in the words at the head of each column. The first one is done as an example.

- 1 Set for pairwork. Do not feed back yet.
- 2 Play the CD for pupils to check. Feed back onto the board.

Lesson 3

Tapescript

clue
punish
police
choose
solve
thief
uniform
justice
law

Tapescript and Answers

O-F-F-I-C-E-R
H-O-N-E-S-T
D-E-P-A-R-T-M-E-N-T
P-U-B-L-I-C
E-V-I-D-E-N-C-E
S-E-A-R-C-H
S-U-S-P-E-C-T
Q-U-E-S-T-I-O-N

Answers

	A	B	C	D	E
	four	clock	feel	come	shoe
	/ɔ:/	/ɒ/	/i:/	/ʌ/	/u:/
clue					✓
punish				✓	
police		✓			
choose					✓
solve		✓			
thief			✓		
uniform	✓				
justice				✓	
law	✓				

Exercise D

- 1 Set for individual work then pairwork checking. Point out that not all the words are defined, although they are all mentioned. Play the CD. Feedback onto the board.
- 2 Again set for individual work then pairwork checking. Play the CD. Feed back orally.

Tapescript

Investigate means study clues to help them solve the crime, to find out how the crime happened. Who did it? The first thing the police do is to send detectives, policemen and women, to the scene of the crime. That's the place where the crime happened. The police officers talk to all the people who saw what happened. These people are called *witnesses*. They take photos of the place. Detectives probably look for fingerprints and footprints. Fingerprints are the marks left when you touch something. They also do an identity parade. Here they ask the witnesses to choose the person they *think* they saw from a line of people.

Exercise C

- 1 Set for individual work, then pairwork checking. Play the CD. Feed back by getting pupils to dictate the words back to you for writing on the board.
- 2 Set for pairwork. Then elicit ideas. Nominate pupils as usual to avoid more vocal pupils dominating.

Lesson 3

Answers

- | | |
|--------------------------|--|
| 1 investigate | study clues to help them solve the crime |
| 4 the scene of the crime | the place where it happened |
| 5 witnesses | people who saw what happened |
| 7 fingerprints | marks left when you touch something |
| 8 identity parade | witnesses choose from a line of people |

Closure

Elicit some of the phrases again from Exercise A.

Methodology note

It is not important for this exercise that the pupils' notes are exactly what the speaker says, or even grammatically accurate, since the key skill here is Listening: it is only important that they can hear and understand the definition.

Exercise E

Point out to pupils that you can recognize important words in spoken English because the speaker may say them more slowly or place extra emphasis on them.

- 1 Set for individual work.
- 2 Play the CD, then pairs check. Feed back with the whole class orally.

Tapescript and Answers

Well, the police in Britain have two jobs: firstly, stopping crimes from happening in the first place and secondly, investigating crimes. A police officer is allowed to do certain things to help him do his job. These are called 'police powers'.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Remembers that you can predict the next word during active listening. - Remembers the value of preparing to listen. - Uses real-world knowledge to complete a task. - Applies new information to the real world.	- Correctly predicts the next word in a talk. - Transfers spoken information to notes. - Correctly predicts some of the information in a talk. - Correctly predicts collocations. - Correctly identifies collocated noun phrases in the stream of speech.	- Accepts the value of listening for an established purpose. - Takes part in a discussion. - Gives knowledge of own country/area.

Introduction

Write p and b on the board. Read out words from the list below. Pupils must say 'p' or 'b', depending on which the word contains.

person

job

robber

people

before

footprints

happen

special

begin

The answers to this exercise all involve collocations from Lesson 3 Exercise A. Point this out to pupils. This is both to remind pupils of the concept of collocation and to demonstrate that learning collocations is useful in listening because it helps you to know what is coming next.

Tapescript

Part 1

Last week, I talked about how the British police [PAUSE] investigate crimes, and the people who [PAUSE] help them. The most important people, if you remember, are the detectives, the [PAUSE] photographers, the witnesses. And of course you, the [PAUSE] public. This week, I'm going to talk about the different stages of the justice system. What happens to a criminal after the police [PAUSE] catch him or her? The process of justice *really* starts when somebody tells the police about a [PAUSE] crime. It ends when the offender is punished. So what are the stages in the process? OK, well, there are four [PAUSE] stages. Some happen faster than others, but each one must be done [PAUSE] correctly. So first, I'm going to tell you about each stage in the [PAUSE] justice system. Then I'm going to explain what the different possibilities are for the judge if the court finds the suspect [PAUSE] guilty.

Exercise A

Follow the normal procedure, as in Lesson 2 Exercise B. Be sure to give pupils time to think of ideas, praise contributions and do not to allow strong pupils to shout out all the answers.

Lesson 4

Exercise B

- 1 Set for individual work. Tell pupils to read the notes without writing anything first. Then ask them to make some predictions – they should not simply wait for answers to come from the CD. Monitor and help/prompt as necessary.
- 2 Play the CD. Pupils complete the notes and then check in pairs. Feed back by building up the notes on the board.

Tapescript

Part 1

Last week, I talked about how the British police investigate crimes, and the people who help them. The most important people, if you remember, are the detectives, the photographers, the witnesses. And of course you, the public. This week, I'm going to talk about the different stages of the justice system. What happens to a criminal after the police catch him or her? The process of justice *really* starts when somebody tells the police about a crime. It ends when the offender is punished. So what are the stages in the process? OK, well, there are four stages. Some happen faster than others, but each one must be done correctly. So first, I'm going to tell you about each stage in the justice system. Then I'm going to explain what the different possibilities are for the judge if the court finds the suspect guilty.

Answers

Additional points in italics:

- 1 justice *system* = what happens to criminals; starts when public tell *police about a crime*, ends when criminal *is punished*.
- 2 *four* main stages.
- 3 What if suspect is *guilty*?

Exercise C

- 1 Set the question for pairwork or small-group work. Give pupils time to discuss it. They may use Arabic, since the ideas here are fairly complex. Again, however, remember that the skill in focus is Listening in this case, so be tolerant of Arabic, especially with weaker pupils.
- 2 Play Part 2 of the CD. Elicit whether the information is what pupils had thought, and anything that surprises them.

Tapescript

Part 2

A suspect is arrested! So what's the first thing to do? Well, first, it's decided whether to take the case to court, or to let him go. To do this, they ask him a lot of questions. Let's say they think this person really is the man they want: then they decide what *exactly* the crime is, and start to prepare the court case. This part sometimes takes months. Of course, which court the case goes to depends on the kind of crime: murder is very different from breaking traffic rules. Thirdly, after that, a judge hears the case in court and finds the suspect either innocent – which means he didn't do it – or guilty, which means he did. Finally, the judge *sentences* him, that is, the judge decides what must happen to him next. Now I'm going to tell you about that.

Answers

- | | |
|---------|--|
| Stage 1 | decision whether to take the case to court |
| Stage 2 | preparing the case |
| Stage 3 | the case is heard in court |
| Stage 4 | sentencing |

Lesson 4

Exercise D

- 1 Set for pairwork. Tell pupils that they can suggest any collocation – not just those that have come up in this theme. Tell pupils not to worry if they can't think of many possibilities. Monitor and help pairs who are stuck.
- 2 Play Part 2 again. Point out that pupils will not hear the collocations in the same order they are listed in the Pupil's Book. Ask pupils to say Stop! when they hear one of the words. Stop the recording and elicit the collocation from the class.

Tapescript

[REPEAT OF EXERCISE C]

Answers

arrest a suspect
investigate a crime
let somebody go
ask questions
break the rules
hear a case

Exercise E

- 1 Set the question for pairwork and elicit pupils' ideas as a whole class.
- 2 Play the CD and elicit answers. Again, elicit any ideas that pupils expected but which were not on the CD, as well as anything which they find surprising.
- 3 Give pupils time to study the table. Clarify that they will have to fill in a typical court sentence for a verdict of 'innocent' and for a verdict of 'guilty' for each crime. Once this is clear to them, play the CD again. Pupils compare and fill out answers in pairs.

As feedback, build up the table on the board from what the pupils can tell you. Encourage all pupils to contribute, and do not insist on grammatical accuracy or full sentences. In this Listening lesson, the important point is that they heard the information.

Tapescript

Part 3

In Britain, if a suspect is innocent, he or she goes free. If he is guilty, however, there are four choices. For less serious crimes like writing on walls or making noise, the judge can let the criminal go free, if he says he is sorry. This happens in 8% of cases. But for things like dangerous driving, he often gives a fine – 71% of the time! You can pay between about £200 and £5,000. If it is safe for the public for a guilty criminal to stay *outside* prison, the judge can give him a community sentence. He could be a young thief, for example. He may have to work for the community for no pay. He may have to stay in his house, do a course of study or see a police officer every week. About 13 – one-three percent of cases are like this. As you probably expect, very serious crimes like murder, or selling guns or drugs get between three years and life in prison. But these are only 7% of sentences.

Answers

crime	Sentence	
	innocent	guilty
less serious, e.g., writing on walls or making noise	suspect goes free	suspect can go free if he says he is sorry
dangerous driving	suspect goes free	fine of £200 –£5,000
thief (young person)	suspect goes free	community work, staying at home, reporting to police weekly
murder, sale of drugs/guns	suspect goes free	three years to life in prison

Lesson 4

Exercise F

Set the questions for small-group work. Monitor and help weaker groups. Feed back orally as a whole class.

Exercise G

Set for homework. It does not matter if pupils bring information in Arabic – it is important that they do some research into the topic outside the classroom. Be sure to refer to it in the next lesson. They can briefly exchange their findings – again, in Arabic if you wish – at the beginning of the lesson.

Closure

- 1 Ask pupils to give you some of the collocations from the section, including any of their own suggestions from Lesson 3 Exercise A and Lesson 4 Exercises D and E.
- 2 Play the whole talk again.

OR

Practise the pronunciation of the green words in Lesson 1 of the section.

Listening: Workbook

Objectives

Knowledge	Skills	Attitude
- Recognizes that there are different stress patterns in English words. - Remembers the topic of the talk from the theme. - Recognizes that words can be used to link information logically in a sentence.	- Identifies the stress pattern in multi-syllable words. - Correctly completes sentences with words from the theme. - Correctly completes a text with linking words. - Correctly records information with three time references in a table. - Produces sentences with three time references.	- Increases confidence in predicting stressed syllable. - Increases confidence in intensive listening. - Takes part in a role play.

Exercise A

- Go over the example. Pupils should 'say' each word in their head. Pupils complete individually, then compare answers.
- Play the CD. Pupils correct their own work. Spend a few minutes practising any words that pupils had difficulty with.

punish

suspect

witness

Answers

oO	Oo
arrest	guilty
commit	justice
police	punish
depend	prison
believe	power
	witness
	public
	suspect
	murder

Tapescript

arrest

believe

commit

depend

guilty

justice

murder

police

power

prison

public

Exercise B

- Remind pupils about marking stress with a small vertical stroke. Go through the example. Set for individual work and pairwork checking.
- Play the CD for pupils to correct their own work.

Tapescript and Answers

'serious
co'mmunity
'criminal
'innocent
in'vestigate
de'tective
'evidence
de'partment
'uniform
i'dentity

Exercise C

- 1 Point out that all the words are in either Exercise A or Exercise B. Go through the example. Set for individual work and pairwork checking. Do not confirm or correct at this time.
- 2 Play the CD. Feed back orally.

Tapescript and Answers

- a The police do not know who *committed* the crime.
- b Do the police have a *suspect*, someone who might be guilty?
- c Who is *investigating* the crime? I mean, which police officers?
- d Were there any *witnesses*? Did anybody see anything?
- e Have you collected a lot of *evidence* from the scene of the crime?
- f I think we should have an *identity* parade. Perhaps one of the witnesses will recognize him.
- g The court will decide if he is *innocent* or guilty.

- h Police officers spend the first two years on the streets, in *uniform*.
- i How do they *punish* murderers in the UK?

Exercise D

- 1 Remind pupils about the talk. Set for individual work and pairwork checking.
- 2 Play the CD. Pupils correct their own work. Feed back orally.

Tapescript and Answers

A suspect is arrested! So what happens first? Well, *first*, the police must decide if there is a good case against the suspect. This means a lot of evidence. They ask the suspect a lot of questions. *If* they think the person is guilty, they decide the exact crime. For example, murder means killing someone deliberately, *because* you want to kill him or her. *However*, there is another crime called manslaughter, which means killing someone by accident. *Then* the police start to prepare the court case. *This* part sometimes takes months. There are different courts for different kinds of cases. A murder case does not usually go to the same kind of court as a driving crime. Next, a judge hears the case in court. He or she sits with a jury, *that* means 12 ordinary people from the public. The jury finds the suspect either 'innocent' – which means he or she didn't do it – or 'guilty' *which* means he or she did. *Finally*, the judge sentences the person, that is, the judge decides *what* must happen to him or her next.

Exercise E

- 1 Set for pairwork. Feed back orally. Point out that there are possible variations in the order of some of the stages.

- 2 Make sure pupils understand the three possibilities – show them as a time line on the board. Play the first part of the conversation and demonstrate that they should tick *interview witness* in the *have done* column. Set for individual work and pairwork checking. Make sure pupils realize that they will not hear some of the stages at all. Play the rest of the conversation. Feed back, building up the table on the board.

Tapescript

- DI: How is the hit and run case going?
- DC: Well, not too bad. We have interviewed the two main witnesses, Mrs X and Mr Y. They are coming to an identity parade this afternoon. We have collected all the evidence we need.
- DI: What evidence have you got?
- DC: Well, photos from the scene of crime, obviously. And we got some good fingerprints from the car door and window.
- DI: Have you matched the fingerprints to the suspect?
- DC: They're checking the prints now.
- DI: Where's the suspect now? What's his name?
- DC: His name's Shane Watson. He's in the interview room now.
- DI: Have you questioned him yet?
- DC: Yes, I've questioned him, but I haven't arrested him yet.
- DI: When are you going to do that?
- DC: After the identity parade this afternoon.

Answers

Stages	Done	Doing now	Going to do
arrest the suspect			✓
check fingerprints		✓	
collect evidence	✓		
hold an identity parade			✓
interview witnesses	✓		
prepare the case for the court			
question the suspect			✓
take fingerprints	✓		
take footprints			
take photos	✓		

Exercise F

Demonstrate with a good pupil how to start the conversation, e.g.:

T: So how is the case going?

P1: Well, we've interviewed the witnesses. etc.

Set for pairwork. Monitor and assist.

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical set at Grades 7 and 8. - Understands meaning of key words from lexical set for this skills module of the theme. - Understands that words can be grouped in particular ways. - Understands some information about first aid.	- Produces target words (red and green) in isolation and spoken context with good pronunciation. - Correctly relates pictures to written information.	- Recruitment to broad topic. - Talks about own experience. - Learns something about first aid. - May change behaviour in a real accident.

Introduction

Refer pupils to the red words and ask them to find words with particular vowel sounds, as follows:

/ɪ/ hospital, accident, riding

/i:/ trees

/ɔ:/ call, fall

/ʌ/ cut, running, comfortable

/ɑ:/ park, arm

/aɪ/ cycling, climbing, fighting

/eɪ/ dangerous, face, break

/ʊ/ push, football

Exercise A

- Set for pairwork. Feed back orally.
- Set for pairwork. Feed back by asking a few pupils about particular items. If pupils are coping well with the range of words, make the questions a little more complicated, e.g., *Do you have a bicycle? Where do you play football? Correct pronunciation as you go along.*

Exercise B

Refer pupils to the text (*Accidents will happen*) and supporting illustrations without giving them any help.

- Set for individual work and then pairwork checking. Feed back orally.
- Again, set for individual work and then pairwork checking.
- Set for pairwork. Feed back orally. Check understanding of the green words in the text.

Tapescript

ambulance

bleed

breathe

burn

first aid

hospital

hurt

hurt yourself

injury

Lesson 1

scar

serious

victim

Exercise C

Set for group work. Monitor and assist with words. Pupils can also look up words they need in a dictionary. Feed back by asking a few of the better pupils to describe their experience.

Exercise D

Set for group work. Elicit the results of their discussions.

Closure

Build the three questions and their yes/no answers from *Accidents will happen* on the board. It doesn't matter if the pupils don't give the same ideas as those in the original text; accept any reasonable suggestions.

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Remembers information about accidents. - Recognizes different verb tenses in a spoken text. - Understands something about the way we talk about accidents.	- Activates schemata. - Completes sentences correctly from spoken information. - Completes sentences with the correct verb forms.	Recruitment to specific topic.

Introduction

Ask pupils to tell you what to do if there is an accident, without looking back at Lesson 1. Correct pronunciation and word order, etc., as you go.

Exercise A

Set for pairwork. Feed back orally.

Answers

Depend on pupils.

Exercise B

Set for individual work then pairwork checking. Play the conversation all the way though. You can play it again if pupils are struggling. Elicit answers, getting pupils to make full sentences - as shown in the answers below.

Tapescript

- Majed: Would you like to go to cycling with us, Yousif?
- Yousif: No, thanks, Majed. I don't like cycling. But we can walk.
- Majed: No, thanks, I don't like walking. I like cycling. Do you like playing in the park?
- Yousif: No, I don't like that either.
- Majed: So you don't like dangerous things?
- Yousif: Maybe.
- Majed: Why don't you like the park?
- Yousif: I had an accident when I was small.
- Majed: Sorry? Did you say at the Mall?
- Yousif: No, when I was small. About eight years old.
- Majed: Ah, OK.
- Yousif: We went to the big park.
- Majed: The big park. Where's that?
- Yousif: Over there, near the river.
- Majed: Family Park?
- Yousif: Yes, that's right. Family Park.
- Majed: And what happened to you?
- Yousif: My brother and my friend and I went to the park to play on the swings.
- Majed: Swings? What's that?

Lesson 2

- Yousif: You sit on it and your friend can push you.
- Majed: Push you. Like a bicycle?
- Yousif: No, it goes up in the air and down again.
- Majed: In the air? Oh, is it like a chair?
- Yousif: That's right.
- Majed: Oh yes, I know. I had one in my garden once. And did you fall?
- Yousif: Yes, I broke my arm and cut my face.
- Majed: So you had to go to hospital?
- Yousif: Yes. I stayed in hospital overnight and my arm was in plaster for a month.
- Majed: Did it hurt?
- Yousif: Yes, of course!

Answers

- 1 Majed likes *cycling*.
- 2 Yousif had an accident *when he was small*.
- 3 He went to *Family Park*.
- 4 He was with his *brother*.
- 5 He was *eight*.
- 6 He fell off a *swing*.
- 7 His arm was *broken*.
- 8 He was in hospital for a *night*.

Exercise C

Refer pupils to the conversation. Elicit some possibilities for the gaps.

- 1 Set for individual work and pairwork checking.
- 2 Set for pairwork. Feed back orally.
- 3 Set for pairwork. Monitor and assist.

Show the basic patterns, e.g., *Would you like + infinitive*; *I don't like + gerund*.

Tapescript and Answers

- Majed: Would you like to go to the park this afternoon?
- Yousif: I'm afraid I don't like going there.
- Majed: Why not?
- Yousif: I *had* an accident in that park when I was small.
- Majed: Really? What *happened*?
- Yousif: I *was playing* on the swings with my brother.
- Majed: How old *were* you?
- Yousif: I *was* about eight, I suppose.
- Majed: OK. And how old was he?
- Yousif: He was seven. We *were trying* to beat each other.
- Majed: What *do you mean*?
- Yousif: I mean we *were trying* to go higher than each other.
- Majed: Oh, right. So you *went* higher and higher. What *happened* then?
- Yousif: I *fell* off, of course. I *slipped* off the seat, and I *went* flying through the air.
- Majed: That's terrible! Did you *hurt* yourself?
- Yousif: Of course I *did*! I *broke* my arm. I *spent* the night in hospital and my *arm was* in plaster for a month.
- Majed: That's awful!

Lesson 2

Closure

Ask pupils to spell the names of other activities and/or things they might see in a park in their country. Write the words on the board, making mistakes if they fail to give the right letter. Transliterate any sounds that don't exist in English.

Language and culture note

There are quite a few sounds in Arabic which don't exist in English, but it is usually possible to transliterate with some letters which sound vaguely similar.

The French *r* sound is often written *gh*.

The *ain* sound is often written as an apostrophe.

Hard *h* is often written *kh* (although the sound is not the same as the one in *loch*).

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Remembers that the same sound can be spelt in a variety of ways. - Understands that tenses give you information about the time of events/situations and the relationship between different events (aspect).	- Correctly identifies target vowel sounds. - Correctly produces words containing the target vowel sounds. - Identifies the logical and structural relationships between sentences and responses. - Practises a conversation.	Recruitment to specific topic.

Introduction

Remind pupils of the conversation between Majed and Yousif in Lesson 2. Quote some of the sentences from the conversation and elicit a suitable reply in each case.

Exercise A

- Drill the words in the first column. Drill the vowel sound from each one. Do the first one with the class. Elicit other words with the same vowel sound as *push*. Fill them in, ideally onto an OHT of the exercise.
- Set for individual work then pairwork checking. Point out that the vowel sound, not the vowel spelling, is the key to the exercise.
- Elicit examples from pairs. There are many words for each group, of course.

Exercise B

Refer pupils to the Skills Check box. Point out the use of the present continuous *I was playing* for the interrupted action.

Exercise C

- Give pupils time to read, individually, the table of Majed and Yousif's conversation. Make sure they understand what they have to do. Draw their attention to the example already completed. Set the task for pairwork. Monitor and help as necessary. Don't confirm or correct answers yet – pupils will listen to check.
- Play the CD. Feed back orally.
- Ask a strong pair to demonstrate the role play. Set the task for pairwork.

Tapescript

[REPEAT OF LESSON 2 EXERCISE C]

Closure

Cover the second and third columns in the table in Exercise A. Elicit the words in the left-hand column. All the words except *push* were in Yousif's story.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Remembers that tenses give you information about the time of events/situations and the relationship between different events (aspect). - Uses real-world knowledge to complete a task.	- Correctly produces questions for a variety of answers. - Understands a text about an accident. - Makes notes for a talk. - Prepares to speak by rehearsing. - Produces a talk about an accident with accuracy and fluency, using a range of sentences.	- Increases confidence in speaking in public. - Shares information about self. - Critically evaluates the contributions of others.

Introduction

Give some sentence openings from the conversation between Gary and Yoshi and get pupils to supply the next word or phrase, e.g., *Would you like to ...?*

Exercise A

Elicit the questions for some simple ideas, e.g., for *In Abu Dhabi*, pupils should give you: *Where do you live?* This is to show pupils how the following task works.

Refer pupils to the table. Point out that the questions are all about 'you'. Set for individual work and pairwork checking. Feed back onto a copy of the table on the board or an OHP.

Answers

Depend on pupils.

Exercise B

- 1 Give pupils time to study the table. In pairs, they can check the meaning of any unknown words from memory or using a dictionary. If there are still any problems at the end, clarify them to the whole class. Drill problem words – pupils need to recognize them in the spoken text.
- 2 Play the CD. Pupils check their answers in pairs.
- 3 Set for pairwork. One pupil can ask the questions in the left-hand column and the other answer them in the role of Majed.

OR

Pairs can decide together what happened to Majed using: *'He ...'*.

Tapescript

One day when we were about four or five, we were in the street outside my house, my neighbours and me. We made a little fire and put grass and stones and small pieces of wood on it. Then when the fire finished, we started fighting – play fighting. The other boys picked up some stones from the ground to throw at us. So I picked up a piece of metal and a black stone from the fire, one in each hand. Of course, they were very hot, and I didn't feel it at first, but they burnt my hands. I've got a little scar on my left hand

Lesson 4

now. My mother came and took me home and put my hands in cold water. I stayed at home after that. I didn't see a doctor because it wasn't bleeding or broken. But it hurt a lot!

Answers

where?	in the street
who?	neighbours
old?	four or five
doing?	fighting
happened?	picked something up
injuries?	burns
helped?	mother
next?	stayed home

Exercise D

- 1 Put pupils into different groups to give their talk. Tell pupils you will be asking them about the other pupils in their group, so they must listen carefully and ask questions if they don't understand.
- 2 Get pupils to tell you about the other pupils in their group. Insist on full sentences.

Closure

Get one pupil to tell you about an interesting talk s/he heard. Write on the board literally what s/he says and get the class to correct you.

Exercise C

Remind pupils that they have given several talks during the course. Refer them back to one or two of the cases – they are always at the end of Speaking Lesson 4.

- 1 Individually, pupils should write brief notes only. Monitor and assist.
- 2 Set for pairwork. Point out that each member of the pair must suggest improvements to his/her partner's talk, so s/he must listen carefully. Improvements might be speed, pronunciation, grammar, etc.

Speaking: Workbook

Objectives

Knowledge	Skills	Attitude
- Recognizes that vowel sounds can be spelt in different ways. - Understands the logical relationship between events connected with a road accident. - Remembers the roles of police officers after an accident or crime. - Understands some information about the real world.	- Makes correct sound/sight relationship. - Produces target words with good pronunciation, including stress pattern. - Correctly relates statements to participants in a road accident. - Practises sentences. - Practises questions. - Produces a report on depicted events.	- Increases confidence in speaking in public. - Takes part in a role play.

Exercise A

Set the task. Work through the example. Pupils complete individually, then compare answers.

Say or play the CD. Pupils check their own work. Elicit answers and check/practise pronunciation.

Tapescript and Answers

bleed	breathe
clue	choose
court	law
crime	remind
guilty	injury
hurt	first
punish	suspect
safety	case
scar	arm
victim	criminal

Exercise B

Refer pupils to the pictures. Exploit, getting pupils to tell you what is happening in each picture. Ensure that pupils can correctly identify each of the people involved, e.g., the victim, the driver, etc. Set for individual work and pairwork checking. Work through the example.

Get pupils to say each sentence. You could even set up a mini role-play where the pupils have to act the part of the person saying each sentence.

Answers

Sentence	V	P	A	W	D	Dr
1 I was crossing the road. I didn't see the car coming.	✓					
2 The driver was talking on his mobile.				✓		
3 The car didn't stop. He drove away very fast.				✓		
4 Are you OK? Can you stand up?			✓			
5 Someone has been injured in a car accident.				✓		
6 Did you get the number of the car?		✓				
7 What kind of car was it?		✓				
8 The police want to talk to you. Do you feel well enough?						✓
9 We're taking you to the Royal Hospital.			✓			
10 My head hurts. And I can't move my arm.	✓					
11 I wasn't going too fast.					✓	
12 You'll have to stay here for some tests.						✓

Exercise C

- Set for individual work and pairwork checking. Feed back orally. Drill the questions.
- Set for pairwork. Explain that the witness must answer each question, using the pictures to help.

Possible answers

- Where *did the accident happen?*
- When *did it happen?*
- Who *caused the accident?*
- What *were you doing/were they doing* at the time of the accident?
- What *did you see?*
- What *happened* next?
- Can you describe *the driver / the victim / the car?*
- Was *anyone* injured?

Exercise D

Remind pupils of the three time references and how we talk about them.

- Set for pairwork. Monitor and assist. Act out the scene in front of the class, with different pairs coming up for the whole or part of the conversation.
- Set for the same pairs, but this time the person who was the police officer is the friend/someone in the family. In other words, swap the active role. Repeat the procedure for acting out the scene.

Lesson 1

Objectives

Knowledge	Skills	Attitude
• Understands meaning of words from lexical set at Grades 7 and 8. • Understands meaning of key words from lexical set for this skills module of the theme. • Remembers that you can recognize words in context from the first few letters. • Learns something about road safety. • Uses real-world knowledge to complete a task.	• Correctly completes words from the first half. • Correctly identifies the answers in a quiz, either from own knowledge or from spoken text.	• Recruitment to broad topic. • Gives own ideas. • Accepts the ideas of others. • Learns something about road safety. • May change attitude to road safety.

General note

You will need to photocopy the answer key at the end of this lesson for use in Exercise C.

Introduction

Write the title on the board and ask what dangers exist on the road. Who uses the roads? Elicit *pedestrians*, including *children*; *taxis* and *buses*; *cars*; *motorbikes* and *bicycles*. How many of these things can the pupils find in the illustrations in this theme?

Exercise A

Set for individual work and then pairwork checking. Make sure pupils look up the correct form of the word. For example, *phone* will be in their dictionary as both a noun and a verb.

At the end of the activity, give some definitions and see if pupils can identify the red word from the definition.

Exercise B

Set for pairwork: pupils can test each other. Feed back orally as a whole class. If you have flashcards, use them for instant recognition. Remember to show the card very quickly. Pupils must not have time to read through the word letter by letter slowly.

Answers

- 1 accident
- 2 lights
- 3 pedestrian
- 4 drive
- 5 injure
- 6 police
- 7 expect
- 8 safe
- 9 angry
- 10 advice
- 11 phone
- 12 traffic

Lesson 1

Exercise C

Refer pupils to the road safety-related words in the quiz. Point out that pupils will need to understand these words to answer the quiz. Write the words on the board:

<i>sign</i>	<i>tyres</i>	<i>brakes</i>
<i>speed limit</i>	<i>oil</i>	<i>traffic lights</i>
<i>no entry</i>	<i>lights</i>	<i>cross</i>
<i>footpath</i>	<i>bell</i>	<i>pedestrian</i>

- 1 Work through the first question. Set the rest of the quiz for pairwork. Go round and help pupils with any of the questions they don't understand.
- 2 Read out the answers. If you wish, pairs can mark each other's quizzes and then tell each other the score.
- 3 Refer pupils to *Your Score*. Set for individual work then pairwork discussion. Clarify any vocabulary problems.

Answers

1a, 2b, 3c, 4a, 5a, 6c, 7b, 8b, 9a, 10c, 11c, 12a

Closure

Use flashcards of some of the words from this lesson.

OR

Have a general discussion about the quiz – do they agree with the results? Why (not)?

Your score

If your score for Section A is better than Section B, you are a better driver than a pedestrian. If your score for Section B is better, it's better if you walk or cycle. Overall, you need a score of 6 or more.

9–12	Well done. A high score means that you are aware of the main problems. But be careful anyway.
6–8	Not bad. Look at which section you are not so good at and try to find out more about it. Be careful in the street.
0–5	You need to be much more aware of road safety. Be very careful when you leave the house and find out all you can about road safety.

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Remembers key words from the theme. - Remembers that you can predict information before reading. - Recognizes the value of predicting before reading. - Recognizes the relationship between section headings and contents. - Finds key information in a text. - Applies new information to the real world.	- Activates schemata. - Correctly identifies words in a lexical set. - Uses co-text – illustration, title, section headings – to enable prediction of content in a text. - Understands key information in a text.	- Recruitment to specific topic. - Learns something about road safety. - May change attitude to road safety.

Introduction

Use flashcards in the usual way to work on reading speed and to review vocabulary.

OR

Repeat the questions from the quiz in Lesson 1, orally but without the multiple-choice answers. See if pupils can respond with something suitable. It does not matter if they do not remember the exact wording of the answer in the quiz.

Answers

- | | | |
|---|----------------|---|
| 1 | road | not part of a car |
| 2 | police officer | not a road user |
| 3 | car park | not a place for travelling |
| 4 | forget | doesn't share the meaning of focussed attention |
| 5 | pass | not connected with speed |
| 6 | speed | not a road sign |

Exercise A

Work through the first set as an example. Point out that the odd one-out in each case has a different kind of meaning, rather than any difference in spelling or pronunciation. Set the rest for pairwork.

Feed back onto the board. Be ready to accept and praise alternative answers if pupils can explain their choice.

Exercise B

Give pupils time to think about the title. You may wish to write it on the board and say it so that pupils understand the point. Elicit the fact that Dos and Don'ts will be pieces of advice. Say it is a way of saying what you must and mustn't do.

Set for individual work. Pairs then check together. Feed back orally. Point out that there are several ways to give advice in English, including:

imperatives = do/don't
must
should

Lesson 2

Answers

- ✓ 1 Don't get angry with people. = advice
- ✓ 2 Be ready for difficult situations. = advice
- 3 My brother's driving test is next week. = statement of fact
- ✓ 4 I love driving fast. = personal preference
- 5 I'm sure that one day I will have my own car. = idea for the future
- ✓ 6 You MUST NOT try to read in the car. = advice
- ✓ 7 You should think: What are pedestrians and cyclists going to do? = advice
- ✓ 8 Parking on the footpath causes problems for pedestrians. = a piece of information perhaps leading to advice

- 1 Set for pairwork. Feed back orally.
- 2 Elicit ideas from the whole class. Pupils should be able to predict the content of some of the sections at least. Feed back but, again, do not confirm or correct pupils' ideas yet – they will read to do this for themselves.
- 3 Set for pairwork. Feed back orally as a whole class.

Answers

- 3 Possibly the following:

Keep off the footpath. = contrasts with the usual rule to stay on the footpath

Expect the unexpected. = doesn't seem to make sense immediately

Switch it off. = unclear what this refers to

Exercise C

Set for pairwork. Make sure pupils have covered the section headings. Feed back and get some ideas on the board, but do not comment on these ideas yet. Do not confirm or correct them.

Exercise D

Get pupils to uncover the section headings. Deal with any new vocabulary or new usages. You may need to elicit or explain the following:

golden = adjective from *gold*

unexpected = adjective based on the verb *expect*

switch off

keep = continue

calm = relaxed; not angry

Exercise E

Put pupils in pairs, Pupil A and Pupil B.

- 1 Pupils read silently, individually.
- 2 Pupils feed back to each other by giving advice from what they read. They should do this without reading aloud from the text. They can refer to the section headings in Exercise D above to help them.

Lesson 2

Methodology note

- 1 Don't deal with new words here. Explain to the pupils that they have got to deal with them themselves, without a dictionary at this stage. This is further practice in tolerance of ambiguity. To reassure them, tell them that you are going to look closely at the new words in the next lesson (Exercise A).
- 2 If your room allows it, there is an alternative to using pupils who are sitting next to each other as Pupil A and Pupil B. For the reading in (1), tell half of the room that they are all Pupil A and the other half of the room are all Pupil B. Then, when pupils have read their text, mix the groups. Pupils sit together in pairs, Pupil A and Pupil B, to do the pairwork in (2).

Exercise G and Closure

Have a general discussion about the advice. Encourage all pupils to speak, and praise all contributions.

Try to elicit comments on the pupils' experiences as road users – pedestrians, cyclists, passengers (and drivers?) – in the UAE.

The pupils should do the talking rather than the teacher.

Exercise F

Set for pairwork. Feed back as a class orally.

Possible answers

Most of the information in the texts reflects the first, *Follow the three golden rules*.

Switch it off is similar to *Concentrate properly*.

Watch the road and *Expect the unexpected* both advise drivers to be careful.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Remembers the main parts of speech. - Understands that you can often only determine part of speech from context. - Remembers basic sentence patterns. - Understands that words have specific functions in a basic sentence – subject, verb, object.	- Correctly identifies parts of speech in context, including adjective and adverb. - Correctly identifies main functions in a sentence – subject, verb, object.	Increases confidence in understanding written text.

Introduction

Exploit the texts from the previous lesson further. Give some Dos and Don'ts of good driving, but make mistakes, e.g., *You must never listen to music in the car*. Pupils must correct you.

OR

Give sentence openers and elicit a suitable ending, e.g., *If a friend phones you while you are driving, ...*

Exercise B

- 1 Set the task for individual work and pairwork checking. Do not confirm or correct pupils' answers yet – they will check in 4, below.
- 2 Follow the same procedure.
- 3 Follow the same procedure.
- 4 Refer pupils to the Grammar Check. Get them to read it individually and discuss it in pairs. Then clarify anything they do not understand. Pairs can then check their answers to 1–3.

Exercise A

- 1 Do the first one as a whole class. Set the task for individual work then pairwork checking. Feed back orally. Elicit how pupils know the part of speech.
- 2 Again, do the first one with the class. Set for pairwork. Feed back orally. Ask one pupil to check any words they do not know in a dictionary.

Exercise C

- 1 Set for pairwork. Monitor and help as necessary.
- 2 Set for individual work then pairwork checking. Again monitor and help, as each pair of pupils will be working on different verbs, and it will not be possible later. This gives the opportunity for independent work by the pupils.
- 3 Follow the same procedure as in 2. As feedback, elicit a few examples onto the board and mark them S V (O).

Lesson 3

Exercise D

Use these questions for a whole-class discussion.
Alternatively, if time allows, put the pupils into small groups to discuss the questions and then elicit opinions.

Closure

Use flashcards of some of the new words from Exercise A for quick recognition.

OR

Write the beginnings of some of the words on the board for pupils to recognize quickly.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Remembers that you can state the same information in different ways. - Understands that it is necessary to prepare to read. - Remembers how to prepare to read. - Finds key information in a text. - Applies new information to the real world.	- Activates schemata. - Uses co-text – title, section headings – to enable prediction of content in a text. - Understands key information in a text. - Deals with new words.	- Recruitment to specific topic. - Learns something about accident rates. - May change attitude to road safety.

Introduction

Write some or all of the following words on the board – second column jumbled – and ask pupils to make phrases from the text in Lessons 2 and 3.

switch off	your phone
keep your eyes	on the road
everyone can make	a mistake
pay	attention
behave	badly
be careful	of children

Answers

1	Don't park on the footpath.	a	Use a car park.
2	Don't phone a friend in his car.	b	Call him back later.
3	Don't get angry.	c	Stop and calm down; then continue.
4	Don't go too fast.	d	Drive at a safe speed.
5	Don't listen to loud music.	e	Turn the volume down.
6	Don't forget about other road users.	f	Look for pedestrians and cyclists.

Exercise A

Remind the pupils that the advice in previous lessons was divided into Dos and Don'ts. Point out that for every Do you can make a Don't. Go through the first one as an example. Set for individual work then pairwork checking. Feed back orally. Then get pupils to cover the table – you say the Don'ts and they have to try to work out the Dos.

Exercise B

Have a general discussion. As usual, encourage and praise contributions, however small, from all pupils.

Lesson 4

Exercise C

Go through the first two sentences as examples. Show the reasoning process, e.g.:

According to the United Nations, ...

Is this *Facts and figures* or *the future*? It sounds like a statistic is coming.

Is it *the world* or *the Middle East*? It could be either, but the UN deals with global issues, so the world is perhaps more likely.

... cars with computers that talk to the driver ...

Facts and figures or *the future*? computers like this already exist, but it sounds like a reference to technology of the future.

Set for individual work then pairwork discussion. Feed back to check that the activity has been done correctly, but do not confirm or correct answers.

Exercise D

Set for individual work. Feed back orally.

Answers

World facts & figures

According to the United Nations, ...

... cause of all death and disability.

The terrible number of road traffic crashes will increase internationally ...

Some facts and figures from the Middle East

In 2005 in the Sultanate, 42% of road deaths were children.

There is one traffic accident every 2.5 minutes in Bahrain.

A safer future on the road

There is now a Global Road Safety Week every year.

Things cannot continue like this.

... cars with computers that talk to the driver ...

Exercise E

- 1 Work through the first one on the board. Then set for pairwork. Feed back onto the board.
- 2 Make sure pupils understand that they can use any information they wish to complete e-j. Set for pairwork. Feed back onto the board. Extend the table as far as you can to add all the pupils' suggestions.

Exercise F

- 1 Set for pairwork. Pupils should write down their guesses. As feedback, elicit a few ideas.
- 2 Set the Internet research for homework. If pupils do not have access to the Internet at home, ask one who does to find out the answers and report back to the group.

Exercise G

This research task can be carried out over several days or a week to allow pupils time to access the Internet at a friend's house or to use public access.

Lesson 4

Closure

- 1 Have a general discussion:
 - What do you think is the main cause of road traffic accidents?
 - Which piece of advice do you think is the most important?
- 2 Check some of the phrases in the second text.

Reading: Workbook

Objectives

Knowledge	Skills	Attitude
- Recognizes that words can be built into other parts of speech. - Remembers the meaning of key words from the theme. - Recognizes that you can often predict the end of sentences from the start. - Recognizes the value of finding information quickly in a text. - Finds key information in a text.	- Builds words correctly. - Completes sentences with the correct part of speech. - Correctly predicts the completion of a sentence from the opening. - Quickly and correctly matches section headings to paragraph contents.	Increases confidence in reading factual text quickly.

Exercise A

Go through the example. Pupils complete individually then compare answers. Elicit answers.

Answers

Verbs	Noun (thing)	Noun (person)	Adjective
expect	<i>expectation</i>		<i>(un)expected</i>
injure	<i>injury</i>		<i>injured</i>
die	<i>death</i>		<i>dead</i>
distract	<i>distraction</i>		<i>distracted</i>
advise	<i>advice</i>	<i>advisor</i>	<i>advisable</i>
cycle	<i>cycling</i>	<i>cyclist</i>	
drive	<i>driving</i>	<i>driver</i>	
switch	<i>switch</i>		
park	<i>park</i>		
phone	<i>phone</i>		
argue	<i>argument</i>		<i>(argumentative)</i> <i>(arguable)</i>
discuss	<i>discussion</i>		<i>(discursive)</i>
cost	<i>cost</i>		<i>(costly)</i>
speed	<i>speed</i>		<i>(speedy)</i>
concentrate	<i>concentration</i>		<i>(concentrated)</i>

*There *are* words for some of the grey boxes (in brackets), but their usage is above the level or specialist in their scope.

argumentative = always arguing

arguable = people disagree on this point

discursive = taking a discussion approach to a topic, rather than putting a single point of view

costly = expensive

speedy = fast, but has very limited usage, e.g.,
We cannot say: *He is a speedy driver.*

concentrated = with most of the water taken out

Exercise B

Set for individual work and pairwork checking. Go through the example. Elicit answers orally.

Answers

- 1 When you are driving, you must expected the *unexpected*.
- 2 How bad were his *injuries* in the accident
- 3 The driver wasn't *concentrating* on the road ahead.
- 4 We were having an *argument* about a football match when the accident happened.
- 5 You should not *distract* someone while he is driving.
- 6 The *cost* of accidents is very high, in money and in human suffering.
- 7 Where did you *park* the car?
- 8 You need to keep your *concentration* when you are driving.

Exercise C

Refer pupils to the text on the opposite page. Remind them that you can predict the content of sections from any heading. Get pupils to cover the right-hand column and predict the kind of content they expect to find in each section. Set for pairwork, with a time limit of one minute. Feed back orally.

Set for individual work and pairwork checking. Do not confirm or correct. Pupils can self-check by looking again at the text at the back of the Workbook.

Finish by giving information at random and asking pupils which section is probably comes from.

Answers

Pupils should self-check, but the answers are:

1 Follow the three golden rules.	8	A lot of things can distract you from driving.
2 Keep off the footpath.	3	Things can happen very quickly.
3 Expect the unexpected.	5	Always keep your eyes on the road.
4 Switch it off!	2	You should only cross a footpath ...
5 Watch the road.	7	Speed kills.
6 Keep calm.	6	It's important to be relaxed.
7 Don't speed!	1	A good driver has three main things to remember.
8 Concentrate!	4	Everyone has a mobile phone ...

Exercise D

Remind pupils that they read some facts and figures about road accidents but did not spend a long time studying it. Ask if they can remember any actual statistic. Have a copy of the text open to check whether anyone gets a statistic completely right.

Set for individual work and pairwork checking. Feed back orally, getting pupils to explain how they worked out the correct ending in each case. Do not confirm or correct if there are disagreements. Pupils can self-check at the end of the feed back by looking again at the text in the back of the Workbook.

Answers

These are the actual sentences from the text read in class, but it is not important that pupils get the exact words, just the type of information. They should also be able to explain how they got the answer.

1	According to the United Nations, more than	1.2 million people die in road accidents every year.
2	For every death, nearly 50 more	<i>are injured and disabled.</i>
3	Traffic accidents are the main cause of	<i>death for people aged 10–24.</i>
4	The terrible number of road traffic crashes will become	<i>the world's third highest cause of all death and disability by 2020.</i>
5	In Saudi Arabia in 2006, there were	<i>16 deaths every day due to traffic accidents.</i>
6	In Qatar, road accidents cost	<i>\$12.2 million a year.</i>
7	In Bahrain, there is one traffic accident	<i>every 2.5 minutes in Bahrain.</i>
8	In Oman in 2005, 42% of road deaths were	<i>children and young people under 15 years.</i>

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical set at Grades 7 and 8. - Remembers meaning of key words from lexical set for this skills module of the theme. - Uses real-world knowledge to complete a task.	- Close copies key words. - Recognizes features of key words. - Completes text with key words.	- Recruitment to broad topic. - Gives own ideas. - Learns some information about safety in the home. - May change behaviour as a result of information.

Introduction

Write the table below on the board, completing the adjective column only. Pupils copy the table and complete the noun column.

Noun	Adjective
safe	safety
danger	dangerous
anger	angry
innocent	innocence
crime	criminal*
death	dead
employment	employed
experience	experienced

**Criminal* is also the noun for the person, e.g., *He's a dangerous criminal.*

Exercise A

Set the task. If pupils are unsure, go over an example for each type of word. Pupils complete individually, then compare answers. Monitor.

Feedback. To keep the focus on reading/writing, do not elicit answers, but ask pupils to check back in the Pupil's Book. You could write any answers pupils found especially difficult on the board.

Optional activity: If you want to do some revision of spelling of vocabulary, you could ask pupils to look back at earlier themes and find more examples of each type of word.

Answers

- clothes, dry, floor, scissors, sky, smoke
- bottle, cook, fall, floor, scissors
- learn, weather
- bottle, fire, outside, safe, smoke
- clothes, scissors

Exercise B

- Pupils discuss in pairs. Elicit ideas.
- Pupils complete individually, then compare answers. Do not elicit answers at this stage.
- Each pupil can check all of the words, or they can check one or two words each and then swap information afterwards. Briefly check answers, preferably using an OHT or datashow of the completed diagram.

Lesson 1

Answers

- 1 The connection is that these things are things from the home that can be dangerous.

Exercise C

- 1 Pupils discuss in pairs and write a list. Elicit ideas.
- 2 Elicit one or two examples, then pupils continue in pairs.
- 3 Repeat the procedure for C2. If you like, pupils could complete a table (see Answers below).

Answers

Depend on pupils, but see below for suggested table and ideas.

Place	Dangers
Kitchen	knives, cleaning liquids, etc.
Garden	machinery, equipment, chemicals, etc.
Sitting room	wires, sockets, etc.
Bathroom	water on floor, hygiene, etc.

Exercise D

Ask pupils to look at the pieces of advice. Where would you find them? (In a safety leaflet or article on safety).

Pupils complete the task individually, then compare answers. Elicit answers.

Answers

Don't plug in three things to the same *socket*.

Always *put away* your toys and shoes, because somebody could *trip* over them and *fall*.

Never play with *matches* or *knives*.

Put *medicines* on a high shelf or in a locked cupboard. Small children often think they are sweets.

Never leave things *cooking* in the kitchen.

Never leave the *iron* switched on.

Tell someone immediately if you smell *gas*.

Closure

Have students tell you about some accidents they or their friends or family have had in the home.

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Remembers dangers in the home. - Understands some ideas from another country. - Understands that paragraphs can have the structure – introduction – more information – advice. - Applies new information to the real world.	- Activates schemata. - Correctly writes about dangers in the home. - Edits text for grammatical mistakes. - Completes a table with given information. - Completes a table with own ideas. - Produces paragraphs with the structure – introduction – more information – advice.	- Recruitment to specific topic. - Increases confidence in finding information in a text. - Gives own ideas.

Introduction

Have students tell you about some of the dangers in the home that they learnt about in the previous lesson.

Exercise A

If you want to keep the writing skills focus, then do this as written activity. Pupils could try to write one sentence for each room in the house in their notebooks.

Answers

Depend on the pupils.

Exercise B

Check pupils understand the task. Pupils complete individually. Once again, try to avoid eliciting correct answers orally in order to keep the reading/writing focus. Instead, write the correct answers on the board (or OHT/datashow) for pupils to correct their own work. This also has the added benefit of being more pupil-centred.

Answers

- 1 What's your name?
- 2 Where do you come from?
- 3 What do you do?
- 4 Did you learn about safety in the home when you were a child?
- 5 What is dangerous in a home in your country?
- 6 What do you do to be safe?

Exercise C

- 1 Have students copy the table into their notebooks.
- 2 Check pupils understand the task and go over the examples. Pupils complete individually.
- 3 Ask: *Why is it dangerous to leave hot food on the cooker?* Elicit: *Because children may burn themselves.* Explain this information is not in the text and pupils must think of it for themselves. Pupils complete individually then compare answers. Elicit answers and write them on the board using an OHT or datashow.

Lesson 2

Answers

Place	Thing	Danger	Solution
bathroom	medicines	young children may eat them	put on high shelf or in locked cupboard
kitchen	bottles		
	young children may open them	buy ones with special tops	
	hot food	children may burn themselves	never leave things cooking
	knives, scissors	children may cut themselves	put them away
living room	wires	people can trip over them	don't leave them plugged in

Methodology note

There is always great confusion with the nouns *cook* and *cooker*.

The word *cook* is for the person who is cooking, e.g., *My wife's a great cook. She cooks some great meals.* We NEVER say: *My wife's a great cooker!*

The word *cooker* is for the machine we use for cooking ONLY and never the person, e.g.: *'Where's the rice?' 'It's still in the saucepan on the cooker.'*

Closure

Give feedback on the written work for Exercise D.

Exercise D

Set the task and go over the example paragraph in the Pupil's Book. Emphasize that pupils need to write about three things:

- the danger
- the reason for the danger
- the solution

Monitor while pupils are writing and make a note of common errors.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Understands that verbs are often collocated with nouns. - Understands that verbs sometimes need a preposition. - Understands some ideas from other countries. - Remembers that you can link sentences with <i>and, but, or, because, so</i>.	- Correctly collocates verbs and noun phrases. - Produces a list of phrasal verbs. - Completes text with suitable words and phrases. - Transfers information from texts to a table.	- Recruitment to specific topic. - Gives own ideas. - Learns some information about safety in the home.

Introduction

Dictate some key words from the first two lessons.

Exercise A

Set the task. Pupils complete individually, then compare answers. Elicit answers. If there is time, you can ask pupils to write a sentence for some of the phrases.

Answers

1	touch	medicine bottles
2	clean up	water from the floor
3	trip over	wires
4	fall down	the stairs
5	plug into	the same socket
6	leave	the iron switched on
7	smell	gas
8	play	with knives

Exercise B

See the Methodology note below.

Pupils spend a minute or two reading the Grammar Check box. Then ask a few questions to check understanding:

What is a phrasal verb? (A verb with two words)

Give me some examples of phrasal verbs. (clean up, trip over, fall down, plug into)

What must we do? (learn the two words for each verb)

If pupils can't think of any phrasal verbs, they can look back through the theme for ideas. Here are a few examples:

Speaking lessons: *sit down, lie down, pick up*

Reading lessons: *switch off, look for, phone back, find out*

Writing lessons: *put away*

Answers

Depend on the pupils. However, here are some other examples of other common phrasal verbs that pupils might know: *look after, stand up, listen to, put down, take off, put on, give up, look for, look up*.

Lesson 3

Methodology note

Phrasal verbs can be quite a complicated area, and this is an introduction only. You should not go into more detail than given here on this occasion.

We have not distinguished between phrasal and prepositional verbs. At one time, the distinction was made strongly, but not now; reference works such as *Cobuild Grammar* put both kinds together.

Exercise D

Remind pupils of the table they completed in Lesson 2 and, if necessary, provide further blank tables. Pupils could also write more sentences about the dangers, as in Exercise D of Lesson 2.

Alternatively, if you are short of time, this activity and Exercise F could be set for homework.

Some of the solutions to the problems (see answers) should provide some interesting discussion!

Exercise C

Explain that pupils are going to look at another e-mail reply to Noura's questionnaire. Then set the task for individual completion. Elicit answers, preferably using an OHT or datashow.

Answers

My name is Abdulkarim. I come from Sudan. I live in a small house near the town. There are dangerous things in the home, *but* the biggest danger is fire, I think. People often cook on open fires. They are usually careful, *but* sometimes a person's clothes *or* even their house catches fire, *and* Sudan is a very dry country, so it's easy to start a fire. You often see smoke in the sky *or* hear about fires on the radio.

The river near my house is dangerous, too. People sometimes fall in the water *and* die. *And* in the south there are animals like crocodiles *and* lions that sometimes eat people.

Lesson 3

Answers

Abdulkarim: Sudan

Place	Thing	Danger	Solution
home	open fires	clothes catch fire house catches fire	be careful / keep a bucket of water nearby?
outside	river	fall in and die	be careful / stay away from river banks
outside	lions crocodiles	eat people	be very careful / go with another person? / take a gun?

Exercise E

Set for individual work and pairwork checking. Feed back orally.

They are very dangerous. You have to be very careful if you walk or play outside, *because if a spider bites you, you can die*. The weather is very dry *so there are a lot of very serious fires*. A lot of houses and trees burn, *so we learn a lot about fire*. You must never leave matches outside in the Sun. And only your father can touch electricity *because it can hurt you badly, but you can't see it*.

Answers

My name is Benjamin. I am from Australia. I live on a farm outside the city. Spiders and snakes are the most dangerous things around the house. They usually live in the garden, under the stones or in the grass *because they don't like people*.

Exercise F

Follow the procedure from Exercise D.

Benjamin: Australia

Place	Thing	Danger	Solution
garden	spiders and snakes	if they bite you can die	be careful wear shoes?
outside	matches	if you leave them in the Sun, they can cause fires	don't leave matches outside
inside	electricity	don't play with electricity	small children should not touch electrical things, only adults

Lesson 3

Exercise G

Pupils complete individually then compare answers. Then they self-check from Lessons 2 and 3. Elicit answers.

Answers

- 1 You can slip and fall *on* the stairs.
- 2 We put medicines *on* a high shelf.
- 3 Scissors and matches are not *for* children!
- 4 People often cook *on* open fires.
- 5 Spiders and snakes are the most dangerous things *around* the house.
- 6 They usually live in the garden, *under* stones or *in* the grass.
- 7 You often see smoke *in* the sky.
- 8 Always be careful *with* hot food.
- 9 We learn a lot *about* fire.
- 10 Don't leave wires plugged *into* the wall.

Closure

Dictate two or three sentences from the lesson containing phrasal verbs.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Remembers key words from the theme. - Recognizes that one sound can have more than one spelling. - Remembers spelling rules from the course. - Understands that writing is a process involving brainstorming, organizing, drafting, editing and redrafting.	- Correctly completes words with the same vowel sound. - Correctly completes words with /g/ or /dʒ/. - Brainstorms and organizes own ideas. - Produces connected text to own writing plan.	- Recruitment to specific topic. - Gives information about own house. - Increases confidence in writing a text. - Works collaboratively with a partner on editing a text.

Introduction

Revise some of the phrasal verbs from the previous lesson.

Answers

Depend on the pupils.

Exercise A

Remind pupils of the tables they completed in earlier lessons. Copy the table onto the board or use an OHT or datashow. Elicit some ideas of how the table could be completed and add them to the table. Pupils continue individually. Monitor.

Answers

Depend on the pupils.

Exercise C

Set the task carefully. Go through the instructions, checking that pupils understand each one and eliciting example sentences where possible. Monitor while pupils are writing and make a note of common errors for feedback.

Answers

Depend on the pupils.

Exercise B

Elicit a few possible questions and practise them with the class. Then set for pairwork and monitor.

This activity should give pupils a few more ideas for their writing later in the lesson.

Exercise D

Remind pupils what to do when they exchange drafts. Monitor once again.

Lesson 4

Exercise E

Follow the usual procedure.

Exercise F

Follow the usual procedure.

Writing: Workbook

Objectives

Knowledge	Skills	Attitude
- Remembers key words from the theme. - Understands that there are different parts of speech. - Understands that writing is a process involving brainstorming, organizing, drafting, editing and redrafting.	- Writes words from dictation. - Identifies parts of speech correctly. - Completes sentences with key words. - Edits a text. - Produces a connected text from own writing plan.	- Increases confidence in writing a text. - Learns some information about another country.

Exercise A

- Set for individual work and pairwork checking. Say or play the words. Pupils write in the table. Feed back, building up the table on the board.
- Set for pairwork. Feed back, adding the information to the table.

Tapescript

- a trip
b medicine
c scissors
d electricity
e iron
f knives
g touch
h socket
i wire
j dangerous

Answers

Note that some words can be more than one part of speech.

a trip	v	<i>can also be n</i>
b medicine	n	<i>usually uncountable</i>
c scissors	n	<i>always plural</i>
d electricity	n	<i>uncountable</i>
e iron	n	<i>can also be v</i>
f knives	n	<i>plural follows ife/ives rule</i>
g touch	v	<i>can be n but above this level</i>
h socket	n	
i wire	n	
j dangerous	ad	

Exercise B

Point out that pupils must complete each sentence with logical information. The information should be good advice. All these sentences may appear in their own writing in Exercise D. Set for individual work. Feed back orally. Choose the best ending(s).

Possible answers

- 1 People can trip over shoes, *so always put them away.*
- 2 Children should never play with *matches or knives.*
- 3 The kitchen is a dangerous place because *there are hot things and dangerous liquids.*
- 4 Never run on stairs because *you may fall and hurt yourself.*
- 5 Some bottles have special tops which *children cannot open.*
- 6 When you are cooking, *never leave the kitchen.*
- 7 If you smell gas, *report it immediately to the police.*
- 8 When I was young, I learnt that *(anything suitable).*

Exercise C

This activity will help prepare pupils for the writing activity which follows. Set the task and go over the example. Pupils complete individually, then compare answers. Elicit answers and highlight some of the problem areas on the board. The activity focuses on the following areas:

- simple present for statives – *if you feel ...*
- prepositions
- general SV word order
- word order with often
- use of adjectives, e.g., *safe* not *safety*; *big* not *biggest*
- negative imperatives
- pronoun agreement
- countable intensifier – *many*

Answers

My name is Daniela and I am of Chile.	from
I live in a flat in the 3rd floor.	on
There are much stairs.	many
It is dangerous.	They
You can slip and fall down the stairs if you're not care .	careful
My mother always says: ' No run on the stairs!'	Don't
But there is a biggest problem with safety in Chile.	big
We have often earthquakes.	often have
If you are feeling the house move, you should go outside quickly.	feel
The house is not a safety place.	safe
If you don't have time to get out, you should stand in a doorway because even if falls down the house , the doorways usually stay up.	the house falls down
We practise for earthquakes at school every months .	month

Exercise D

Remind pupils about the TOWER of writing, eliciting the meaning of each letter.

Pupils should be familiar with this approach now. Remind them of vocabulary and structures they can use from the theme.

Answers

Depend on the pupils.

Grammar skills

Objectives

Knowledge	Skills	Attitude
- Recognizes the correct form for a range of structures in the theme (all skills). - Recognizes key structures.	- Follows instructions. - Chooses the correct form.	Increases confidence in understanding of target grammar from the theme.

Read the sentences. Circle the correct word or phrase in each case.

- 1 Follow the rules. imperative for advice. – (Table 1)
- 2 You should keep calm. *should* for advice – (Table 1)
- 3 Don't use your mobile phone while you are driving. negative imperative for advice – (Table 1)
- 4 You should not speed. *should not* for advice – (Table 1)
- 5 Be careful of children. dependent prepositions – (Table 2)
- 6 Don't get angry with other drivers. dependent prepositions – (Table 2)
- 7 A lot of things can distract you from driving. dependent prepositions – (Table 2)
- 8 Jordan has one vehicle for every 7.7 people.
- 9 You must not try to read while you are driving. verbs followed by infinitive with *to* – (Table 3)
- 10 It is important to be relaxed. infinitive clauses – (Table 4)
- 11 You must not use a mobile phone except for calling the police. preposition + *ing* for – revision
- 12 Only cross a footpath if you want to go into a house or car park. infinitive clauses – (Table 4)
- 13 Road traffic crashes will increase to become the world's third highest cause of death. infinitive clauses – (Table 4)
- 14 A lot of countries are starting to teach young people about road safety. infinitive clauses – (Table 4)
- 15 The cost in human suffering is impossible to measure. infinitive clauses – (Table 4)
- 16 A good driver has three things to remember. infinitive clauses – (Table 4)
- 17 Anyone can make a mistake. *will* vs *can* – revision
- 18 Things should not continue like this. *can* vs *should* – revision
- 19 Don't listen to loud music. You will not hear sounds around you.
- 20 You don't have to go at the maximum speed.

Objectives

Knowledge	Skills	Attitude
Recognizes key structures.	- Follows instructions. - Completes sentences and tables with correct forms.	Individualizes learning – chooses items which need further study.

A We can give advice and instructions in two main ways.

- with the imperative
- with *should*

- Study Table 1. Find two main differences between imperatives – the grey rows – and sentences with *should*.
- Give your partner advice about road safety for pedestrians (not drivers). Use patterns from the table. *Answers depend on the students.*

Table 1: Giving advice / instructions

S	V	Other
	Follow	the rules.
	Don't use	your mobile phone.
You	should follow	the rules.
	should not use	your mobile phone.

B Study the first four rows of Table 2.

- What is special about the verbs in the first column?
- What kind of word can come after the preposition? *Noun or gerund.*
- Study the other verbs in the table. They are all connected with crime and punishment.
 - What does each word mean?
 - What is the dependent preposition in each case? *See table.*
 - What can come next in each case? *See table.*

Table 2: Dependent prepositions

V (+ other)	Prep	Noun or gerund
listen	to	music
be (careful)	with	children
distract (you)	from	driving
look	for	clues
stop (crimes)	<i>from</i>	<i>happening</i>
accuse (someone)	<i>of</i>	<i>driving dangerously</i>
arrest (someone)	<i>for</i>	<i>speeding</i>
try (someone)	<i>for</i>	<i>robbery</i>
convict (someone)	<i>of</i>	<i>murder</i>
sentence (someone)	<i>to</i>	<i>prison</i>
blame (someone)	<i>for</i>	<i>breaking something</i>

C Many verbs in English can be followed by a verb in the infinitive.

Study Table 3.

Use verbs from each column to make 5 logical sentences about crime and punishment. *Answers depend on the students.*

Examples:

The police have decided to investigate the accident.

You should not try to read when you are driving.

D We can also use the infinitive after nouns and adjectives.

- 1 Study the first two rows of Table 4. What is the difference between the two verbs in the left column? What is the difference between the two infinitives in the right column? What the rule?
- 2 Complete the other sentences in the right column. *See table.*

Table 3: Verbs followed by infinitive

Verb		Verb
want	to	be
try		do
start		remember
allow		explain
help*		go
promise		investigate
decide		prepare
ask (someone)		read

* Can also be used with infinitive without to

Table 4: Infinitive clauses

A driver must remember three things	A driver has three things to remember
You must be relaxed .	It is important to be relaxed .
A driver must watch for two main dangers.	A driver has <i>two main dangers to watch for</i> .
A police officer must obey the law.	It is important for <i>a police officer to obey the law</i> .
Pedestrians must be seen at night.	It is important <i>for pedestrians to be seen at night</i> .
Children should be taught road safety.	It is good <i>to teach children road safety</i> .

Project Work

Road Traffic Accidents: 1

Objectives

Knowledge	Skills	Attitude
Builds knowledge of road accidents in the UAE.	- Activates schemata. - Makes questions in speech for a specific research purpose. - Records information from a talk as notes.	- Recruitment to the specific topic. - Takes part in a discussion. - Takes active role in asking questions. - Works collaboratively with a group.

General note

It is anticipated that the project work detailed here will last approximately two days. Each page of the workbook therefore constitutes one lessons' worth of material.

On this occasion, there is no information for you to study before the lesson.

Write the title of the project on the board: *Road Traffic Accidents*.

Start by saying:

We are going to do a project now. It brings together all the work we have done for the last few weeks. The project for this theme is: Road Traffic Accidents. In this project, we look at different aspects of this problem. Let's start with your own ideas.

Exercise A

Set for groupwork. Make sure students realize that they are giving their own ideas from their own experience. Monitor but do not confirm or correct. Feed back, correcting pronunciation of key words but not confirming whether students' ideas are correct.

Exercises B, C, D and E

Follow the instructions as written. However, set Exercise E before explaining B. Bring each group to the front in turn. While each group is listening, get the four groups to work on Exercise E.

Model notes

Group 1

Cause of death UAE (1995)

Heart disease	> 20%	
RTAs	nearly 12%	main cause of death in people 6 - 34
Cancer	> 6%	
Lung disease	> 5%	

Group 2

Cause of accidents UAE

carelessness	nearly 40%
speeding	about 13%
tail-gating	< 6%
driving in the opposite direction	nearly 5%
incorrect overtaking	nearly 5%
going through a red light	nearly 5%
drugs and alcohol	about 4%

Group 3

put on your seat belt in front or in the rear

small child hitting back of front seat = baby elephant in accident at 50 kph

(only 6% wear belts in UAE - US = 85%; UK (London) = 83% front, 49% rear.)

Tapescript

Text 1

Most of the main causes of death in the UAE are, of course, medical. In other words, the person has something wrong with them. The first cause of death is cardiovascular disease – that is, problems with your heart or your blood supply. Deaths from cardiovascular disease accounted for over 20% of deaths in 1995, for example. Cancer is another leading cause of death – over 6% of all deaths in 1995 were caused by cancer. Lung disease of some sort is also a major cause. It was responsible for over 5% of deaths. So we have heart disease, cancer and lung disease. But one major cause of death has nothing to do with disease. The second most common cause of death in the UAE is from road traffic accidents or RTAs as they are called. In 1995, for example, RTAs accounted for nearly 12% of all deaths, twice as many as cancer. But there is another figure which is very frightening. RTAs are the main cause of death in the UAE for people between 6 and 34.

Text 2

There are a number of major causes of road traffic accidents, or RTAs as they are called. What is the main cause? Speeding, overtaking in the wrong place? Driving under the influence of drugs or alcohol? In fact, the main cause of RTAs in the UAE is carelessness, according to research available on the web. The police believe that nearly 40% of all accidents in the Emirates are caused by careless driving. Speeding is a major cause but it is in second place. It is responsible for about 13% of all accidents. In third place, we have tail-gating, which means following the vehicle in front too closely, so you can't stop if he or she does. Apparently over 6% of accidents in the UAE are caused by tail-gating. The fourth cause is called *driving in the opposite direction*, which presumably means cross the central white line by accident. That is responsible for nearly 5% of accidents. On roughly the same figure we

have incorrect overtaking and going through a red light. Drugs and alcohol are in seventh place, responsible for about 4% of all accidents.

Text 3

You cannot do very much to prevent an accident when you are a passenger in a vehicle. But you can do something to protect yourself. What is the best thing to do? Is it safer to sit in the front seat, or in the back seat? Should you sit on the nearside, near the pavement, or on the offside, closer to the traffic? In fact, the best way to protect yourself is very simple. Put on the seat belt every time you get into the car. In countries like the USA and the UK, seat belts have been responsible for a big drop in deaths in road accidents since their introduction at the end of the last century. And yet, according to the police, only about 6% of people in the UAE regularly wear their seatbelts. For the United States, the figure is 85% in some states. For the UK, the figures for London are 83% for the front seat and 49% for the rear seat. So do you only need to put on a seat belt when you are in the front seat? The answer is no. In an accident, a rear seat passenger without a seat belt will continue to travel forward, even when the car stops. Scientists say a small child will hit the back of the front seat with the force of a baby elephant in an accident at only 50 kph. So put on your seat belt every trip, whether you are sitting in the front or the rear.

Exercise F

Model answer

accident / alcohol

brakes / belt

crash / car / carelessness

death / die / drugs / drive (r) / doctor

e ???

fire / front seat

g ???

hospital

injury / injured

journey / jam (traffic)

kill

licence / lane (on a wide road)

motor vehicle

nurse

overtaking

passenger / pedestrian / police officer

queue

road / rear seat

seat / speeding

tail gating / traffic / traffic light

u ???

vehicle

wheel

x ???

y ???

z ???

Road Traffic Accidents: 2

Objectives

Knowledge	Skills	Attitude
• Builds knowledge of road accidents in the UAE. • Understands the information in the research. • Understands that there are different ways of measuring road safety. • Recognizes logical connection between research and advice.	• Finds key information in graphs and tables. • Produces a poster with advice based on researched information. • Writes notes for a talk. • Gives a talk.	• Works collaboratively with a group. • Increases confidence in talking in public. • Takes active role in asking questions.

Exercise A

Refer students to the outlines and the two text. Make sure they understand the word area. Get them to suggest countries which would fit each description.

Set for pairwork. Feed back orally. Make sure students understand the point in the model answer because this is essential background understanding for the figures in the rest of this lesson.

Answers

Model answers

- 1 Countries in the area could be A: Saudi Arabia / Egypt
B: Qatar
- 2 The point which students should notice is that the total number of deaths is not the best indicator of road safety. Deaths divided by population or by vehicle kilometres travelled is a better indicator. So Country A could be more dangerous.

Exercise B

- 1 Set for groupwork. Monitor and assist. Check that everyone understands what the numbers in the table represent. Feed back orally. It is worth pointing out that these figures are quite old but this is common when you get statistics off the web. It takes a long time for organisations to process information and then even longer to publish them on the Internet. However, the age of the figures means that things might have improved, or worsened, since then.
- 2 Repeat the process. These figures are even older.

Answers

- 1 Students should notice, as in the preparatory exercise A above, that there are big differences in the numbers of deaths but there are also big differences in the other relevant figures i.e. vehicle travel, population, number of vehicles. The more relevant figures are to be found in the death rates and, here, it seems that the UK is the safest on all the measure, followed by Qatar and then the USA or the other way round, depending which figure you look at. The UAE is the worst of the four on all measures – the death rate per 100,000 vehicles, for example, is ten times the rate for the UK.

- 2 The graph puts things in slightly wider perspective. The UAE is by no means the worst country in the world in terms of road deaths, and is better than major countries like Pakistan, Nigeria and South Africa. But it is far worse, on this measure, than European Countries, the US and even some Gulf countries.

Exercise C

Elicit the main causes of traffic accidents – from Lesson 1. Refer students to Table 2 on page 101 of the workbook to check and extend this list. Elicit on possible piece of advice to try to prevent one of the causes, e.g., *Always pay attention when you are driving.* OR *Don't use your mobile phone.* Set for groupwork. Monitor and assist.

Get students to choose four or five of their best points to make into a poster. They can illustrate the poster if they want to.

Get students to present their posters to the rest of the class. Choose the best posters to display.

Exercise D

Set for group work. Follow the procedure as written.