

المملكة العربية السعودية  
Kingdom of Saudi Arabia



Teacher's Book

# Lift Off!

# 6



 MACMILLAN

# Introduction

Welcome to *Lift Off! 6*, a course written specially for students learning English in the second term of Intermediate Grade 3 in Saudi Intermediate Schools. *Lift Off! 5* and *6* follow *Lift Off! 1* and *2*, and *3* and *4*, the new Macmillan English course for the First and Second Intermediate Grades.

## The components of *Lift Off!*

- A combined Student's Book and Workbook
- A Teacher's Book
- A CD

## The Student's Book

*Lift Off! 6* Student's Book begins with a list of contents. This is designed to assist teachers to understand the overall plan of the course, and it is followed by a list of essential rubrics/ instructions and grammatical terms that the students will need to understand. The rubrics and instructions are translated into Arabic.


There are ten units in *Lift Off! 6* Student's Book. Each unit contains four lessons. The fourth lesson in each unit is a Saudi Review. It provides a review of the language in the unit and recycles the grammar, functions and vocabulary of the previous three lessons. No new structures or words are introduced in the Saudi Review.

There is a dictionary at the end of the book that contains the new vocabulary introduced in *Lift Off! 6*. *Lift Off! 6* includes new topics, functions, grammar and skills practice which build on the language of previous materials. *Lift Off! 6* presumes that students have covered the material in *Lift Off! 1–5* and that they need to revise and recycle this material.

## The Workbook

Workbook lessons are designed to follow the corresponding lesson in the Student's Book and should never be taught first. They are mainly intended for homework. However, time will have to be found to review the Workbook exercises, perhaps at the start of each lesson.

## Special features of the Student's Book

- Many lessons contain a *Language Help* box. These boxes explain aspects of language that students may find new, difficult or confusing.
- Listening exercises are indicated by  to show that a CD player and the CD are required. The track number beside the listening exercise lets you know which section of the CD you require for that exercise.
- Every Saudi Review lesson contains a *Grammar Study* box. *Lift Off!* provides a gentle introduction to basic English grammar. Students are encouraged to study this box in class and copy it for homework.

## The CD

The CD contains all the recorded listening material in the Student's Book. It has been recorded by native speakers using natural English speech and pronunciation patterns. The audio tracks should be considered a model, which the students should imitate as closely as possible.

Sometimes the audio tracks are intended to be models for repetition. This is indicated in the Teacher's Book. Teachers may, however, feel that students could benefit from repeating the audio even when this is not indicated.

## The Teacher's Book

The Teacher's Book contains:

- a plan of the Student's Book
- suggested games and activities that teachers may wish to use to enhance their lessons
- suggested visual classroom gestures to minimise the use of Arabic in the classroom
- a step-by-step guide to the Student's Book lessons.

Teachers may, of course, choose to follow their own methods and strategies in dealing with the Student's Book material. However, this guide provides support and resources for the teacher, as it:

- summarises the language content of the lessons
- suggests materials that teachers may wish to bring to the lessons
- suggests activities to start and finish the lessons where appropriate
- gives a suggested set of instructions, activity by activity
- provides **notes** on pronunciation and possible language difficulties where appropriate
- suggests possible **extra activities** where appropriate
- provides a copy of the audioscript for appropriate lessons
- provides answers to exercises in the Student's Book and Workbook sections.

## Notes on lesson instructions

### *Ask for feedback*

When sharing work, ask the students to say what they liked about each other's work (the information was very complete, good grammar or vocabulary, good presentation, clear speaking voice, etc.). Later, introduce 'next steps' – one way the writer (or presenter) might want to develop (e.g. *Very good. Now how about trying to add more adverbs to your work?*).

### *Monitor for correct use of the target structure*

When students are making sentences from prompts, monitor and correct errors. In less structured activities however, do not stop students who are communicating their ideas, even if they are not 100% correct. Help only if communication breaks down. Note any common or serious errors and review them at a suitable point in that lesson or later.

Help with vocabulary

In general, directly teach as few words as possible. Instead, encourage students to guess the meanings from context.

How fast should you teach?

Lift Off! 6 is designed to be covered completely in the second term of Intermediate Grade 3 in Saudi Intermediate Schools. In order to ensure that you cover all the teaching material, please use a calendar to check how many teaching weeks there are in that particular semester. Then carry out this calculation:

Number of weeks x 4 (the number of class lessons per week)  
10 (the number of units in Lift Off! 6)

The result of the calculation will tell you how many class lessons you can devote to each unit of Lift Off! 6 in order to cover all ten units of the Student's Book in the first semester (your students should do most or all of the workbook activities as homework).

What should you do if you work more slowly than intended?

You should aim to cover all parts of the materials. However, in some circumstances, for example if books arrive late in your school or you work with a slower than average class, you might find you are short of time. If this is the case, please consult the chart below. The chart will help you choose which are the most important parts of the book to cover (Core materials) and which parts of the book are not so important (Desirable materials and Extension materials).

Student's Book Lessons 1–3	Workbook Lessons 1–3	Saudi Review pages
Unit 1	Unit 1	Saudi Review 1
Unit 2	Unit 2	Saudi Review 2
Unit 3	Unit 3	Saudi Review 3
Unit 4	Unit 4	Saudi Review 4
Unit 5	Unit 5	Saudi Review 5
Unit 6	Unit 6	Saudi Review 6
Unit 7	Unit 7	Saudi Review 7
Unit 8	Unit 8	Saudi Review 8
Unit 9	Unit 9	Saudi Review 9
Unit 10	Unit 10	Saudi Review 10

Core material	Desirable material	Extension material
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What should you do when some students work faster than others?

The Teacher's Book features two ways of addressing these individual differences between students. The first feature is the 'Extra Activity' note which sometimes suggests extra work for students to do after they complete a basic activity in the Student's Book.

The second feature is the classification of the Student's Book and Workbook exercises into Core, Desirable and Extension activities. Core activities are the most important activities which should be done by all students. The Desirable and Extension activities are unmarked in the Student's Book but are identified in the Teacher's Book teaching notes with the following icons:

- D
- Desirable activity
- E
- Extension activity

Any exercises not featuring the above icons in the teaching notes are Core activities. Desirable activities and Extension activities can be set for students who work most quickly.

The students' notebooks

At the start of the year, ask students to divide their notebooks into separate sections for grammar notes, writing, vocabulary, etc. This will make revision much easier.

Vocabulary

When students learn a new word, encourage them to learn other parts of speech with the same root at the same time.

Voting cards

Students should each keep a 'voting card' in their notebooks. Ask them to fold a sheet of paper into eight sections. On one side, students write a number in each section – as large and as clear as the paper allows. When asked to vote for the best answer, each student folds the paper to show the correct number and at a signal, all hold their voting cards up at the same time. The teacher can then ask for reasons why students think as they do. It encourages participation and highlights misunderstandings. The other side can then be used for other responses such as *True*, *False*, *Yes* and *No*. As this leaves spaces, teachers might want to add *Not sure* and *Undecided*. The final slots could then be used for *Confident* and *Not confident*, which could be used to encourage the students to self-assess at the end of a lesson or unit.

Optional games and activities

These games and activities provide further practice in using English. They will also add to the students' enjoyment of the lessons and foster a positive approach to their studies. It may be necessary to explain the activities in Arabic which is acceptable at this stage.

New games and variations for Lift Off! 6

**Note:** Basic instructions for previously used activities (ABC games such as *My parrot* and *At the souk*, *Adjectives and nouns*, *Back to the start*, *Chain games*, *Hangman*, *Presentation*, *Ready and waiting*, *Ten questions*, *Tennis*, *Vocabulary tic-tac-toe*, *Word association*, *WordBuster* and *Words in words*) are available in *Lift Off! Teacher's Book 5*.

## Back to the start variation

- Adapt a *Back to the start* grid with the following in the left-hand column:

<i>We'll leave</i>			
<i>We'll go to</i>			
<i>We'll travel by</i>			
<i>We'll arrive at</i>			
<i>After arriving we'll</i>			

- As a class fill in each row with three alternatives (e.g. *at 3pm, on Monday, next week*).
- Send one student out of the room. Together the class decides on one word from each line to be the answer. Call the student back in.
- The returning student has to ask questions to work out what the plans are. As before, every wrong guess means starting again.

## Class contest

- Divide the class into six small groups. Each student presents their work to their group. Each group chooses a winner to go through to the final.
- The six finalists present their work to the class. The class uses their voting cards to award a mark from 1–6 for each speaker.
- Award certificates to the top three students (1st, 2nd, 3rd or Gold, Silver and Bronze).
- Alternatively, award marks or prizes for different categories: most interesting, funniest, best grammar, best presentation, excellent pronunciation, most improved, etc. depending on current priorities, and to ensure that the same people don't always win.

## Class vocabulary and/or spelling championship

- This is like a *Class contest* but is done with a spelling or vocabulary quiz instead of a presentation. Groups hold a spelling bee and put forward the group champion to the next round until there is a class champion.

## Group competition

- Divide the class into small groups with one writer per group. The others in the group divide up the questions between them and tell the writer the answers.
- The writer writes all the answers down and calls *Finished!*. He/she reads her answers to the class for checking.
- As the answers are agreed the others fill in the answers in their own books.

## Group presentations variation

- Give out the topic or unit for the presentation. In groups students share out the roles. Give teams time to prepare.
- Groups take turns presenting their work to the class. Each member of the group should take a turn at speaking (introductions, topic, conclusion, thanks, etc.) but the reporter should deliver the main body of the talk.
- Everyone votes for the best team. (Students may not vote for themselves!)

Roles:

- Group manager: overall supervisor; liaises with the teacher over progress; makes sure everyone does their job (and no one else's). Needs to be confident.
- Reporter: will make the presentation. Needs a confident speaker.
- Secretary: will write as directed by the group. Neat handwriting; good spelling.
- Timekeeper: will get the group ready on time; needs a watch/clock.
- Proofreader: will work with the secretary, checking for mistakes; sends dictionary requests to the materials manager; good spelling.
- Materials manager: finds and gives out paper and pencils; uses the dictionary as requested; good dictionary skills.

Suggested timings:

- 1 minute to organise the group, decide on roles and hand out materials.
- 2 minutes for individuals to note down their ideas.
- 2 minutes to share their ideas as a group and decide on the content.
- 3 minutes to write and check the speech. Everyone to contribute.
- 2 minutes to practise the presentation.

## Jumbled words

- Students write a list of words, mixing up the letters. They swap lists with a partner and compete to see who can be the first to write their new words out correctly (and neatly).
- They get one mark for each word they have finished and another mark if they can give the meaning.
- They then help their partner unscramble any remaining words. Their partner then gets a point for any of their words they can give the meaning of.
- The winner is the one with the most points at the end.

## Speed race

- Close the books (if used). Explain the task.
- Students complete the task as quickly and accurately as possible. As they finish, they raise a hand. (Make a note of the order, or give them a number.)
- When all the students have finished, check the answers of the first to finish. If there are mistakes, move on to the next person to finish.
- The winner is the person who gets all the answers right in the shortest time.

## Spelling bee

- Divide the class into two (or play in small groups). Ask each team in turn to spell a word.
- Each correctly spelled word wins one point.
- The winning team is the one with the most points. (As an extension, players could give the meaning too.)

## Ten questions variation

- Use relative clauses. Examples: *Is it someone who ...?*  
*Is it somewhere where ...? Is it something which ...?*

## What's my job?

- Students play in teams. Students take it in turns to mime an activity to their team, e.g. making bread.
- The other students can ask up to ten *yes/no* questions.
- Then they must guess the job by asking, *Are you a ...?* If they guess correctly, they win a point. If not, they lose a point.

## Teacher's signs

It is important that teachers speak English rather than Arabic whenever possible during English lessons. In order to avoid a lot of 'organisational' language (either in English or Arabic) you may wish to teach a number of signs for instructions. However, it is also a good idea at this level to say a brief instruction to accompany the sign, for example, cup your ear, say *Listen*. Students should form the habit of looking at you for the next sign telling them what they have to do. Here are signs you may wish to use throughout the course.



Listen



Say



Trace/Draw



Copy/Write



Find



Look



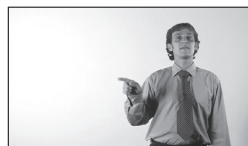
Read



Open book



Count



Match



Repeat/Again



All together



Don't speak



Think



You do it



Tick



# Verb list

## Present

be	يكون
beat	يهزم
become	يصبح
begin	يبدأ
break	يكسر
buy	يشترى
catch	يمسك
choose	يختار
cost	يكلف
cut	يقطع
do	يفعل
draw	يرسم
drive	يقود
eat	يأكل
fall	يسقط
feel	يشعر
find	يجد
forget	ينسى
fly	يطير
freeze	يتجمّد
give	يعطي
get	يحصل على
grow	ينمو
have	يمتلك
hurt	يؤذي
keep	يحافظ

## Present

know	يعرف
leave	يترك - يغادر
lose	يخسر
make	يصنع
meet	يقابل
put	يضع
read	يقرأ
ring	يتصل بـ
rise	يرتفع
say	يقول
see	يرى
sell	يبيع
send	يرسل
set out	يبحر
show	يعرض
speak	يتكلم
spend	يقضى - يصرف
steal	يسرق
swim	يسبح
take	يأخذ
teach	يدرس
tell	يخبر
wear	يلبس
understand	يفهم
win	يربح - يكسب
write	يكتب

# Contents

Grammar	Functions	Vocabulary	Language skills	Study skills and independent learning
<b>UNIT 1 HERE AND THERE</b>				
<b>LESSON 1</b> Old and new pastimes				
Revising the present continuous for present use Omitting auxiliary in two verbs with the same subject	Describing current and continuing actions	<i>calligrapher, carve, craft, craftsman, decorate, pastime, sew, share, skill, tailor</i>	Describing people and places in detail Writing about people and places	Knowing when to omit auxiliaries in verbs with shared subjects
<b>LESSON 2</b> An important festival				
Revising the present continuous for present use Omitting auxiliary in two verbs with the same subject	Describing current and continuing actions	<i>cloak, cultural, festival, performer, potter, report (v &amp; n), row, take place</i>	Understanding the main idea and/or basic information in monologues or dialogues Describing people and places in detail	Defining the meaning of words
<b>LESSON 3</b> Great travellers				
Contrasting the use of the present simple and the present continuous	Using a variety of vocabulary and structures in order to communicate information in everyday situations	<i>female, herd, male, mammal, migrate, nest, threat, traveller, wolf</i>	Asking and answering questions and checking and confirming information	Guessing the meaning of unknown words
<b>REVIEW</b>				
Jobs; Grammar Study: contrast the present simple and present continuous; Using the suffixes <i>-er</i> and <i>-or</i> to expand vocabulary				
<b>UNIT 2 ACHIEVEMENTS, AMBITIONS, ADVENTURES</b>				
<b>LESSON 1</b> Under the sea				
Revising uses of the present perfect Contrasting the present perfect and the past simple	Describing experiences, events and past activities Expressing and responding to feelings	<i>achievement, ambition, dive (n &amp; v), equal, ocean, pressure, submarine, surface, truck, United States</i>	Recognising various intonation patterns Understanding factual information about everyday topics	Work on differentiating text types
<b>LESSON 2</b> Plans for the future				
Revising <i>going</i> to future Revising first conditional sentences	Expressing plans and intentions for the future Saying what will or will not happen in certain conditions	<i>achieve, astronaut, championship, cyclist, determined, give up, Olympic</i>	Producing a series of sentences on a range of topics including plans, everyday life, routines, arrangements and culture	Putting words in alphabetical order
<b>LESSON 3</b> An amazing story				
Revising the use of past continuous and past simple Revising relative clauses	Narrating a story Describing experiences, events, daily routines, future plans, etc.	<i>biology, crash (v), hit (v), lightning, path, shoulder, storm, stream, survive</i>	Understanding text cohesion Understanding sequence Narrating a story	Summarising a text
<b>REVIEW</b>				
Words in lexical fields; Grammar Study: contrast the past simple, past continuous and present perfect; Counting syllables and marking stress				
<b>UNIT 3 SUPPORTERS, SELLING AND SOURCES OF ENERGY</b>				
<b>LESSON 1</b> If I were the new manager				
Introducing the second conditional with <i>If I were (person) + I would/d' + verb</i> Revising <i>You'd better...</i> and <i>Why don't you ... ?</i>	Asking and giving advice Giving reasons and explanations briefly for opinions	<i>foul (n &amp; v), forward (n), goalkeeper, nil, obey, referee, soccer, supporter (n), tactics, team</i>	Differentiating between similar sounds of English Finding and understanding information in everyday material	Focusing on vocabulary related to football and sports
<b>LESSON 2</b> Different ways of shopping				
Using adverbs to modify the meaning of adjectives	Expressing agreement and disagreement politely Giving reasons and explanations for opinions	<i>attractive, customers, décor, extremely, personally, product, range (n), shopping mall, store</i>	Writing short, simple essays on familiar topics Understanding the main ideas and specific information in factual texts	Putting an argument for or against something
<b>LESSON 3</b> Sources of energy				
Introducing the present passive of regular third person singular and plural verbs	Using a variety of vocabulary and structures in order to successfully communicate information Describing processes	<i>compress, drill (v &amp; n), locate, natural, pump (v &amp; n), rock (n), separate, source, transport (v), underground</i>	Understanding text cohesion Understanding the main ideas and specific information in straightforward factual texts on subjects related to one's interests	Differentiating nouns and verbs in sentences
<b>REVIEW</b>				
Grammar Study: three ways to advise and suggest; Writing a short, simple essay; Focusing on the need to proofread work				
<b>UNIT 4 GOOD STORIES, SAD STORIES</b>				
<b>LESSON 1</b> Money for good causes				
Introducing the present perfect continuous tense: sentences and questions	Saying what you have been doing for a period from the past until the present	<i>cause (n), crescent, humanitarian, raise (money), society, treatment</i>	Following straightforward, short talks on familiar topics provided these are delivered slowly and clearly	Asking and answering questions and confirming information

Grammar	Functions	Vocabulary	Language skills	Study skills and independent learning
<b>LESSON 2</b> Race to the South Pole				
Contrasting clauses with verb + <i>-ing</i> with verbal clauses that use full verb forms	Describing experiences, events, daily routines and past experiences	<i>expedition, explored, lack (n), motor, separate (adj), sledge (n), suffer, trap (v)</i>	Understanding sequence Narrating a story	Transferring information from verbal to visual forms Using prefixes to make adjectives with opposite meanings
<b>LESSON 3</b> Accidents				
Using a variety of past tenses Using prefixes <i>un-</i> , <i>in-</i> and <i>dis-</i>	Expressing and accepting or refusing regrets and apologies	<i>apology, carpet, damage (v &amp; n), damaged (adj), DVD, (dis)honest, mark (trace)(n), responsibility, (in)sincere</i>	Expressing and responding to feelings (e.g. surprise, happiness, interest) Understanding cohesion	Using prefixes to make adjectives with opposite meanings
<b>REVIEW</b>				
Grammar Study: use prefixes <i>un-</i> , <i>in-</i> and <i>dis-</i> to make the opposite of some adjectives; Matching verbs to their predicates				
<b>UNIT 5 BLOGS, REVIEWS AND REPORTS</b>				
<b>LESSON 1</b> Ramadan blog				
Practising the present perfect continuous tense in sentences, questions and negatives	Saying what you have been doing for a period from the past until the present	<i>blog, celebrate, dawn, entry, faith(ful), fast (n), over (finished), patience, self-control, sunset</i>	Writing short descriptions of people, places and events Understanding the main ideas and specific information in factual texts	Guessing the meaning of unknown words
<b>LESSON 2</b> Restaurant reviews				
Using verbs which are followed by adjectives	Talking about and commenting on how things sound, taste, feel, look, etc.	<i>advertisement, comment (n), screen, section, single, takeaway, terrible, Wi-Fi</i>	Conducting a conversation on familiar topics Dealing with aspects of everyday life (e.g. travel, eating, shopping)	Classifying adjectives as positive or negative
<b>LESSON 3</b> From Saudi Arabia				
Using the present passive of regular and irregular verbs	Expressing and asking for opinions on topics of interest including cultural topics	<i>bottle (v), cement (n), export (v), manufacture, mineral, reduce, refine, release (v)</i>	Writing straightforward, connected texts by linking shorter elements	Focusing on vocabulary related to materials and processes Transferring from verbal to visual information
<b>REVIEW</b>				
Grammar Study: use of different connectors; Learning a technique to help improve spelling				
<b>UNIT 6 WORKING IN A TEAM</b>				
<b>LESSON 1</b> A radio drama				
Introducing the second conditional	Expressing conditions and degrees of certainty in the future Using a variety of vocabulary in everyday situations	<i>clinic, injection, instead of, instruction, recover, specialist, tablet, x-ray</i>	Describing experiences, events (real or imaginary) Understanding sequence	Grouping similar words in smaller, related categories
<b>LESSON 2</b> Teamwork				
Using question tags with a variety of tenses Giving definitions	Checking and confirming information	<i>individual, proofreader, reporter, secretary, tag, task, teamwork, timekeeper, together</i>	Asking for repetition, clarification or elaboration Understanding information in monologues	Focusing on team and group skills and roles
<b>LESSON 3</b> Satellite TV				
Using the present passive in sentences, questions and negatives	Dealing with common aspects of everyday life and getting the information needed	<i>as, broadcast (v), live (adj), microphone, ordinary, receiver, record (v), present (v), transmit, transmitter</i>	Transferring from verbal to visual information Finding and understanding the main idea in everyday materials	Guessing the meaning of unknown words
<b>REVIEW</b>				
Grammar Study: the meaning and use of the second conditional; Focusing on teamwork in language learning				
<b>UNIT 7 AROUND THE WORLD</b>				
<b>LESSON 1</b> An unusual holiday				
Using <i>as soon as</i> , <i>once</i> , <i>when</i> and <i>after</i> , followed by the future with <i>will</i>	Describe experiences, events (real or imaginary), daily routines, future plans and arrangements	<i>as soon as, board (v), coach, depart, express (adj &amp; n), head for (v), once, servant, Thailand, voyage</i>	Asking and answering questions and confirming information Understanding straightforward, factual information about everyday topics	Matching and classifying words with similar or the same meaning
<b>LESSON 2</b> Water experiments				
Using present passive in instructions and scientific language	Giving and following detailed instructions and directions Producing sentences on a range of topics including everyday life	<i>adult, bottom, container, explanation, flow (v), observe (v), purpose, sink (n), sticky tape, top (n)</i>	Writing a set of instructions Finding and understanding relevant information in everyday material	Changing between different verb tenses
<b>LESSON 3</b> Mystery Island				
Subject and object questions with <i>who</i> , <i>what</i> and <i>how many</i>	Asking and answering questions and confirming information Producing a range of sentences on a series of topics	<i>certain (sure), coast, inhabitant, distant, islander, object, Pacific, site, volcanic</i>	Understanding coherence Expressing and asking for opinion on topics including cultural topics	Identifying the part of speech of a word from the text
<b>REVIEW</b>				
Grammar Study: subject and object questions; Focusing on self-assessment of handwriting				



Grammar	Functions	Vocabulary	Language skills	Study skills and independent learning
<b>UNIT 8 PROGRESS, PRESENTS AND PLANTS</b>				
<b>LESSON 1</b> Arab and Muslim contributions to science				
Introducing and using the past passive	Describing experiences, events, daily routines and past experiences Describing processes	<i>cheque, contribution, culture, mathematics organisation, promise, progress, soap, vaccination</i>	Understanding the main idea and/or basic information in monologues	Word formation: nouns with <i>-ion</i> ; adjectives with <i>-ic</i> and <i>-al</i>
<b>LESSON 2</b> A present for Jeff				
Using <i>ask</i> and <i>tell</i> with a second verb	Reporting requests and instructions to other people	<i>eBay, lens, puzzle, second-hand, sign (v), solve, zoom</i>	Understanding sequence Following detailed directions and instructions Writing notes and short messages	Focusing on reporting straightforward information
<b>LESSON 3</b> Plants				
Using the present perfect continuous with <i>for</i> or <i>since</i>	Saying what you have been doing for a period from the past until the present	<i>analyse, biology, control (v), degree, doctorate, examine, irrigate/irrigation, laboratory, soil, term</i>	Following straightforward, short talks Writing informal letters and e-mails, giving news and information	Distinguishing points in time from periods of time
<b>REVIEW</b>				
Grammar Study: reported instructions and requests; Dealing with certain aspects of writing				
<b>UNIT 9 CHOICES AND CONCLUSIONS</b>				
<b>LESSON 1</b> Two successful modern companies				
Using the present passive and the past passive	Describing experiences, events, daily routines and past experiences Describing processes	<i>advertise (v), base (v), causeway, channel (TV), fee (n), goods (n), item, journalist, offer (v), similar</i>	Producing a series of sentences on topics including plans, routines, arrangements Understanding the main ideas and specific information in factual texts	Finding and matching words with similar meanings
<b>LESSON 2</b> That can't be your bag.				
Using <i>may be</i> , <i>might be</i> and <i>can't be</i> Recycling a range of possessive pronouns and adjectives	Expressing degrees of possibility and certainty when coming to a conclusion Expressing possession	<i>apartment, conclusion, label (n), lift (n), possibility, remote (n)</i>	Using a variety of vocabulary and structures to communicate information Dealing with common aspects of everyday life and getting the information needed	Using language to speculate on information
<b>LESSON 3</b> Opinions and reasons				
Using logical connectors to link different categories of information	Linking ideas with a variety of logical connectors Giving reasons and explanations for opinions, plans and actions	<i>authority, announce, district, furthermore, moreover, re-equip, re-train, transfer</i>	Understanding text cohesion Agreeing and disagreeing politely Writing short, simple essays on familiar topics	Using the prefix <i>re-</i> with verbs
<b>REVIEW</b>				
Grammar Study: object and possessive pronouns and possessive adjectives; Focusing on suffixes used with different parts of speech				
<b>UNIT 10 A HAPPY ENDING</b>				
<b>LESSON 1</b> An Asian story				
Revising a range of tenses and structures	Understanding the description of events and feelings in personal letters/e-mails	<i>adopt, beggar, bring up, neighbour, original, orphanage, platform, search (v)</i>	Transferring information from a text to a table Narrating a story	Focusing on revision Guessing the meaning of unknown words
<b>LESSON 2</b> When the device was invented				
Using simple relative clauses with <i>who</i> , <i>where</i> and <i>which</i> Revising reported instructions	Using relative clauses to add definitions and descriptive information to sentences	<i>aspirin, bulb (electric), device, match (fire), navigation, plough (n), printing press (n), scales (machine)</i>	Describing people, places and events in detail Giving and following detailed directions	Focusing on revision
<b>LESSON 3</b> I'd study maths.				
Comparing first and second conditionals Using <i>unless</i> in first conditionals Revising a range of tenses and structures	Expressing conditions and degrees of certainty Using a variety of structures to communicate information	<i>alarm, detect, discount (n), evaporate, factual, unless, useful, warning, wish (n)</i>	Differentiating between similar sounds in English Managing less routine situations	Focusing on the use of <i>unless</i>
<b>REVIEW</b>				
Grammar Study: revision of some of the skills and structures from the book; Focusing on revision				

# Unit 1

## Here and there

### LESSON 1 *Old and new pastimes*

#### Language

**Functions:** Describing current and continuing actions

**Grammar:** Revising the present continuous for present use; omitting the auxiliary in two verbs with the same subject

**Vocabulary:** *calligrapher, carve, craft, craftsman, decorate, pastime, sew, share, skill, tailor*

**Language skills:** Describing people and places in detail; writing about people and places

#### Study skills and independent learning:

Knowing when to omit auxiliaries in verbs with shared subjects

#### Bring to the lesson:

- the CD (track 1)
- the Student's Book (pages 6 and 7)
- the Workbook (pages 88 and 89)

#### To start:

- Play *What's my job?*

#### A Reading

**Aim:** to introduce omitting the second auxiliary in two verbs with the same subject.

- Read the speech bubbles and discuss the pictures as a class. Do not give help with vocabulary yet.
- Ask individual students to read each of the paragraphs.
- Point out the omission of the second auxiliary in, for example, *He is cutting pieces of material and is preparing to sew them.*
- Students match the paragraphs to the pictures.
- Students use their voting cards to show their answers.
- Encourage students to guess the new vocabulary. Help if necessary.

**ANSWERS:** B 5 C 1 D 6 E 4 F 2

#### B Speaking

**Aim:** to practise describing people in detail.

- Read the model dialogue, referring to the text and pictures in A.
- Elicit a further example with two verbs, for example, *He is cutting pieces of material and preparing to sew them.* Remind students to leave out the second auxiliary.
- Students ask and answer in pairs, following the model. Support.
- Monitor the omission of the second auxiliary.
- Select pairs to repeat a dialogue to the class.

**ANSWERS:** *Students' own answers using the text from Exercise A.*

#### Extra activity:

- Students write new words (include *pastime* and *skill*) into their books for learning.

#### C Vocabulary

**Aim:** to revise and practise vocabulary.

- Read the speech bubble and establish the task. Discuss the postcards.
- Read the list of verbs but do not help with meanings.
- In pairs, students complete the paragraphs. Do not exchange answers yet.

#### D Listening

**Aim:** to practise listening for specific information.

- Say *Now listen and check.* Play track 1. Students check their answers.
- Allow time for corrections before playing track 1 again. Students follow in their books.
- Choose students to read the e-mails aloud, focussing on pronunciation.
- Students add *share* to their list of new words.

**ANSWERS:** 2 *driving* 3 *relaxing* 4 *listening* 5 *watching*  
6 *staying* 7 *sharing* 8 *drinking* 9 *looking* 10 *drawing* 11 *having*

AUDIOSCRIPT TRACK 1

A

Female 1: We're spending our holidays with our uncle and aunt. Last week we went sailing. Today we're near the Red Sea. My brothers are driving along the beach but I'm relaxing with my uncle and aunt. I'm listening to the wind and watching the clouds.

B

Female 2: We're staying in a comfortable hotel in the middle of the city. I'm sharing a room with my two sisters. One sister is drinking lemon juice and looking out of the window. My youngest sister is drawing a picture and watching TV. We're all having fun.

E Writing D

**Aim:** to promote written fluency; to practise the use of the present continuous.

- Read the question and elicit ideas using the prompts.
- Students write their postcards in their notebooks and proofread with a partner.
- Choose students to read their postcards to the class.

**ANSWERS:** Students' own answers.

Homework: Workbook pages 88 and 89

Final activity:

- Ask students to find the words they wrote in their notebooks earlier in the lesson.
- In pairs, they take turns to say the meaning (in English). Their partner has to say the correct word.  
For example:  
**A:** This word means 'someone who can do beautiful writing'.  
**B:** Is it 'calligrapher'?  
**A:** Yes! Well done!
- **Note:** In Lesson 4 students will be asked to make a group presentation about an animal. Divide them into groups now so they can decide on an animal and find suitable pictures. See Lesson 4 Final activity for more details.

WORKBOOK ANSWERS:

**A** We're/enjoying; The staff here are/looking after; I'm/getting up late; I'm/eating; They're/having; I'm/writing; Mum and Dad are/seeing; They are/visiting; you are/not working

**B** 1 T 2 F 3 F 4 T 5 T 6 F

- C** 1 The mechanic is checking the car and changing the oil.  
2 The archaeologist is studying an ancient sword and writing about it.  
3 The fishermen are catching fish and selling them.  
4 The housewife is cleaning the house and cooking the dinner.  
5 The shop assistant is taking the money and putting the shopping in bags.  
6 The farmer is feeding the animals and growing plants for food.

**D** **D Across:** 1 (and 3 Down) craftsman 4 tailor 5 carve 7 design 10 pastime 11 craft  
**Down:** 1 calligrapher 2 share 3 (see 1 Across) 6 decorate 8 skill 9 sew

**D E** 1 tailor 2 sew 3 skill 4 crafts 5 craftsmen 6 pastimes 7 calligrapher 8 shared 9 design 10 decorated 11 carving

**F** Students' own answers.

# Unit 1

## Here and there

### LESSON 2 *An important festival*

#### Language

**Functions:** Describing current and continuing actions

**Grammar:** Revising the present continuous for present use; omitting the auxiliary in two verbs with the same subject

**Vocabulary:** *cloak, cultural, dance* (v and n), *drum, festival, performer, potter, report* (v and n), *row, take place*

**Language skills:** Understanding the main idea and/or basic information in monologues or dialogues; describing people and places in detail

#### Study skills and independent learning:

Defining the meaning of words

#### Bring to the lesson:

- the CD (track 2)
- the Student's Book (pages 8 and 9)
- the Workbook (pages 90 and 91)

#### To start:

- Play *WordBuster* with a mixture of old and new vocabulary.

#### A Speaking

**Aim:** to describe people and places in detail.

- Read the speech bubble and set the scene. Explain *festival*.
- In pairs, students discuss the answers to the questions.
- Do not help with other vocabulary yet.

**ANSWERS:** *Students' own answers.*

#### B Reading

**Aims:** to practise describing people and places in detail; to introduce new vocabulary.

- In pairs, students match the sentences to the pictures.
- Do not check answers or help with vocabulary yet.

#### C Listening **D**

**Aims:** to listen for specific information; to reinforce new vocabulary.

- Say *Now listen*. Play track 2. Students listen without checking answers.
- Say *Now listen and check*. Play track 2. Students listen and check their answers.
- Use students' voting cards to check answers with the class.
- Help with vocabulary if necessary.

**ANSWERS:** 1 B 2 D 3 C 4 D

#### AUDIOSCRIPT TRACK 2

##### Picture A

**Sarah:** Hello Saudi Stars. My name is Sarah. I am reporting from Al Janadriyah Festival Village, about 50 kilometres from Riyadh. The Al Janadriyah Festival is taking place at the moment. It's an important Saudi festival for traditional arts, crafts and cultural activities.

##### Picture B

**Sarah:** It is ten in the morning. I'm at a camel race. These races are popular and large crowds are watching them. About 50 riders and camels are riding around a long circuit. The camels are reaching speeds of 30 kilometres an hour. It's very exciting to watch.

##### Picture C

**Sarah:** It's 12.30 and I am walking around the area of the festival where craftsmen are showing their skills to the crowd. In front of me, a potter is making a water pot out of clay. I can also see a metal worker who is decorating a coffee pot. A tailor is also sewing a man's cloak.

##### Picture D

**Sarah:** It's five o'clock in the afternoon. I'm watching the Ardha, a traditional Saudi dance. The performers are standing in rows and moving slowly. They are wearing white thobes and raising their swords to the sound of drums.

#### Extra activity:

- Play track 2 in short sections for the students to repeat.

## D Speaking

**Aims:** to practise describing people and places in detail; to practise new vocabulary.

- Read the model dialogue in the speech bubbles.
- Read the questions. Establish whether students are confident about the correct answers, but do not discuss answers yet. If necessary, play track 2 again before continuing.
- In pairs, students take turns to read and correct the sentences.
- Monitor and support. Choose pairs to demonstrate their answers to the class.

**ANSWERS:** **2** *No she isn't. She's visiting a festival.* **3** *No they aren't. They're watching a camel race.* **4** *No they aren't. They're running at 30 kilometres an hour.* **5** *No he isn't. He's making a water pot.* **6** *No they aren't. They are standing and moving slowly.*

## E Grammar

**Aim:** to practise the present continuous with omission of the second auxiliary.

- Read the prompt and the sample answer. Highlight the omission of the second *is*.
- Students write the sentences. Monitor and support.
- Choose students to read their sentences for the class to check.

**ANSWERS:** **2** *Large crowds are watching camel races and enjoying them.* **3** *The camels are running around a large circuit and reaching speeds of 30 kilometres an hour.* **4** *Craftsmen are making many different things and showing their skills to the crowd.* **5** *A metal worker is making a coffee pot and decorating it with a beautiful design.* **6** *Two tailors are cutting pieces of material and sewing them to make cloaks.* **7** *The men are wearing white thobes and dancing a traditional Saudi dance.* **8** *The performers are standing in rows and raising their swords into the air to the sound of a drum.*

## F Speaking

**Aims:** to practise describing people in detail; to practise omitting the second auxiliary.

- Read the first prompt. Ask one student to read the answer in the speech bubble.
- In pairs, students talk about the pictures following the model. Monitor for the omission of the second auxiliary verb.
- Choose pairs to say their sentences to the class for checking.

**ANSWERS:** **2** *She's cutting the material and making a dress.* **3** *He's kicking the ball and scoring a goal.* **4** *She's weighing the butter and making a cake.* **5** *He's playing well and scoring points.* **6** *She's boiling water and making a cup of tea.*

## Extra activity:

- Students write the sentences in their notebooks.

## G Vocabulary D

**Aims:** to consolidate new vocabulary; to promote fluency.

- Read the sample dialogue as a class. Establish the task.
- Students discuss suitable answers in small groups. Monitor.
- Support if necessary, but do not interrupt.
- Students find a partner from a different group and compare definitions.
- Ask the class to vote on the best definition for each word.

**ANSWERS:** *Students' own answers.*

## Extra activity:

- Students write the new words into their notebooks and learn them for homework.

## Homework: Workbook pages 90 and 91

### Final activity:

- In small groups, play an ABC Chain game with **two** present continuous verbs:

**A:** *I'm answering the telephone and asking questions.*

**B:** *I'm answering the telephone and asking questions, and I'm baking a cake and buying some fruit ...*

### WORKBOOK ANSWERS:

**D A** **1** cloak **2** take place **3** row **4** cultural **5** report  
**6** reporter **7** potter **8** festival

**E B** *Students' own answers.*

**C** **1** buying **2** constructing **3** destroying **4** developing  
**5** discovering **6** dying out **7** forgiving **8** getting **9** keeping  
**10** mixing **11** ordering **12** panicking **13** preferring  
**14** sneezing **15** swimming **16** wearing

**D** **1** *We are walking and talking.*  
**2** *The children are sleeping.*  
**3** *She is making a phone call.*  
**4** *I am sitting in the car but (I'm) not driving.*  
**5** *They are picnicking in the park.*  
**6** *He is fixing the car.*

**E** **1** T **2** T **3** T **4** F **5** T **6** F



# Unit 1 Here and there

## LESSON 3 *Great travellers*

### Language

**Functions:** Using a variety of vocabulary and structures in order to communicate information in everyday situations

**Grammar:** Contrasting the use of the present simple and the present continuous

**Vocabulary:** *female, herd, male, mammal, migrate, nest, threat, traveller, wolf*

**Language skills:** Asking and answering questions and checking and confirming information

**Study skills and independent learning:**

Guessing the meaning of unknown words

### Bring to the lesson:

- the CD (tracks 3 and 4)
- the Student's Book (pages 10 and 11)
- the Workbook (pages 92 and 93)

### To start:

- Play *Tennis* with verb tenses (the present simple and the present continuous).

### A Reading

**Aims:** to read for gist and specific information; to introduce vocabulary.

- Discuss the pictures and establish that caribou are animals.
- Choose students to take turns reading a sentence of the text aloud.
- Read the topic sentences. Give students a few minutes to match the topics with the paragraphs.
- Vote on the answers. Do not explain vocabulary yet.

**ANSWERS: B 1 C 4 D 1 E 2 F 3 G 5 H 4**

### B Listening and speaking

**Aim:** to practise pronunciation and stress.

- Say *Now listen and repeat*.
- Play track 3 while students repeat, following in their books.
- Repeat track 3 while students repeat with books closed.
- In pairs, students read paragraph 3 aloud, copying the model.
- Choose students to demonstrate to the class.

### AUDIOSCRIPT TRACK 3

**Male:** Caribou migrate longer distances than any other land animals to find food. They move in herds – large groups of animals. Herds sometimes have 100,000 animals in them and often travel 5,000 kilometres in one year.

### C Reading and speaking

**Aim:** to practise guessing the meaning of unknown words.

- Read the sample dialogue in the speech bubbles
- Remind students to read around new words for help with the meaning.
- In pairs students find and give the meanings of the words in the exercise.
- Discuss the answers. Ask students which parts of the text helped them.

**POSSIBLE ANSWERS:** **2** migrate: move from one place to another **3** herd: a large group of animals **4** mammal: an animal which feeds milk to its young **5** wolf: an animal which hunts caribou **6** threat: a danger

### D Grammar

**Aim:** to contrast the use of the present simple and the present continuous tenses.

- Read the prompt and the sample answer.
- Students write the questions in their notebooks. Monitor for punctuation.
- Students check their work with a partner.
- Check answers with the class.

**ANSWERS:** **2** How much do male caribou weigh? **3** How many caribou are fighting? **4** What are they trying to push away? **5** Why do caribou migrate? **6** How far do herds travel in one year? **7** What do caribou eat? **8** When do caribou move to open areas? **9** What are caribou now facing? **10** Why is the size of the forests decreasing?

## E Speaking

**Aim:** to practise asking and answering questions and checking and confirming information.

- Read the speech bubbles, and the questions in the students' notebooks.
- Students quickly reread the sentences in Exercise D and then close their books.
- In pairs students ask and answer the questions using only their notebooks.
- Check the answers with the class, using the book where necessary.

**ANSWERS:** **2** They weigh about 170 kg. **3** Two male caribou are fighting. **4** They are trying to push the other caribou away. **5** They migrate to find food. **6** Herds travel about 5000 km. **7** Caribou eat grass, plants and leaves. **8** Caribou move to open areas in spring. **9** They are facing a more serious threat to their future. **10** Because people are cutting down trees.

## F Listening D

**Aim:** to practise listening for specific information.

- Discuss what is happening in the photographs and the captions.
- Read the table and ask students for possible answers.
- Say *Listen but don't write*. Play track 4.
- Play track 4 again. Students listen and fill in the blanks.
- Check the answers in pairs and then with the class.

**ANSWERS:** **2** feeding **3** 20 **4** 35 **5** 100 **6** grey **7** sea **8** 20 **9** small **10** birds **11** autumn **12** 20,000

### AUDIOSCRIPT TRACK 4

**Female:** The birds in the photos are arctic terns. The bird in the first photo is flying. In the second photo the female bird is sitting on the nest. She is keeping the eggs warm. The male bird is feeding her. The babies are born after about 20 days.

Arctic terns are neither large nor small. They are about 35 cm long and weigh about 100g. Their bodies are black, white and grey.

Arctic terns are sea birds and spend most of their life above or near the sea. They live for about 20 years, a long time for birds. They eat small fish and other small sea life.

Arctic terns migrate a longer distance than any other birds. They have their young in the north near the North Pole. In autumn they migrate south and spend a second summer near the South Pole. Then they fly back to the north. This is a journey of about 20,000 km.

## G Speaking E

**Aim:** to promote fluency.

- In pairs students use the information in the table to say sentences about arctic terns. Explain they will need this information for the final activity.
- Monitor and support only where necessary.  
(**Note:** If the final activity is not going to be done, then answers should be taken here.)

**ANSWERS:** Students' own answers using the information in the table.

## Extra activity:

- Ask students to write the new words into their notebooks and learn them for homework.

## Homework: Workbook pages 92 and 93

### Final activity:

- In small groups, students use the information on the arctic tern to prepare a short presentation for the class.
- In turn groups present their talk to the class. Everyone should contribute.
- The class votes on the best presentation and gives positive feedback.

### WORKBOOK ANSWERS:

**A** 1 travellers 2 female 3 migrate 4 Male 5 threat 6 nest  
7 caribou 8 wolves 9 mammals 10 herds

**B** 1 In winter, many birds migrate to warmer countries.  
2 I'm travelling to India tomorrow.  
3 Those two male lions are hunting that baby elephant.  
4 Baby animals face many threats.  
5 This year, Africa faces a very dry summer.

**D** D 1 f 2 c 3 b 4 e 5 g 6 d 7 a

### E POSSIBLE ANSWERS:

- 1 Do lions have any predators?/Do other animals attack/hunt/eat lions?
- 2 Why don't lions often hunt giraffes?/Why do most lions prefer not to attack a giraffe?
- 3 What are adult hippos like?
- 4 When might a lion try to eat a baby hippo?
- 5 Which animals hunt/eat parrots?
- 6 Which other animal eats parrot eggs/baby parrots?

**F** Students' own answers.

# Unit 1

# Here and there

## LESSON 4 SAUDI REVIEW

### Language

Revision of language in Unit 1.

**Grammar study:** Contrasting the present simple and present continuous

### Study skills and independent learning:

Using the suffixes *-er* and *-or* to expand vocabulary

### Bring to the lesson:

- the CD (track 5)
- the Student's Book (pages 12 and 13)

### To start:

- Play *Hangman* with vocabulary from *Lift Off!* 1–5.

### Study Tip D

- Read the Study Tip as a class.
- Elicit examples of each ending from the students.
- Students copy the Study Tip and examples into their notebooks.

### A Vocabulary D

**Aim:** to revise the vocabulary of the unit.

- Read the words as a class, focussing on clear pronunciation.
- Give the students two minutes to complete the matching exercise.
- Use the voting cards to check answers with the class.

**ANSWERS:** A 6 B 3 C 1 D 4 E 2 F 5

### B Reading D

**Aim:** to consolidate the vocabulary of the unit.

- Read the sentences as a class. Say A [*make a sound to indicate a missing word*] produces ...
- Complete the exercise.
- Choose students to read and spell their answers. Check the class agrees.

**ANSWERS:** 2 *tailor* 3 *decorator* 4 *potter* 5 *reporter* 6 *designer*

### C Reading

**Aim:** to practise using the present simple for habits and regular actions.

- Discuss the picture and what, if anything, the students know about turtles.
- In pairs, students complete the blanks. Do not give any help yet.

### D Listening

**Aim:** to practise using the present simple for habits and regular actions.

- Say *Now read and listen*. Play track 5. Students follow in their books.
- Say *Check your answers*. Play track 5 again, pausing to allow time for corrections, as necessary.

**ANSWERS:** 2 *spend* 3 *face* 4 *migrate* 5 *weigh* 6 *eat* 7 *leave* 8 *born*

### AUDIOSCRIPT TRACK 5

**Male:** These animals are loggerhead turtles. They spend most of their life at sea. When they are small, they face many threats. When they grow bigger they migrate long distances. Loggerhead turtles grow to about a metre in length and weigh 120 kg. They eat small fish, sea grass and other sea life. Females leave eggs under the sand on beaches and the babies are born there.

### Extra activity:

- Students copy the completed text into their notebooks.

### Grammar Study

**Aim:** to contrast the use of the present simple and the present continuous.

- Read the Grammar Study box as a class.
- Elicit some examples of each. Help with any problems.

## E Grammar

**Aim:** to practise choosing between the present simple and present continuous.

- Read the first sentence. Prompt students to find the time phrase (*two or three times a year*). Use the Grammar Study box to identify the use (*regular event*).
- Students complete the exercise and check their work with a partner.
- Discuss answers with the class, asking students to explain their choices.

**ANSWERS:** 2 *doesn't run* 3 *is relaxing* 4 *is reading* 5 *go*  
6 *are visiting* 7 *drives* 8 *is feeling*

## F Speaking

**Aim:** to promote fluency and practise the use of the present continuous.

- Ask students to work in pairs to describe what is happening in each picture.
- Establish that students will need to use the present continuous tense.
- Monitor and support but do not interrupt.
- Choose pairs to present their work to the class.

### POSSIBLE ANSWERS:

- 1 *The (female) turtle is arriving at the beach and coming out of the water.*
- 2 *The turtle is walking slowly up the beach.*
- 3 *The turtle is making a hole for the eggs.*
- 4 *The babies are coming out of the eggs, and they are going to the sea.*

### Extra activities:

- Students write about the pictures in their notebooks.
- Students check they have written all the new vocabulary from the unit in their notebooks.

## Homework

**New vocabulary.** Any exercises not completed in the Workbook pages 88 – 93.

### Final activity:

- In small groups, students prepare a short presentation on the habits of an animal not mentioned in the unit. They should also talk about what the animals are doing in the picture(s) they have brought.

# Unit 2

# Achievements, ambitions, adventures

## LESSON 1 *Under the sea*

### Language

**Functions:** Describing experiences, events and past activities; expressing and responding to feelings

**Grammar:** Revising uses of the present perfect; contrasting the present perfect and the past simple

**Vocabulary:** *achievement, ambition, dive (n and v), equal, ocean, pressure, submarine, surface, truck, United States*

**Language skills:** Recognising various intonation patterns; understanding factual information about everyday topics

**Study skills and independent learning:**  
Work on differentiating text types

### Bring to the lesson:

- the CD (tracks 6 and 7)
- the Student's Book (pages 14 and 15)
- the Workbook (pages 94 and 95)

### To start:

- Have a spelling bee with words from Unit 1. Focus on -or and -er endings.

### A Reading

**Aims:** to practise differentiating between text types; to introduce vocabulary.

- Discuss the two pictures within the *Saudi Stars* frame (do not read the text or give any help yet).
- Read the speech bubbles and then the questions.
- Students read the text silently and tick the correct answers.
- Use voting cards to check answers with the class. Ask for reasons for their choices (1 *James Cameron is a real person; it is written in the present perfect not the simple past* 2 *It isn't about the films, it's about the director's trip* 3 *The use of 'is' rather than, for example, 'I think'; it is information which can be checked.*)

**ANSWERS:** 1 a 2 b 3 a

### B Reading and speaking

**Aim:** to practise describing experiences, events and past activities.

- In pairs, students discuss the best answers to the questions. Prompt them to answer in detail.
- Students swap partners and ask and answer the questions in turns.
- Choose pairs to share their work with the class.
- Deal with any vocabulary or grammar problems.

**ANSWERS:** 1 *He's studied at university.* 2 *He has written books, edited films, been a photographer and even a truck driver.* 3 *He has dived in a special submarine to the bottom of the Mariana Trench.* 4 *It is cold and dark and the water pressure is very high.* 5 *He went in a submarine.* 6 *Because it's the deepest place on the surface of the Earth.*

### C Listening

**Aim:** to practise listening for specific information.

- Read the table. Establish that column 1 needs dates and column 2 needs nouns.
- Say *Listen and read*. Play track 6. Students follow in their books.
- Say *Listen and answer*. Play track 6 again. Students complete the table.
- Say *Listen and check*. Play track 6 again. Students check their answers.
- Use voting cards to check answers with the class.
- Deal with any problems.

**ANSWERS:** 2 1971 3 university 4 film studio 5 2012

### AUDIOSCRIPT TRACK 6

**Male:** James Cameron comes from Canada. He was born in August 1954. He went to school in Canada until he was 17. In 1971 his family moved to California in the United States. He studied at university for two years but he left in 1974. For three years he drove a truck and wrote in his free time. In 1977 he got a job in a film studio. At first he worked as a designer then he did other different jobs in the studio, for example, he worked as a film editor.

In his free time, James Cameron is very interested in diving and he has made more than 70 dives deep under the world's oceans. In 2012 he went to the bottom of the Mariana Trench, the deepest place on the surface of the Earth.



## D Speaking

**Aims:** to practise asking and answering questions about past events and activities; to promote fluency.

- Read the speech bubbles with the class. Highlight the two question forms (*What happened in .../When did ...*)
- Elicit both forms for question 2.
- Students work in pairs, taking turns to ask both forms of questions. Monitor and support but don't interrupt.
- Choose pairs to demonstrate to the class. Revise any common grammar errors.

**ANSWERS:** *Students' own answers following the information in the table.*

## Extra activity:

- Students write six sentences about James Cameron in their notebooks, using both the past simple and the present perfect as needed.

## E Grammar D

**Aim:** to practise using the present perfect.

- Read the questions and the sample answer.
- Elicit two or three sample answers (highlight the need to give reasons).
- Students write their own answers in their notebooks. For example, *The most beautiful place which I have been to is Scotland. It is because there is a lot of green.*

**ANSWERS:** *Students' own answers with reasons.*

## F Pronunciation

**Aim:** to practise using intonation to express and respond to feelings.

- Say *Listen. Does the second speaker sound interested or bored?* Play the first exchange of track 7 once or twice, until students can answer. (*Interested*)
- Explain that it's the intonation which make her sound interested. Play the exchange again, showing the falling intonation on *met* and *really* with your hands. Students repeat, also using their hands.
- Play the track all the way through, pausing to allow students to repeat.
- Play again, pausing after each first speaker for students to speak before the second speaker. Then play the second speaker so students can compare.
- Students practise in pairs (write prompts on the board). Monitor.
- Choose pairs to demonstrate to the class.

## AUDIOSCRIPT TRACK 7

**Male:** She's the most intelligent person I've ever met.  
**Female:** The most intelligent person you've ever met? Really?

**Male:** That's the nicest meal I've ever eaten.  
**Female:** The nicest meal you've ever eaten? Really?  
**Male:** That's the most enjoyable book I've ever read.  
**Female:** The most enjoyable book you've ever read? Really?  
**Male:** That's the coldest place I've ever been to.  
**Female:** The coldest place you've ever been to? Really?  
**Male:** He's the strangest person I've ever spoken to.  
**Female:** The strangest person you've ever spoken to? Really?

## G Speaking E

**Aims:** to promote fluency; to practise describing past experiences, events and activities.

- In pairs, students prepare a list of questions for James Cameron.
- Students change partners and take the parts of James and an interviewer.
- Students change partners again and take the opposite role.
- Monitor but don't interrupt. Deal with any common or major problems, but don't correct/highlight mistakes which don't obscure meaning.
- Choose pairs to demonstrate to the class. Vote for the best performance.

**ANSWERS:** *Students' own answers.*

## Extra activity:

- Students write the new words into their notebooks and learn them for homework.

## Homework: Workbook pages 94 and 95

## Final activity:

- Play *Vocabulary tic-tac-toe* with words from the lesson.

## WORKBOOK ANSWERS:

**A Across:** 1 ocean 5 United States 8 surface 9 dive 10 truck

**Down:** 2 achievement 3 pressure 4 submarines  
 6 ambition 7 equalled

**D B 1** James Cameron has had an interesting life.  
 2 Since then, he has written books and films.  
 3 He has been a photographer, a film editor and a deep-sea diver.  
 4 For three years, he drove a truck.  
 5 In 1977 he began to write stories for short films.  
 6 He has equalled the deepest dive which anyone has ever made.  
 7 James Cameron has now made more than 70 deep dives.

**C 1** Opinion 2 Fact 3 Opinion 4 Fact 5 Fact 6 Fact  
 7 Opinion 8 Opinion

**D** Real life: A, E, D, H Stories: B, C, G, F

**E** Students' own answers.

# Unit 2

# Achievements, ambitions, adventures

## LESSON 2 *Plans for the future*

### Language

**Functions:** Expressing plans and intentions for the future; saying what will or will not happen in certain conditions

**Grammar:** Revising *going to* future; revising first conditional sentences

**Vocabulary:** *achieve, astronaut, championship, cyclist, determined, give up, Olympic*

**Language skills:** Producing a series of sentences on a range of topics including plans, everyday life, routines, arrangements and culture

**Study skills and independent learning:** Putting words in alphabetical order

### Bring to the lesson:

- the CD (track 8)
- the Student's Book (pages 16 and 17)
- the Workbook (pages 96 and 97)

### To start:

- Ask students to say what their ambitions are in life. Discuss the answers.

### A Reading

**Aims:** to revise the future with *going to*; to revise first conditional sentences.

- Read the speech bubble and discuss the pictures
- Read the sentences. Establish that the task is to say if they are true or false.
- Students read the text silently and decide on the answers.
- Vote on the answers. Ask which parts of the text helped students to decide.
- Help students to understand all the new vocabulary.

**ANSWERS:** 1 *T (As a Saudi)* 2 *F (I want ... cycling team)*  
3 *F (I've raced ... more than five years)* 4 *T (I won ... championships)* 5 *F (I cycle 5 hours)* 6 *T (I'm also ... trainer.)*

### B Speaking

**Aim:** to promote fluency; to revise a range of verb tenses.

- Students work in pairs to make sentences about Waleed.
- Monitor for correct verb tenses.
- Choose pairs to share their work with the class.

**ANSWERS:** *Waleed is good at bike riding. Waleed has cycled for more than five years. Waleed won a gold medal in a race for young riders. Waleed is going to train more. A cycling trainer is going to help Waleed. Waleed won't stop cycling if he isn't good enough to ride at the Olympics. (Any five, in any order)*

### Extra activity:

- Students write their sentences in their notebooks and check with a partner.

### C Listening

**Aim:** to practise asking questions about plans and intentions for the future.

- Read the title *Unusual ambitions*. Look at the picture. What do students think the text will be about? (Someone's ambition is to be an astronaut.)
- Read the text. Say *Listen and read the questions*. Play track 8. Students follow.
- Say *Listen and answer*. Play track 8 again, pausing to allow students to write.
- Students check their answers with a partner. Monitor for spelling.
- Choose students to give their answers.

**ANSWERS:** 1 *your ambition* 2 *do that* 3 *How are you*  
4 *What will you*

### D Listening

**Aims:** to practise expressing future plans; to practise using the first conditional.

- Read the sentences and establish that the task is to put them in order.
- Play track 8 while students number the sentences in order.
- If necessary, play track 8 again while students check their answers.
- Check answers with the whole class, using the voting cards.
- Help with any vocabulary

**ANSWERS:** a 5 b 1 c 4 d 2 e 3

**AUDIOSCRIPT TRACK 8**

**Female:** What's your ambition, Salma?

**Salma:** I want to be the first Saudi female to go into space.

**Female:** Why do you want to do that?

**Salma:** I have always wanted to be an astronaut and to see the planets and stars from space.

**Female:** How are you going to achieve your ambition of going into space?

**Salma:** At the moment some companies are developing rockets to take people into space. The flights are going to start in about ten years' time. Tickets are going to be very expensive. It's going to be difficult but I'm going to try and save enough money to buy a ticket.

**Female:** What will you do if you can't go into space?

**Salma:** I'm a determined person. I hope I will go into space. It's been my dream for a long time.

**E Speaking D**

**Aims:** to practise asking and answering questions about future plans; to promote fluency.

- Divide the class in half. In pairs, one half of the class prepares questions for Waleed, the other for Salma.
- Pairs split up and find a new partner from the other group. With their new partner, they take the parts of interviewer and Waleed/Salma. Students ask and answer their questions, then swap roles and repeat.
- Monitor and support. Choose pairs to share their work. Vote on the best interview.

**ANSWERS:** Students' own answers.

**F Grammar D**

**Aim:** to consolidate the use of the *going to* future.

- Read the six ambitions and the sample answer. Highlight the use of *I'm going to* ...
- Elicit some examples of ways to achieve each ambition.
- Students complete the task and check their answers with a partner. Support.
- Choose individuals to read their plans to the class. Discuss. Does the class agree these plans would be helpful?

**ANSWERS:** Students' own answers using *'I'm going to ...'*

**G Vocabulary E**

**Aim:** to revise using alphabetical order.

- Tell students to close their books. Write *tailor* and *craft* on the board. Elicit that *craft* comes before *tailor* in alphabetical order because *c* comes before *t*.
- Add *car*. Elicit that when the first letter is the same, alphabetical order depends on the second letter (and so on).
- Add *care*. Elicit that longer words come after shorter words.

- Have a competition. In small groups, students put the words in alphabetical order. Only one student in each group should write. He/she should not be able to see the words. The others (using books) have to decide the order and help the writer with spelling. The first group with all the words correctly spelled and (neatly) written in the correct order is the winner.

**ANSWERS:** *achievement, adventure, ambition, astronaut, carve, championship, cycling, cyclist, determined, dive*

**Extra activity:**

- Ask students to write the new words into their notebooks and learn them for homework.

**Homework: Workbook pages 96 and 97****Final activity:**

Use Exercise G as the final activity.

**WORKBOOK ANSWERS:**

**A** 1 *give up* 2 *rocket* 3 *Olympics* 4 *space* 5 *train* 6 *plan*  
7 *championship* 8 *achieve* 9 *astronaut* 10 *cyclist*  
11 *determined* 12 *dream*

**D B** *achievable, achieve, achieved, achievement, achiever, achieving*

**C** 1 *achievement* 2 *achieving* 3 *achieve* 4 *achieved*  
5 *achiever* 6 *achievable*

**D 1** *We're both going to be scientists and make exciting new discoveries.*  
2 *If I help you with your homework, will you come shopping with me?*  
3 *If they all come, there won't be enough seats.*  
4 *I'm fasting today, so I'm not going to eat until tonight.*  
5 *If we win the championship, we'll each get a gold medal!*

**E** (Example answers)

1 *What's your ambition, Sarah?*  
2 *Why do you want to do that?*  
3 *How are you planning to achieve your ambition?*  
4 *What are you going to do if you can't be a brain specialist?*  
5 *I want to be a travel writer.*  
6 *If I can, I'll go to the most remote places on Earth.*  
7 *I'm going to write about endangered animals.*  
8 *I'm going to explain why it's important to save them.*

**E F** Students' own answers.

## Unit 2

## Achievements, ambitions, adventures

### LESSON 3 *An amazing story*

#### Language

**Functions:** Narrating a story; describing experiences, events, daily routines, future plans

**Grammar:** Revising the use of past continuous and past simple; revising relative clauses

**Vocabulary:** *biology, crash (v), hit (v), lightning, path, shoulder, storm, stream, survive*

**Language skills:** Understanding text cohesion; understanding sequence; narrating a story

**Study skills and independent learning:**  
Summarising a text

#### Bring to the lesson:

- the CD (tracks 9 and 10)
- the Student's Book (pages 18 and 19)
- the Workbook (pages 98 and 99)

#### To start:

- Have a competition. In pairs or small teams, students make as many words as they can from the letters in *achievement*.
- Possible words include: *achieve, active, am, at, ate, came, can, can't, cat, cement, chat, China, cinema, each, eat, eaten, event, hat, hate, have, he, heat, him, his, hit, I, ice, in, it, item, machine, man, mat, match, meat, meet, men, met, mine, name, neat, net, nice, niece, tea, teach, team, teen, ten, than, the, them, then, thin, tie, time, van, vet.*

#### A Reading and speaking

**Aims:** to promote fluency; to introduce the topic.

- Ask students to cover Exercise B. Read the speech bubble and the questions for Exercise A.
- In pairs, students use the pictures to try to guess the answers. Do not help.
- Compare suggestions. Do not confirm the answers to the questions yet.

#### B Reading

**Aims:** to revise the use of the past continuous and past simple; to revise relative clauses.

- Students read the text silently. Remind them to use the text to try to work out meanings of new words, but not to worry if they don't understand everything.
- Check answers with the class. Were their earlier guesses correct?
- Elicit meanings for the new vocabulary, or explain if necessary.

#### ANSWERS:

- 1 *It took place in Peru, South America.*
- 2 *Juliane's father was waiting to meet them.*
- 3 *The weather was very bad/terrible.*
- 4 *Juliane fell from the plane.*

#### C Listening and speaking **D**

**Aim:** to practise pronunciation, stress and intonation.

- Say *Look at paragraph 2. Listen and repeat.* Play track 9. Students read and repeat. Monitor pronunciation, stress and intonation. Repeat as necessary.
- Choose a few students to read the paragraph aloud. The class can use their voting cards to choose the best speaker, or award marks.

#### AUDIOSCRIPT TRACK 9

**Male:** While Juliane and her mother were flying there was a very bad storm. Suddenly lightning hit the plane. At a height of 3,200 metres the plane broke into pieces and crashed into the jungle below. Juliane found herself falling to the ground.

**Juliane:** I was in my plane seat and I was wearing my seat belt when I fell,

**Male:** Juliane remembered. When she reached the ground, she survived her fall. She had a broken bone in her shoulder, a cut to her right arm and a bruise on her right eye.

## D Grammar and speaking

**Aim:** to practise using the past continuous and past simple tenses with relative clauses.

- Read sentence 1 and the sample answer. Highlight the use of *When*.
- In pairs, students use the text to complete the sentences. Prompt them to use *who, when, which* and *while* where appropriate.
- Choose pairs to say their sentences for the class to check.

### ANSWERS:

- 2** *Juliane caught a plane to visit her father, who was working in Pucallpa.*  
**3** *While Juliane and her mother were flying, there was a terrible storm.*  
**4** *The plane broke into pieces which crashed into the jungle.*  
**5** *Juliane was wearing a seatbelt when she fell to the ground.*  
**6** *When Juliane reached the ground, she survived her fall.*  
**7** *When she fell, Juliane broke a bone, cut her arm and bruised her eye.*  
**8** *When she recovered a little from her fall, she tried to find her mother.*

## E Listening D

**Aim:** to practise understanding cohesion and sequence in a listening text.

- Ask students to discuss the pictures in pairs.
- Ask for suggestions about what is happening.
- Say *Listen and look at the pictures*. Play track 10.
- Allow a short break for thinking and writing. Then play track 10 again while the students write/check their answers.
- Use the voting cards to check answers with the class.
- Choose students to say one sentence about each picture, in sequence.

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

### AUDIOSCRIPT TRACK 10

**Male:** After the accident, Juliane found some sweets which were her only food. She also found a small stream which she followed for nine days. She got clean water from the stream and it gave her a path through the jungle.  
 On the ninth day, she found a boat which belonged to some men who were cutting trees.

**Juliane:** I stayed by the boat but I wanted to leave. I didn't want to take the boat because I didn't want to steal it.

**Male:** After a few hours, the men returned. They took her down the river to a small town. A local pilot flew her to a hospital in Pucallpa where her father was waiting. Juliane returned to Germany. Like her parents she studied biology at university. Two directors made films about her story, in 1974 and 2000. In 2011, Juliane wrote a book about her experience. It is called 'When I fell from the sky.'

## F Writing

**Aims:** to develop fluency in writing narrative; to summarise a text.

- Establish the task (to complete the spaces with details about Juliane's story).
- Elicit suggestions for number 1. Encourage detailed answers.
- Students complete the task and then check their answers with a partner. Monitor and support.
- Choose students to read their answers. The class uses their voting cards to award marks for effort and detail. Deal with any language problems.

**POSSIBLE ANSWERS:** **1** *at a school in Peru* **2** *doing research there* **3** *a plane to visit her father* **4** *there was a terrible storm* **5** *broke into pieces* **6** *through the air to the ground* **7** *her fall* **8** *to find her mother* **9** *sweets* **10** *through the jungle* **11** *were working in the jungle* **12** *to a town* **13** *to hospital where her father was waiting for her* **14** *back to Germany* **15** *biology at university* **16** *a book about her experience*

### Extra activity:

- Students write new words into their notebooks and learn them for homework.

## Homework: Workbook pages 98 and 99

### Final activity:

Play *Jumbled words* with six to ten words from Unit 2.

### WORKBOOK ANSWERS:

- A 1 a** *the Marathon des Sables*  
**b** *Mauro Prosperi*  
**c** *the Marathon des Sables*  
**d** *he was running in the wrong direction*  
**2 e, c, a, f, b, g, d**
- B 1** *Biology* **2** *Lightning* **3** *path* **4** *shoulders* **5** *storm* **6** *stream*  
**7** *survive* **8** *hit, crashed*
- C 1** *When* **2** *who* **3** *where* **4** *when* **5** *who* **6** *While* **7** *where*  
**8** *while*
- D 1** *was driving, crashed* **2** *was living, took*  
**3** *were watching, went* **4** *looked, was playing, was reading*  
**5** *spent* **6** *was cooking, arrived* **7** *were you doing*  
**8** *started, were still driving* **9** *were standing, sitting*
- D E** *Students' own answers.*



# Unit 2

# Achievements, ambitions, adventures

## LESSON 4 SAUDI REVIEW

### Language

Revision of language in Unit 2.

**Grammar study:** Contrasting the past simple, past continuous and present perfect tenses

**Language skills:** Counting syllables and marking stress

**Study skills and independent learning:**

Organising words by lexical fields

### Bring to the lesson:

- the CD (track 11)
- the Student's Book (pages 20 and 21)

### To start:

- Play *WordBuster* with words from Units 1 and 2.

### Study Tip D

- Read the Study Tip. Give an example, clapping on the main stress (*a-chieve-ment*).
- Ask students to say their own name, clapping on the stressed syllable.
- Students copy the tip and examples into their notebooks, underlining the stress.

### A Pronunciation D

**Aim:** to practise counting syllables and identifying stress.

- Students work in pairs to complete the exercise. Do not help.
- Don't check answers yet.

### B Listening

**Aim:** to practise identifying syllables and stress when listening.

- Say *Listen and check*. Play track 11. Students check their work in pairs.
- Repeat as necessary. Monitor and note problems.
- Choose students to give their answers. Ask the class to agree or disagree.

**ANSWERS:** **b** *achieve* (2) **c** *biology* (4) **d** *submarine* (3)  
**e** *shoulder* (2) **f** *survive* (2) **g** *championship* (4) **h** *astronaut* (3)

### AUDIOSCRIPT TRACK 11

- a**  
**Female:** ambition, ambition
- b**  
**Male:** achieve, achieve
- c**  
**Female:** biology, biology
- d**  
**Male:** submarine, submarine
- e**  
**Female:** shoulder, shoulder
- f**  
**Male:** survive, survive
- g**  
**Female:** championship, championship
- h**  
**Male:** astronaut, astronaut

### C Vocabulary

**Aim:** to practise organising words by lexical fields.

- Read the categories and the list of words with the class.
- Check the students understand the task and elicit another example.
- The students complete the exercise and then check their answers with a partner.
- Choose students to read their answers. Check the class agrees.
- Choose students to say each word in a sentence.

**ANSWERS:** **1–3** (any order) *Countries: Saudi Arabia, Peru, United States;* **4–6** (any order) *Transport: truck, submarine, cycle;* **7–9** (any order) *Water: ocean, dive, stream;* **10–12** (any order) *Weather: rain, storm, lightning*

### Grammar Study

**Aim:** to compare the use and formation of the past simple and present perfect tenses.

- Read the Grammar Study box as a class.
- Elicit examples. Give prompts if necessary
- Help with any problems.

**D Grammar**

**Aim:** to identify the correct verb tense to use in a sentence.

- Read sentence 1 and elicit an answer. Ask students to explain the choice. (*Because the present simple is used for situations that are always true.*)
- Students complete the task and then check with a partner. Monitor for problems.
- Use voting cards to check the answers. Review any difficulties.

**ANSWERS:** 1 *comes* 2 *started* 3 *has dived* 4 *left* 5 *decided*  
6 *has studied* 7 *works* 8 *enjoy*

**E Writing D**

**Aims:** to promote fluency in narrating a story; to practise writing about the past.

- Give students a set length of time to write a short story (real or imaginary) about themselves.
- Monitor for serious errors or common problems. Support as required.
- Review any problem areas.

**ANSWERS:** *Students' own answers (real or imaginary).*

**Extra activity:**

- Students check all the new vocabulary from the unit is listed in their notebooks.

**Homework**

**New vocabulary. Any exercises not completed in the Workbook pages 94 – 99.**

**Final activity:**

- Hold a *Class contest* (see introduction) with the students' stories from Exercise E.

# Unit 3

# Supporters, selling and sources of energy

## LESSON 1 *If I were the new manager*

### Language

**Functions:** Asking and giving advice; giving reasons and brief explanations for opinions

**Grammar:** Introducing the second conditional with *If I were* (person) + *I would/d + (verb)*; revising *You'd better ...* and *Why don't you ...?*

**Vocabulary:** *forward* (n), *foul* (n, v), *goalkeeper*, *nil*, *obey*, *referee*, *soccer*, *supporter* (n), *tactics*, *team*

**Language skills:** Differentiating between similar sounds of English; finding and understanding information in everyday material

**Study skills and independent learning:**  
Focusing on vocabulary related to football and sports

### Bring to the lesson:

- the CD (tracks 12 and 13)
- the Student's Book (pages 22 and 23)
- the Workbook (pages 100 and 101)

### To start:

- Play *What's my job?* in teams.

### A Reading

**Aims:** to read for gist; to introduce the vocabulary of the lesson.

- Look at the pictures and establish the setting (*a football match*).
- Choose two students to read the parts of the supporters. Do not help with vocabulary yet.
- Students use their voting cards to show their answer.

**ANSWER: 1**

### B Reading and speaking

**Aim:** to read for specific information.

- In pairs, students use the cartoon to answer the questions. Monitor their corrections. Note any common problems.
- Choose pairs to share and discuss their answers with the class.
- Review any outstanding vocabulary issues or other common problems.

**EXAMPLE ANSWERS:** (*other corrections are possible*)

- 1 *The Zetten team are in blue shirts.*
- 2 *The boy in white wants Nzam to win.*
- 3 *The Nzam player fouled the Zetten player.*
- 4 *The Nzam player gets a yellow card.*
- 5 *Nzam win the match five – nil.*
- 6 *The boy in blue wants Zetten to change its goalkeeper.*

### C Listening and speaking

**Aims:** to improve pronunciation, stress and intonation; to promote fluency.

- Say *Now listen and repeat*. Play track 12. Students repeat, following in their books. Monitor and repeat if necessary.
- Students repeat the dialogue in pairs. Choose pairs to demonstrate to the class.

### AUDIOSCRIPT TRACK 12

**Commentator:** It's time for the match. Zetten are in blue.

**Boy 1:** Come on Zetten. You can win.

**Boy 2:** No way. Nazm are going to win.

**Commentator:** Foul!

**Boy 1:** If I were the referee, I'd show a red card.

**Boy 2:** He's shown a yellow card.

**Commentator:** Another goal! Five – nil to Nazm!

**Boy 1:** We should change our goalkeeper.

**Boy 2:** If I were the manager, I'd change all of your team.

### Extra activity:

- Ask students to write the new words into their notebooks and learn them for homework.

### D Language help

**Aim:** to introduce the second conditional with *If I were* (person) + *I would/d + (verb)*.

- Read the language help information. Highlight the two examples in the cartoon (*If I were the referee, I'd show a red card; If I were the manager, I'd change all of your team.*).
- Elicit more examples from the students.
- **Note:** Teach *If I were ...* as a phrase. The students don't need to understand the grammar yet.

**E Reading D**

**Aim:** to practise giving reasons and brief explanations for opinions.

- Read through the advice and then the list of reasons. Help with vocabulary.
- Students complete the task and vote on the answers, making corrections where needed.

**ANSWERS:** 1 d 2 c 3 e 4 b 5 a

**F Speaking D**

**Aims:** to practise asking for and giving advice, and giving reasons for opinions.

- Ask students to give advice using *If I were you, I'd ...* and the sentences in Exercise E.
- Choose two students to demonstrate using the speech bubbles.
- Students complete the task in pairs. Monitor for the target structure.

**EXAMPLE ANSWERS:**

- If I were you, I'd make the team obey the rules of football. Why? The players get lots of red cards.*
- If I were you, I'd replace the club football shirts. Why? I don't like the colour very much.*
- If I were you, I'd get two new forwards. Why? They aren't scoring many goals.*
- If I were you, I'd give the players more training. Why? They aren't very fit.*

**G Pronunciation**

**Aim:** to differentiate between different sounds in English.

- Play track 13. Students listen and tick the sound they hear.
- Monitor. Check answers as a class.

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

**AUDIOSCRIPT TRACK 13**

- They've got a new forward.
- If I were you, I'd watch the match.
- There's a big crowd at the game today.
- They'd better obey the rules of the game.
- They've just replaced the old goal keeper.
- I'd like to change the manager of my team.

**Extra activity:**

- Repeat Exercise F, using *Why don't you* and *You'd better* as revision.

**Homework: Workbook pages 100 and 101****Final activity:**

- Students write a short list of possible problems.
- Working in pairs or small groups, they take turns reading a problem.
- Their partner has to give advice using *If I were you, I'd ...*

**WORKBOOK ANSWERS:**

**A** 1 forward 2 team 3 soccer 4 foul 5 score 6 goal  
7 card 8 kick

**E** B 1 goalkeeper 2 nil 3 obey 4 referee 5 supporter 6 tactics

**D** C 1 T 2 T 3 F 4 F 5 F 6 T

**D** 1 d 2 e 3 b 4 a 5 c

**E**

Player	Fast	Goals scored	Fouls other players	Good at tactics	Gets red cards
Massi	not very	lots	sometimes	quite	never
Wooney	very	lots	often	quite	frequently

**D F** Example answer:

- Trainer:** Why not choose Kika? He's scored quite a few goals ...
- Manager:** Yes, but he's not very good at tactics. I think I'd better choose Zinedine. He's scored goals and he's better at tactics than Kika.
- Trainer:** Yes, that's true, but he's not very fast. Abdullah's quite fast. Why don't you think about him?
- Manager:** Well, he is faster than Zinedine, but he hasn't scored many goals, so I don't think so.
- Trainer:** If I were you, I'd choose Pepe. Although he's not very good at tactics, he's scored lots of goals and he doesn't often foul other players. He never gets red cards.
- Manager:** Yes, and he's quite fast too, isn't he? I think I'd better choose him. Thanks.

# Unit 3

# Supporters, selling and sources of energy

## LESSON 2 *Different ways of shopping*

### Language

**Functions:** Expressing agreement and disagreement politely; giving reasons and explanations for opinions

**Grammar:** Using adverbs to modify the meaning of adjectives

**Vocabulary:** *attractive, customers, décor, extremely, personally, product, range (n), shopping mall, store*

**Language skills:** Writing short simple essays on familiar topics; understanding the main ideas and specific information in factual texts

**Study skills and independent learning:**  
Putting an argument for or against something

### Bring to the lesson:

- the CD (track 14)
- the Student's Book (pages 24 and 25)
- the Workbook (pages 102 and 103)

### To start:

- Play *Hangman* with words from Lesson 1.

### A Speaking

**Aims:** to practise asking and answering questions; to introduce the topic.

- Establish the task (*A questionnaire on shopping habits*). Explain the meanings of *shopping mall* and *store* using local examples known to the students.
- Students ask and answer in pairs. Use the voting cards to collect the answers.
- Ask students to make statements about the results. (*X is the most/least popular way/place to shop; Most of our students prefer to shop ...*, etc.)

**ANSWERS:** *Students' own answers.*

### B Reading

**Aim:** to practise reading for gist and specific information.

- Read the question. Elicit meanings for *local* and *customers*.
- Choose students to read each statement in turn. The class votes on the answer.

- Ask students to give reasons for their opinion. Discuss any differences.
- Check all the answers at the end. Has anyone changed their mind? Why?

**ANSWERS:** A 2 B 3 C 1 D 3 E 1 D 2

### C Reading D

**Aim:** to practise reading for specific information.

- Establish the task. Check students understand *advantage* and *disadvantage*.
- Students complete the task in pairs.
- Ask students to give the answers as a report. *The advantages of a local shop are that ... However, one disadvantage is that ...* Check the class agrees.

### ANSWERS:

*Local shop: Advantages: 1 can order things for customers 2 know customers personally 3 very close to their home*  
*Disadvantage: don't have a large range of goods*  
*Internet: Advantages: 1 customers can return things 2 cheap products 3 customers can shop from home*  
*Disadvantage: can only see pictures of goods*  
*Store: Advantages: 1 big choice of goods 2 low prices 3 attractive décor in shop*  
*Disadvantage: too far from where customers live*

### Extra activity:

- Students write a short report on the advantages and disadvantages of different ways to shop.

### D Listening

**Aim:** to listen for specific information.

- Read the questionnaire and help with vocabulary: *attractive, décor, extremely, product, range*.
- Say *Listen and answer*. Play track 14. Students tick the correct columns.
- Replay track 14. Students check their answers in pairs. Pause if necessary.
- Check answers with the class. Elicit meanings for *good value* and *wide range*.

**ANSWERS:** 1 very 2 very 3 not at all 4 extremely 5 very



## AUDIOSCRIPT TRACK 14

- Female 1:** My first question is this: In your opinion, how clean and tidy is Bin Haytham Stores?
- Female 2:** Clean and tidy? I think the store is very clean and tidy.
- Female 1:** Next. What about prices? Do you think the store has good value products?
- Female 2:** Yes, I do. I think the goods are very good value.
- Female 1:** OK, now. What do you think of the décor in the store? Is it attractive in your opinion?
- Female 2:** No, it isn't. The décor isn't at all attractive in my opinion.
- Female 1:** Not at all attractive. OK. And what about the staff? What do you think of them?
- Female 2:** I think the staff are excellent. They are extremely polite and friendly.
- Female 1:** Now my last question. Is there a wide range of goods in the store?
- Female 2:** You mean do they have a good selection of products? Yes, their range of products is very wide.

## E Speaking

**Aims:** to promote fluency; to practise asking and answering questions.

- Choose two students to read the example speech bubbles.
- Elicit examples for the other questions. Review any difficulties. (See note below.) If necessary look at the language help information before continuing.
- Students use their answers to Exercise D to ask and answer in pairs. Monitor.
- Check answers with the class.
- **Note:** *How* + adjective + noun (*How good value*) is not correct. Teach students *How* (adj) *is the* (noun) (*How good is the value ...*) or more simply: *Are the products good value?*

**POSSIBLE ANSWERS:** **2** *Are the products good value? How good is the value of the products? (Yes, they)/(They) are quite good value.* **3** *How attractive is the décor? The décor isn't/is not at all attractive.* **4** *How polite are the staff? The staff are very polite.* **5** *How wide is the range of goods? It's very wide.*

F Language help **D**

**Aim:** to develop the use of adverbs to modify the meaning of adjectives.

- Read the information. Draw a line on the board. Draw six boxes along the line, getting progressively bigger from left to right. Ask students to label them using *big/small* and *quite, very* and *extremely* (*extremely small, very small, quite small, quite big, very big, extremely big*).
- Elicit some examples. *Climbing Everest is extremely dangerous.*

G Vocabulary **E**

**Aim:** to revise vocabulary.

- Cover the text while establishing the task. Make it a competition.

- Divide the class into small teams with one writer. Other team members match the meanings and supply the answers. The first team to finish (with all words correct) wins.
- Check the answers. Team writers dictate the answers for their team to copy.

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

## H Writing

**Aims:** to practise writing short essays on familiar topics; to develop written fluency.

- Look back at Exercise C (and the extra activity if done). Explain that this needs to be a more personal response. Students should give their own opinion and their reasons for it.
- Students complete the writing task. Monitor. Only correct errors which prevent understanding. Note any common problems. Support if necessary.
- Students share their work with a partner and feed back to each other.
- Choose one or two students to present to the class. (Unless using for the final activity.)
- Review any common or serious problems.

**ANSWERS:** *Students' own answers.*

## Extra activity:

- Ask students to write any new words into their notebooks and learn them for homework.

## Homework: Workbook pages 102 and 103

## Final activity:

- Either use Exercise G as the final activity or hold a *Class contest* with the work produced for Exercise H.

## WORKBOOK ANSWERS:

**D A Across:** 4 *product* 6 *stores* 7 *décor* 8 *extremely*  
**Down:** 1 *customer* 2 *attractive* 3 *personally* 5 *range*

**B** *Students' own answers following the models and using the information in the table.*

**C 1 b 2** *The Forest Inn, The Three Trees* **3** *The Forest Inn* **4** *No*  
**5 a** *Any from: You can relax, it's quiet, the décor is newly done, the rooms look out over the water, you can see wildlife* **b** *Any from: The Three Trees is a top of the range hotel, it's quite cheap, it's near all the big stores, you can see products from all over the world, there's an extremely wide range of shopping malls.*  
**6** *Students' own answers. (Students can choose either holiday but the reason given must reflect the chosen holiday.) Sample answers: I'd prefer the Forest Inn because I like walking in the forest. I'd prefer to go shopping in London because the Forest Inn sounds boring.*

**D D** *attractive, customer, personally, product, range store, décor, extremely, mall*

# Unit 3

# Supporters, selling and sources of energy

## LESSON 3 *Sources of energy*

### Language

**Functions:** Introducing the present passive of regular third person singular and plural verbs

**Grammar:** Using a variety of vocabulary and structures in order to successfully communicate information; describing processes

**Vocabulary:** *compress, drill* (v, n), *geologist, locate, natural, pump* (v, n), *rock* (n), *separate, source, transport* (v), *underground*

**Language skills:** Understanding text cohesion; understanding the main ideas and specific information in straightforward factual texts on subjects related to one's interests

**Study skills and independent learning:**  
Differentiating nouns and verbs in sentences

### Bring to the lesson:

- the CD (tracks 15 and 16)
- the Student's Book (pages 26 and 27)
- the Workbook (pages 104 and 105)

### To start:

- Play *Vocabulary tic-tac-toe*.

### A Speaking **D**

**Aim:** to recycle and revise previous vocabulary.

- Read the speech bubbles and elicit information about what's in the pictures.
- Read the sample answer. Highlight the structure ... *is a source of energy for* ...
- In groups, the students make sentences following the model. Monitor.
- Choose students to give their group's answer to the class. Discuss differences.
- Allow groups a few minutes to think up other sources of energy.
- Groups present their ideas to the class. The group with most ideas wins.

#### POSSIBLE ANSWERS:

- 2** Food is a source of energy for the body.
- 3** Coal is a source of energy for fires.
- 4** Oil is a source of energy for cars.
- 5** The wind is a source of energy for (producing) electricity.

### B Reading

**Aims:** to introduce the present passive of the regular third person singular and plural verbs; to understand the main ideas in factual texts.

- Discuss the picture. Introduce the phrase *natural gas*.
- Read the text as a class. Ask questions to check basic comprehension.
- Ask students to find all the verbs with *is* + past participle. Check the answers.
- Ask *Who drills the holes?* (*We don't know. The text doesn't say.*)
- Explain that this verb form is the passive. We use it when the person doing the action isn't known, or isn't the focus.

**ANSWERS:** **1** is drilled **2** is discovered **3** is pumped  
**4** is cleaned **5** is separated **6** is produced **7** is used  
**8** is compressed **9** is transported

### C Reading

**Aim:** to understand text cohesion.

- Read the question and the example. Remind students to look at the previous sentence.
- Students complete the task and then check their answers with a partner.
- Check answers with the class. Help with any difficulties, or new vocabulary.

**ANSWERS:** **2** underground/under the ground **3** surface (of the ground) **4** separating into different parts **5** Saudi Arabia  
**6** (compressed) natural gas

### D Language help

**Aim:** to introduce the formation and use of the present passive of regular verbs.

- Read the information.
- Elicit examples of regular past participles (*walked, cooked, cleaned, washed*).
- Give sentences in the active present for students to change into the passive: *People cause accidents. (Accidents are caused.) People borrow many books. (Many books are borrowed.)*

### E Pronunciation **D**

**Aim:** to practise differentiating between the three final sounds of past participles.

- Say the example verbs. Emphasise the final sounds.

## Unit 3 • Supporters, selling and sources of energy • LESSON 3

- Say *Listen and write*. Play track 15, pausing to allow students to answer.
- Play again while students check their answers in pairs.
- Use voting cards to check answers with the class.

### AUDIOSCRIPT TRACK 15

- 1  
**Female:** The natural gas is separated into parts.  
 2  
**Male:** The gas is compressed into a liquid.  
 3  
**Female:** Some gas is transported to other countries.  
 4  
**Male:** Some gas is used in Saudi Arabia.  
 5  
**Female:** The natural gas is cleaned.  
 6  
**Male:** The pressure of the gas is increased.

**ANSWERS:** /d/: used, cleaned; /t/: compressed, increased;  
 /id/: separated, transported

### F Pronunciation D

- Play track 16. Students listen and repeat. Monitor.
- Choose students to repeat to the class. Ask for feedback.

### AUDIOSCRIPT TRACK 16

- 1  
**Female:** separated  
 2  
**Male:** compressed  
 3  
**Female:** transported  
 4  
**Male:** used  
 5  
**Female:** cleaned  
 6  
**Male:** increased

### G Speaking

**Aim:** to practise using the present passive of regular verbs.

- Remind students about the passive and the text about natural gas.
- Look at the first prompt and the sample answer.
- Elicit a response to the second picture.
- Students complete the activity in pairs and then check with another pair.
- Choose students to present their answers to the class. Review any difficulties.

**ANSWERS:** **2** Sometimes natural gas is discovered. **3** If gas is discovered, it is pumped to the surface. **4** Then the gas is cleaned and (it is) separated. **5** Lots of gas is produced in Saudi Arabia. **6** Some gas is used for/to make electricity and water. **7** Some gas is transported in ships to other countries.

### Extra activity:

- Ask students to write the new words into their notebooks and learn them for homework.

### Homework: Workbook pages 104 and 105

### Final activity:

- Play *Tennis* with active/passive verbs.
- Play in small groups. Students each write a list of regular verbs.
- They take turns to say a verb.
- The next player gives the simple present passive and then gives a new verb.
- Continue until all the verbs have been used.

### WORKBOOK ANSWERS:

**A**

T	S	S	E	R	P	M	O	C	D
O	R	E	P	A	L	P	P	C	N
N	O	A	L	O	C	A	T	E	U
A	E	S	N	H	K	R	E	D	O
T	C	P	S	S	E	T	M	R	R
U	R	D	M	R	P	R	B	I	G
R	U	C	G	U	R	O	U	L	R
A	O	F	E	J	P	T	R	L	E
L	S	S	U	R	C	K	A	T	D
E	T	A	R	A	P	E	S	E	N
N	T	L	R	O	C	K	S	E	U

**D B** 1 source 2 are separated 3 underground 4 are compressed  
 5 are transported 6 Drills 7 is pumped, pump 8 is located  
 9 rock 10 natural

**C** Students' own answers, following the sentences on page 27.

**D 1** compressed compressed, produce are (often) produced,  
 Europe's Europe's

2 A 3 B 1 C 5 D 6 E 2 F 4

3 a ✓ b X c ✓ d X e ✓ f X g X h ✓

4 a rubbish b people (who separate plastics)

c Different kinds of plastics d a town in England

e Warrington f glass

5 a V b N c N d N

6 a F b T c T d F e F f T

# Unit 3

# Supporters, selling and sources of energy

## LESSON 4 SAUDI REVIEW

### Language

Revision of language in Unit 3

**Grammar study:** Three ways to advise and suggest

**Language skills:** Writing a short simple essay

**Study skills and independent learning:**

Focusing on the need to proofread work

### Bring to the lesson:

- the Student's Book (pages 28 and 29)

### To start:

- Prepare a short reading text with a number of common grammar, spelling and punctuation errors. (**Note:** Use the reading text from page 26, or examples of the students' own writing.)
- Give the students copies to correct in groups. Make it a competition.
- Check the answers. Ask students to explain their changes.

### Study Tip **D**

- Read the Study Tip as a class. Elicit the meaning of *proofread*.
- Elicit examples of specific things to check (*verb tenses, capital letters, mistakes they know they make, etc.*).
- Elicit ways to check work (ask a friend to read it; use a ruler to check line by line; use a dictionary or the spellchecker on a computer, etc.).
- Students copy the Study Tip and suggestions into their notebooks.

### A Vocabulary

**Aim:** to revise vocabulary from the unit.

- Ask students to cover the word list. Working in pairs, they take turns to name the pictures, spelling the words.
- They then use the word list to check their answers.
- Use the voting cards to check answers with the class.

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

### B Reading

**Aim:** to revise the language of opinions.

- Read the questionnaire and check the students remember the vocabulary.
- Students quickly complete the questionnaire about a shop of their choice.

**ANSWERS:** *Students' own answers.*

### C Speaking **D**

**Aim:** to practise asking for and expressing opinions.

- Students work in pairs, taking turns to ask and answer the questions in Exercise B.
- Students add their partner's answers to the table.
- Read the sample speech bubbles. Students find a new partner. They give their first partner's opinions in the form of a short (spoken) report, as in the example.

**ANSWERS:** *Students' own answers.*

### Grammar Study

**Aim:** to revise the different ways of giving advice and making suggestions.

- Read the Grammar Study box and the speech bubbles as a class.
- Elicit more examples for each structure. Review any problems.
- Students copy the information and examples into their notebooks.

### D Writing

**Aim:** to practise giving advice and making suggestions.

- Read the prompts and elicit solutions (for example, *take some medicine, tell the teacher*).
- In pairs, students complete the task, following the prompts.
- Pairs join with another pair and proofread their work together. Monitor spelling.
- Pairs present their suggestions to the class.

**ANSWERS:** *Students' own answers.*

## E Grammar

**Aim:** to practise the formation of the present simple passive.

- Review the formation of the present simple passive.
- Students complete the task in pairs, then proofread with another pair.
- Pairs present their work to the class. Review any errors.

**ANSWERS:** **2** *Many factories and industries are located in Jubail.* **3** *Saudi oil and gas are transported to countries around the world.* **4** *Climate change is caused by CO<sub>2</sub> in the atmosphere.* **5** *Oil and gas are used to produce fresh water from sea water.* **6** *Traditional Arab coffee pots are decorated with attractive designs.*

## F Writing **E**

**Aims:** to promote fluency; to write a short essay putting arguments for and against something; expressing opinions and giving reasons.

- Discuss the topic, eliciting suggestions and opinions.
- Students complete the task individually. Monitor and encourage detail and the use of a range of grammar structures.
- Students proofread their work in pairs.
- Choose students to read their work to the class, or have a class contest.

**ANSWERS:** *Students' own answers.*

### Extra activity:

- Students check that all the new vocabulary from the unit is listed in their notebooks.

### Homework

**New vocabulary. Any exercises not completed in the Workbook pages 100 – 105.**

### Final activity:

- Play *WordBuster* with words from Units 1–3.

# Unit 4

# Good stories, sad stories

## LESSON 1 *Money for good causes*

### Language

**Functions:** Saying what you have been doing for a period from the past until the present

**Grammar:** Introducing the present perfect continuous tense: sentence and questions

**Vocabulary:** *cause* (n), *crescent*, *humanitarian*, *raise* (money), *society*, *treatment*

**Language skills:** Following straightforward short talks on familiar topics provided these are delivered slowly and clearly

### Study skills and independent learning:

Asking and answering questions and confirming information

### Bring to the lesson:

- the CD (track 17)
- the Student's Book (pages 30 and 31)
- the Workbook (pages 106 and 107)

### To start:

- Have a spelling bee with words from Units 1–3.

### A Reading

**Aims:** to read for gist; to introduce the vocabulary of the lesson.

- Elicit what students know about health and safety issues associated with the Hajj.
- Read the text as a class. Elicit or explain the meanings of the new words.
- Read and vote on questions 1 and 2. Students explain their choices.

**ANSWERS:** 1 a 2 a

### B Speaking

**Aims:** to promote fluency; to practise asking and answering questions.

- Read number 1 as a class. Elicit possible questions.
- In pairs, students make questions for the other answers.
- Choose pairs to say their questions to the class. Ask for feedback.
- Revise/help with any problem areas.

### POSSIBLE ANSWERS:

- 1 What is the article about?
- 2 What kind of society is Islamic Relief Worldwide?
- 3 Who do Islamic Relief Worldwide help?
- 4 What does Islamic Relief Worldwide do during the Hajj?
- 5 Why do people give money to Islamic Relief Worldwide?

### C Reading D

**Aims:** to introduce the present perfect continuous tense; to practise sequencing.

- Read the sentences. Highlight the present perfect continuous verbs and explain their use. (Use Exercise E at this point if preferred.)
- Students number the sentences to make a coherent text. Do not check answers at this point.

### D Listening D

**Aim:** to practise listening to a short, straightforward talk.

- Say *Now Listen and check your answers*. Play track 17.
- Repeat the track, pausing, if necessary, to allow students to make changes.
- Check the order with the class. (Use the voting cards.)

**ANSWERS:** a 4 b 2 c 5 d 1 e 6 f 3

### AUDIOSCRIPT TRACK 17

**Female 1:** So Leena, you have been helping to raise money for a good cause?

**Leena:** Yes, that's right. I want to raise money for Islamic Relief Worldwide.

**Female 1:** And how are you raising money?

**Leena:** Well, I've been writing a story about a doctor in a large hospital.

**Female 1:** Excellent!

**Leena:** And I have been publishing the story in parts on our school website.

**Female 1:** So readers can see it there?

**Leena:** Yes, that's right. A lot of people have been reading the story. It's called *My Hospital Life*. They have been enjoying it a lot.

**Female 1:** That's great.

**Leena:** Yes, it is. I finished the story last week but a lot of people have been contacting the school about it ... They've been asking me to make the story longer and add to it.

**Female 1:** And have you done that?



**Leena:** Yes, I agreed to add to the story. And I asked readers of the story to give money to Islamic Relief Worldwide when they read it.

**Female 1:** That's a good idea.

**Leena:** Yes, people have been giving money to Islamic Relief Worldwide when they read my story. It's a good way to raise money for a good cause.

**Female 1:** Yes, it is.

## E Language help

**Aim:** to introduce the use and formation of the present perfect continuous tense.

- Read points 1 and 2 with the class. Show several examples on the board (*has been walking; have been listening*). Elicit further examples from the students.
- Read point 3 and look at the box. Give more examples (*What have you been doing? I've been watching television*). Elicit examples from the students.

## F Speaking

**Aims:** to practise using the present perfect continuous tense; to ask and answer questions about what someone has been doing from the past until the present.

- Students work in groups to talk about what Leena has been doing, using the sentences in Exercise C.

**ANSWERS:** *Leena has been raising money for a good cause. She/Leena has been writing a story. She has been publishing it on the school website. Readers have been enjoying the story. They have been asking Leena to write more. They have been giving money to Islamic Relief Worldwide.*

## G Speaking

**Aims:** to practise using the present perfect continuous tense; to make statements about what people have been doing from the past until the present.

- Read the headline and establish the context (*the boys have been doing jobs to raise money*).
- Ask students to use the pictures to say what the boys have been doing. Monitor for correct use of the present perfect continuous.
- Choose pairs to present their sentences to the class. Help with any difficulties.

**ANSWERS:** **1** Boys from the school have been washing floors. **2** They have been picking up rubbish. **3** They have been selling sweets and cakes. **4** They have been tidying classrooms. **5** They have been watering plants. **6** They have been helping in the library.

## H Writing D

**Aims:** to practise using the present perfect continuous tense; to write a short text about what people have been doing from the past until the present.

- Students write the sentences they practised in Exercise G as a short report.
- Students proofread their work with a partner. Monitor spelling and punctuation.

**ANSWERS:** *Students' own answers, following those modelled in Exercise G*

## Extra activity:

- Ask students to write the new words into their notebooks and learn them for homework.

## Homework: Workbook pages I06 and I07

### Final activity:

- Play *Tennis*. Student A says a noun (*television*), student B makes a sentence using the present perfect continuous (*I've been watching television*). Students B gives A a new noun, and so on.

### WORKBOOK ANSWERS:

**D A** (*Other answers are also possible.*) *cause, crescent, humanitarian, raise, society, treatment, compress, locate, natural, rock, attractive, customer, mall, store, nil, soccer, tactics, team*

**D B** **1** *fasting* **2** *following* **3** *dying out* **4** *praying* **5** *waiting*  
**6** *panicking* **7** *imagining* **8** *studying* **9** *travelling*  
**10** *planning*

**C** **1** *They've been washing cars.*  
**2** *She's been collecting money.*  
**3** *They've been selling cakes.*  
**4** *He's been fixing bicycles.*  
**5** *He's been tidying gardens.*  
**6** *They've been making and selling cards.*

**D** **1 c** **2 d** **3 a** **4 e** **5 b**

**E** **1 F** **2 T** **3 F** **4 T** **5 T** **6 F**

**F** **3** *Have you been keeping the*  
**4** *I have./I've been keeping the house tidy.*  
**5** *have you been going to*  
**6** *I've been going to bed*  
**7** *have you been doing*  
**8** *I've been tidying the*  
**9** *have been working*

# Unit 4

# Good stories, sad stories

## LESSON 2 *Race to the South Pole*

### Language

**Functions:** Describing experiences, events, daily routines and past experiences

**Grammar:** Contrasting clauses with verb + *-ing* with verbal clauses that use full verb forms

**Vocabulary:** *expedition, explored, lack* (n), *motor, separate* (adj), *sledge* (n) *suffer, trap* (v)

**Language skills:** Understanding sequence; narrating a story

### Study skills and independent learning:

Transferring information from verbal to visual forms; using prefixes to make adjectives with opposite meanings

### Bring to the lesson:

- the CD (track 18)
- the Student's Book (pages 32 and 33)
- the Workbook (pages 108 and 109)

### To start:

- Have a spelling bee with present participles. Include some with a spelling change (*running, writing, lying*).

### A Reading

**Aims:** to read and understand a description of an experience; to skim read for gist; to practise guessing the meanings of new words; to introduce the prefix *un-*.

- Discuss the pictures and establish the context. Elicit what the students know about the North Pole and the Arctic expeditions. Do not pre-teach vocabulary.
- Divide the class into groups; assign a topic (or topics) to each student. Ask them to find the relevant paragraph(s). Have a competition: the fastest group to finish wins.
- Check the answers with the voting cards.
- Read the text. Choose students to take turns reading aloud.
- Elicit meanings for the new words. Ask how they worked them out.
- Look at *unexplored*. Remind students of *tidy/untidy*. Elicit that *un-* turns a word into its opposite. Elicit other examples: *favourable/unfavourable; happy/unhappy*.

**ANSWERS:** 1D 2E 3A 4C 5E 6B 7C 8D

### B Listening and speaking D

**Aims:** to practise stress, intonation and pronunciation; to promote fluency.

- Say *Now listen and repeat*. Play track 18. Students repeat in the pauses.
- Repeat until the pronunciation is good. Highlight and practise any problem areas.
- Students read the paragraph to a partner without the sound track.
- Choose students to demonstrate to the class.

### AUDIOSCRIPT TRACK 18

Scott and four men began their journey to the South Pole on 1 November 1911. They travelled with motor sledges and horses but the horses died and the motor sledges broke down in the cold. After that, Scott's men pulled the sledges themselves. On arriving at the South Pole on 17 January, Scott's party found Amundsen's flag.

### C Reading

**Aim:** to practise transferring information from verbal to visual forms.

- Look at the table. Ask *What happened on Amundsen's journey in January 1911?* Establish that they have to find the details in the text. Read the sample answer.
- The students complete the diagram individually.
- In pairs, students check their answers by asking and answering questions.
- Choose students to read their answers to the class.

**ANSWERS:** 2 left for South Pole 3 reached South Pole 4 25 January 5 January (1911) 6 left for South Pole 7 reached South Pole 8 19 January 9 two men died 10 last words in diary

### D Language help

**Aim:** to contrast clauses with verb + *-ing* with verbal clauses that use full verb forms.

- Read the information. Give more prompts and elicit the answers. (*I ate breakfast. I cleaned my teeth./After eating breakfast, I cleaned my teeth. I did my homework. I watched television./After doing my homework, I watched television.*)
- Students copy the information and examples into their notebooks.

**E Writing**

**Aim:** to practise using clauses with a time expression and verb + *-ing*.

- Read the prompt and the sample answer. Elicit the answer to 2.
- In pairs, students write the remaining sentences, following the model.
- Choose students to present their answers to the class.  
(**Note:** Alternatives are possible.)

**ANSWERS:** **2** *while spending nine months in his camp, Scott planned his journey.* **3** *While travelling to the South Pole, Scott's motor sledges broke down.* **4** *After reaching the South Pole, Amundsen immediately left.* **5** *After returning safely with his news, Amundsen became very famous.* **6** *On leaving Antarctica, Amundsen went back to Norway.*

**F Speaking** **D**

**Aims:** to promote fluency; to practise giving opinions and reasons for them.

- Read the questions for discussion. Establish that there are no right answers.
- Divide the class into small groups to discuss the questions and give their opinion. Encourage students to give reasons for their ideas. (Groups can discuss all the questions or take one question each.)
- Monitor and help only with vocabulary or grammar which is causing confusion or misunderstanding.
- Groups choose one student to present their group's opinion to the class.

**ANSWERS:** *Students' own answers.*

**Extra activity:**

- Ask students to write the new words into their notebooks and learn them for homework.

**Homework: Workbook pages 108 and 109****Final activity:**

- Use Exercise F as the final activity.

**WORKBOOK ANSWERS:**

**B** **1** *explore* **2** *separate* **3** *trapped* **4** *expedition* **5** *lack* **6** *suffer*  
**7** *sledges* **8** *motor*

**C** **1** *On finding Amundsen's flag, Scott was extremely upset.*  
**2** *While waiting to set out on the expedition, the men took photographs of the main camp.*  
**3** *After being trapped for days, they knew they would die.*  
**4** *After losing everything, they suffered from a lack of food.*  
**5** *While travelling to the South Pole, Scott regularly wrote in his diary.*  
**6** *When exploring new places, people have to be extremely careful.*  
**7** *On discovering that the motors were useless, the men pulled the sledges themselves.*  
**8** *When deciding how to get there, the two expeditions chose separate routes.*

**D** **D1** *unafraid* **2** *unattractive* **3** *uncomfortable* **4** *unexciting*  
**5** *unfriendly* **6** *unhelpful* **7** *unimportant* **8** *unsuccessful*

**E** *(Sample answers – variations with the same meaning are also acceptable.)*

**1** *Shackleton* **2** *got to 112 miles from the Pole* **3** *December 1911*  
**4** *first to reach/reached the Pole* **5** *reached the (South) Pole*  
**6** *died* **7** *1914* **8** *ship sank* **9** *George Dufek*  
**10** *set up US Amundsen-Scott South Pole Station*  
**2 a 3 b 6 c 7 d 1 e 5 f 8 g 4 h 2**

**E F** *Students' own answers.*

# Unit 4

# Good stories, sad stories

## LESSON 3 Accidents

### Language

**Functions:** Regrets and apologies

**Grammar:** Using a variety of past tenses; prefixes *un-*, *in-* and *dis-*

**Vocabulary:** *apology, carpet, damage* (v + n), *damaged* (adj),  
*DVD, (dis-)honest, mark (trace)* (n), *responsibility, (in-)sincere*

**Language skills:** Expressing feelings; understanding cohesion

### Study skills and independent learning:

Using prefixes to make adjectives with opposite meanings

### Bring to the lesson:

- the CD (tracks 19–21)
- the Student's Book (pages 34 and 35)
- the Workbook (pages 110 and 111)

### To start:

- Play *Vocabulary tic-tac-toe* in pairs. Students choose the words.

### A Speaking D

**Aims:** to promote fluency; to introduce the topic.

- Read the speech bubbles and discuss the pictures in pairs.

**ANSWERS:** *Students' own suggestions.*

### B Listening and speaking

**Aims:** understanding explanations; expressing feelings.

- Read question 1. Teach *apology/apologise*. Play track 19.
- Use voting cards to check the answer with the class.
- Repeat, pausing after dialogue while pairs answer.
- Check answers with the class. Help with vocabulary.

**ANSWERS:** 1 b 2/3 1 *The case is damaged – It happened at the airport* 2 *He knocked the man's car when parking.* 3 *He broke a window when playing football.* 4 *She dropped tomato sauce when eating.* 5 *She knocked the iPad on the floor when doing her homework.*

### AUDIOSCRIPT TRACK 19

1

**Female 1:** Hi Emily. Great to see you. Did you have a good holiday?  
**Female 2:** Yes, really fantastic, thanks. I had such a great time.

**Female 1:** Good.

**Female 2:** There's just one thing.

**Female 1:** Yes?

**Female 2:** You know your case? I borrowed it, yeah?

**Female 1:** My red case?

**Female 2:** Yes, it's damaged. It happened at the airport.

2

**Male 1:** Hello, is that Mr Harris?

**Male 2:** Yes, speaking.

**Male 1:** My name is Robert Campbell. I read your note on my car.

**Male 2:** Mr Campbell? The owner of the blue Toyota? The car I bumped into when I was parking?

**Male 1:** Yes, that's right.

**Male 2:** I am very pleased that you phoned.

3

**Woman:** Hello, Salem.

**Boy:** Hi, Mum.

**Woman:** Are you OK? Did you and Ali enjoy the sandwiches?

**Boy:** Yes, they were great. It's just ...

**Woman:** Is everything OK at home?

**Boy:** I want to tell you about the sitting room window.

**Woman:** What about it?

**Boy:** Ali and I were playing football and ... well ... we've broken the window.

4

**Man:** Hi, Helen. Where are you?

**Girl:** In the sitting room, Dad.

**Man:** What're you doing? Reading?

**Girl:** No, I'm watching a DVD.

**Man:** And when ... What's this on the carpet? There's a red mark.

**Girl:** That's nothing much Dad. I dropped a little tomato sauce when I was eating, that's all.

5

**Female 1:** Hi, Leila. Did you finish your homework?

**Female 2:** Yes, thanks. And thank you for lending me your iPad.

**Female 1:** No problem at all.

**Female 2:** There's just one thing.

**Female 1:** Yes?

**Female 2:** I've got some bad news. I knocked your iPad and it fell on the floor.

### C Listening

**Aim:** to practise understanding the expression of sincere and insincere feelings.

- Teach or demonstrate the meaning of *sincere* and *insincere*.
- Play track 20. Students decide if the speaker is *sincere* or *not*.
- Vote on the answers. Discuss difficulties. Repeat if necessary.

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

## AUDIOSCRIPT TRACK 20

- 1 Female 1:** Yeah, sorry about your case. It was nice.  
**Female 2:** And it was very expensive.  
**Female 1:** Look, I said sorry. It wasn't me. I didn't damage it. It was the company at the airport.
- 2 Male 1:** I'm extremely sorry about your car. It was completely my fault.  
**Male 2:** Don't worry about it, Mr Harris. It's quite old.  
**Male 1:** And of course I'll pay for the damage to your car.
- 3 Boy:** I'm really sorry about the window, Mum. We didn't mean to break it but I kicked the ball too hard. It was my fault. We've cleaned up the broken glass.  
**Woman:** It's alright about the window, Salem. I can hear you are sorry. It doesn't matter.
- 4 Man:** But it's a new carpet, Helen. We've only had it a month.  
**Girl:** I'm sorry about the carpet, all right. I was eating my dinner.  
**Man:** You should eat in the dining room.  
**Girl:** But I wanted to watch a DVD.
- 5 Female 1:** I must apologise about the iPad. I'm afraid it isn't working now.  
**Female 2:** Don't worry about it. It was an accident.  
**Female 1:** Yes, it was an accident but it was my fault and I'll replace the iPad.

## D Listening and writing

**Aim:** to practise the language of apologies.

- Read the instruction and the sample answer.
- Play track 20 twice again. Pause while students write.
- Play track 20 again while students check their answers in pairs.

**ANSWERS:** 2 I'm extremely sorry about your car. 3 I'm really sorry about the window. 4 I'm sorry about the carpet, all right. 5 I must apologise about the iPad.

## E Pronunciation

**Aim:** to practise sincere and insincere intonations.

- First, decide if the speaker will be sincere or insincere.
- Play track 21. Students repeat until clear distinctions are made.

## AUDIOSCRIPT TRACK 21

- 1 Female:** Yeah, sorry about your case. It was nice.  
**2 Man:** I'm extremely sorry about your car. It was completely my fault.  
**3 Boy:** I'm really sorry about the window, Mum. It was my fault.  
**4 Girl:** I'm sorry about the carpet, all right. I was eating my dinner.  
**5 Female:** I must apologise about the iPad. I'm afraid it isn't working now.

## F Language help D

**Aim:** expressing and accepting apologies.

- Read the information and elicit more examples.
- Volunteers model apologising and accepting an apology.

## G Reading D

**Aim:** to read for information.

- Teach (or elicit) the meaning of *responsibility* and *honest*.
- Students fill in the blanks; check answers with the class.
- Elicit more *dis-* examples (*disabled, disagree, disappear, dislike*).

**ANSWERS:** 1 fault 2 excuses 3 apologise 4 honest 5 e-mail  
 6 Begin 7 sorry 8 means

## H Vocabulary E

**Aim:** using prefixes to make adjectives.

- Review the *dis-* word used at the end of Exercise H. Teach *prefix*. Elicit other prefixes which make opposites (*in-, im-, un-*).
- Read the example answer. Elicit that to make the opposite (positive) the prefix has to be removed.
- Choose students to answer each question.
- Students copy both sets of words and proofread in pairs.

**ANSWERS:** 2 sincere 3 honest 4 expensive 5 broken 6 damaged

## I Speaking

**Aim:** to consolidate making and accepting apologies.

- Read the sample dialogue and establish the task.
- Students work in pairs to make and accept.
- Choose pairs to share their work with the class.

## Homework: Workbook pages II0 and III

## Final activity:

- Students play *Tennis* with prefixes.

## WORKBOOK ANSWERS:

- D A** 1 dishonest 2 apology 3 responsibility 4 insincere  
 5 damage 6 carpet 7 undamaged 8 mark
- D B** 1 insincere 2 damage 3 apology 4 responsibility 5 carpet  
 6 undamaged 7 mark 8 dishonest
- C** 1 disappear 2 inexpensive 3 untidy 4 dislike 5 impolite  
 6 unfavourable 7 impatient 8 inconsiderate 9 unhealthy  
 10 disagree
- D** 1 have you been doing 2 didn't wake up 3 were sleeping  
 4 have taught 5 were exploring 6 have damaged  
 7 have been practising 8 won
- D E** 1 a London b the damage (to the car) c a mechanic  
 d the traffic lights e the traffic lights  
 f the damage/the car/the accident  
 2 a F b T c F d T e T f F
- D F** a 4 b 1 c 5 d 2 e 3

# Unit 4

# Good stories, sad stories

## LESSON 4 SAUDI REVIEW

### Language

Revision of language in Unit 4.

**Grammar study:** Using prefixes *un-*, *in-* and *dis-* to make the opposite of some adjectives

### Study skills and independent learning:

Matching verbs to their predicates

### Bring to the lesson:

- the Student's Book (pages 36 and 37)

### To start:

- Play *WordBuster* with words from Units 1–4.

### Study Tip **D**

- Read the Study Tip as a class. Elicit examples from the students. (*Please could you speak more slowly? Would you mind saying that again, please?*)
- Students copy the Study Tip and examples into their notebooks.

### A Vocabulary **D**

**Aim:** to recycle vocabulary.

- Have a group competition.

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

### B Speaking **D**

**Aim:** to practise using new vocabulary in sentences.

- Read the speech bubbles. Establish the task by saying *Join the matching words and phrases from Exercise A and then use the new phrases in a sentence.*
- Students work through the questions in pairs. Monitor and support.
- Choose pairs to share their answers with the class.

**ANSWERS:** Students' own answers.

### C Reading and speaking

**Aim:** to read for information.

- Discuss the picture. Elicit what students know about Hadi Soua'an Al-Somaily.
- Read the text. Choose students to take turns reading.
- Students work in pairs to ask and answer the questions. They check their work with another pair. Monitor for correct grammar.
- Check the answers with the class and deal with any difficulties.

### ANSWERS:

- Hadi Soua'an Al-Somaily
- Taif, Saudi Arabia
- He was a sportsman who won silver and gold medals.
- He ran his fastest race (and he came second).
- Another runner just beat him to the line.
- Students' own suggestions.

### Grammar Study

**Aim:** to consolidate the use of prefixes to make opposites.

- Read the Grammar Study box points 1, 2 and 3 as a class.
- In pairs students find the words asked for in 4, 5 and 6. Make it a competition.
- Remind students to use a dictionary to check new words made this way.

**ANSWERS:** 4 *unsuccessful, unexplored* 5 *insincere* 6 *dishonest*

### D Grammar

**Aim:** to practise using context to help understanding.

- Read and answer question 1. Elicit that it is the first sentence which gives the clue to the word they need.
- Students complete the task and check their work in pairs.
- Check answers with the class. Use the voting cards.

**ANSWERS:** 1 *unusual* 2 *unsuccessful* 3 *honest* 4 *kind*  
5 *inexpensive* 6 *important*



## E Writing

**Aim:** to revise the formation and use of the present perfect continuous.

- Look at the cartoon. Read the title, the first prompt and the sample answer.
- Elicit an answer to prompt 2.
- Students write the answers to all the sentences in their notebooks.
- Students proofread each other's work. Check spelling of the past participles.
- Choose students to read their work to the class.

### ANSWERS:

**2** *Sultan/He has been getting up early.*

**3** *Sultan/He has been exercising every day.*

**4** *Sultan/He has been eating healthy food.*

**5** *Sultan/He has been walking to work.*

**6** *Sultan/He has been swimming every Friday.*

**7** *Sultan/He has been feeling very tired.*

### Extra activity:

- Students check that all the new vocabulary from the unit is listed in their notebooks.

## Homework

**New vocabulary. Any exercises not completed in the Workbook pages 106 – 111.**

## Final activity

- Students play *Jumbled words* with words from the unit.

# Unit 5

# Blogs, reviews and reports

## LESSON 1 *Ramadan blog*

### Language

**Functions:** Saying what you have been doing for a period from the past until the present

**Grammar:** Practising the present perfect continuous tense in sentences, questions and negatives

**Vocabulary:** *blog, celebrate, dawn, entry, faith(ful), fast (n), over (finished), patience, self-control, sunset*

**Language skills:** Writing short descriptions of people, places and events; understanding the main ideas and specific information in factual texts

**Study skills and independent learning:**  
Guessing the meaning of unknown words

### Bring to the lesson:

- the Student's Book (pages 38 and 39)
- the Workbook (pages 112 and 113)

### To start:

- Invite students, as a class or in groups, to share their experiences of Ramadan.

### A Reading

**Aims:** to read for gist and specific information; to introduce the topic and vocabulary.

- Teach *blog* (*internet/web log* or *diary*). Explain (if they don't know) that people use blogs to share their thoughts with their friends over the internet.
- Read the speech bubble and discuss the picture to establish the context.
- Read the list of headings. Elicit or explain meanings for new words (*over (finished), fast (n), faith*).
- Students read the text and label the headings. They check their answers in pairs.
- Choose students to read the paragraphs aloud and give the headings. Check as a class.
- Elicit meanings for the other new words. Can students explain the clues they used? (*celebrate, dawn, entry, faithful, patience, self-control, sunset*)

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

### B Speaking

**Aim:** to practise the present perfect continuous tense.

- Read the sample answer and review the formation of the present perfect continuous (*has/have been* + verb + *-ing*). (Use the Language help box here if preferred.)
- Elicit examples from the text (*pray – he has been praying*).
- Students complete the task in pairs. Monitor for correct grammar.
- Choose pairs to share their sentences with the class.

**POSSIBLE ANSWERS:** *Hussein has been feeling a little nervous. He hasn't been eating or drinking all day. He has been trying to stop bad habits. He has been praying and reading the Holy Qur'an. He has been thinking about Muslims in Islamic countries and all over the world. He has been talking and praying with two new friends. He has been eating with Yousef and Jamal before dawn and after sunset. He has been telling English friends about Islam. He has been celebrating Eid-ul-Fitr with his family.*

### Extra activity:

- Students write the sentences from Exercise B in their notebooks and proofread in pairs.

### C Vocabulary D

**Aim:** to consolidate the new vocabulary from the lesson.

- Establish the task with books closed. Explain it's a race.
- Open books. Students find and write the words neatly.
- Note the order of students as they finish. Ask students to spell the words. Students proofread in pairs. The winner is the student who finishes first and has all the words correctly spelled.

**ANSWERS:** 1 *over* 2 *dawn* 3 *patience* 4 *sunset* 5 *fast*  
6 *self-control*

### Extra activity:

- Ask students to write the new words into their notebooks and learn them for homework.

## D Language help

**Aim:** to consolidate the use and formation of the present perfect continuous tense.

- Write *has/have (not) + verb + -ing* on the board. Elicit examples (*stay – I have been staying with my uncle; go/not – He hasn't been going to school; homework – Have they been doing their homework?*).
- Ask students, in pairs, to read the prompts and complete the sentences.
- Choose pairs to read their sentences for the class to check.
- Students copy the board and the completed table into their notebooks.

**ANSWERS:** 2 *watching* 3 *reading* 4 *haven't* 5 *been* 6 *has* 7 *Have* 8 *they*

## E Speaking E

**Aim:** to practise using the present perfect continuous tense in spoken language.

- Discuss the picture and establish the context.
- Read the prompt and the sample answer. Elicit a response to the next prompt.
- Students complete the task in pairs. Monitor for correct grammar.
- Choose pairs to say their sentences for the class to check.
- Review any common or serious errors.

**ANSWERS:** 2 *Hussein and his family/They have been eating special food.* 3 *Hussein and his family/They have been wearing smart clothes.* 4 *Hussein and his family/They have been helping poor people with money.* 5 *Hussein and his family/They have been have been spending time with family and friends.* 6 *Hussein and his family/They have been giving small presents to young children.*

## F Writing

**Aims:** to promote written fluency; to use the present perfect continuous.

- Read the question and the example beginning as a class.
- Elicit ideas and write them on the board (*cooking, reading, working hard, meeting friends*).
- Students use these or their own ideas to complete the task. Monitor and support.
- Pairs proofread each other's work.
- Choose students to read their work to the class.

**ANSWERS:** *Students' own answers.*

## Homework: Workbook pages I12 and I13

### Final activity:

- Students work in pairs. Student A uses Exercise C to give the meanings of all the new words. Student B says and spells the correct words (book closed). Then B gives A the new words and A spells them and gives the meaning (book closed).

### WORKBOOK ANSWERS:

#### A 1 c

- 2 *words (which) he finds difficult*
- 3 *reading English websites*
- 4 *to improve his speaking (skills)*
- 5 *He studied his grammar book and did some grammar exercises.*
- 6 *Because he has been working extremely hard all week.*
- 7 *Wednesday*
- 8 *If he does well/doing well in his (English) exam.*

**D B POSSIBLE ANSWERS:** *I haven't been chatting with my friends. I haven't been watching (Arabic) television. I haven't been swimming. I haven't been spending time on Arabic websites. I haven't been watching Arabic films. I haven't been listening to music. I haven't been wasting time.*

#### C 2 *Have you been picnicking in the park?*

- 3 *Why haven't you been throwing away the rubbish?*
- 4 *I haven't been leaving the lights on.*
- 5 *Has he been lying in the sun?*
- 6 *Your mother has been worrying about you.*
- 7 *Haven't they been playing football?*
- 8 *It hasn't been raining today.*

**D D Across:** 4 *patience* 5 *sun* 6 *fast* 8 *blog* 10 *celebrate* 11 *faithful*

**Down:** 1 *dawn* 2 *set* 3 *self-control* 7 *entry* 9 *over*

# Unit 5

# Blogs, reviews and reports

## LESSON 2 Restaurant reviews

### Language

**Functions:** Talking about and commenting on how things sound, taste, feel, look, etc.

**Grammar:** Using verbs which are followed by adjectives

**Vocabulary:** *advertisement, comment (n), screen, section, single, takeaway, terrible, Wi-Fi*

**Language skills:** Conducting a conversation on familiar topics; dealing with aspects of everyday life (e.g. travel, eating, shopping)

### Study skills and independent learning:

Classifying adjectives as positive or negative

### Bring to the lesson:

- the CD (tracks 22–24)
- the Student's Book (pages 40 and 41)
- the Workbook (pages 114 and 115)

### To start:

- Have a discussion on students' favourite restaurants and/or takeaways.

### A Reading and speaking

**Aims:** to practise reading a non-linear text; to introduce the topic and vocabulary.

- Read the speech bubbles and establish the context. Elicit the meaning of *advertisement*.
- Read the advertisements, and elicit or explain meanings for the new words.
- Read question 1. Model using key words (*Al-Nasseem; Where?*) to scan for an answer.
- Students work through the task in pairs, taking turns to ask and answer.
- Choose pairs to share their answers with the class.
- Review any problem areas.

**ANSWERS:** 1 *It's in Jasar Al-Aboud Street.* 2 *The best Saudi food in town.* 3 *Giorgio's kitchen has the best facilities.* 4 *Abu Zaidan is the most expensive restaurant.* 5 *It closes at 2am.* 6 *Students' own answers.*

### B Listening

**Aim:** to listen for specific information.

- Explain that Julie has written a review. Say *Listen and read*. Play track 22.
- Say *Listen and complete*. Play track 22 again, pausing while students write.
- Check the answers with the class.

**ANSWERS:** 2 *March* 3 *sounded* 4 *warm* 5 *attractive*  
6 *tasted* 7 *good value* 8 *excellent*

### AUDIOSCRIPT TRACK 22

**Female:** So you've written a review for *Saudi Stars*, haven't you, Julie?

**Julie:** Yes, that's right.

**Female:** Which restaurant did you go to?

**Julie:** I went with my mum and dad to an Italian restaurant called *Giorgio's Kitchen*.

**Female:** When did you eat there?

**Julie:** Last month. That was on 15 March.

**Female:** And why did you choose Giorgio's Kitchen?

**Julie:** We saw their advertisement. The restaurant sounded very good.

**Female:** What was the atmosphere in the restaurant like?

**Julie:** Excellent. When we arrived the restaurant immediately felt warm and friendly.

**Female:** And what about the décor? What was that like?

**Julie:** Great. The inside of the restaurant was smart and attractive.

**Female:** That's good. And was the food as good as the décor?

**Julie:** Yes, it was. The food was great. Everything smelled and tasted delicious.

**Female:** Was the meal expensive? How much did the food cost?

**Julie:** It was 270 riyals for three people. It was expensive but good value, because the food was very good.

**Female:** So what was your opinion of Giorgio's Kitchen? Did you like it?

**Julie:** Yes, very much. I think it's an excellent restaurant for all the family.

**Female:** OK, thank you very much, Julie.

### C Speaking

**Aim:** to talk about and comment on how things sound, taste, feel, look, etc.

- Read the prompt and speech bubbles. Julie is talking about her visit.
- Elicit a response to the next prompt. Review the past simple if necessary.
- Students work in pairs, taking turns to ask and answer. Monitor for grammar.
- Choose pairs to say their sentences to the class.

**SAMPLE ANSWERS:** **2** When did you eat there? Last month on 15 March. **3** Why did you choose Giorgio's Kitchen? We read about it and it sounded good. **4** What was the atmosphere like? It felt warm and friendly. **5** What was the décor like? It looked smart and attractive. **6** How was the food? It smelled and tasted delicious. **7** How much did the food cost? 270SR. It was expensive but good value. **8** What was your opinion of the restaurant? I think it's an excellent restaurant for all the family.

## D Language help

**Aim:** to consolidate the use of adjectives with certain verbs.

- Read point 1. Give examples. Elicit that these words are *adverbs*.
- Write: *looks, sounds, smells, tastes* and *feels* on the board. Elicit that sense verbs are used with *adjectives*.
- Elicit more examples. (*It looks big. It sounds good. It smells awful. It feels soft.*)
- Students copy the information and examples.

## E Listening

**Aim:** listening for positive and negative intonation patterns.

- Establish the task. Teach (or demonstrate) *positive* and *negative*.
- Play track 23. Students choose the correct face.
- Repeat track 23. Students check each other's work in pairs.
- Check the answers with the class.

**ANSWERS:** 1 B 2 B 3 A 4 B 5 A

### AUDIOSCRIPT TRACK 23

1

**Female 1:** Those sandwiches look awful.

**Female 2:** And they taste awful, too.

2

**Male 1:** I don't feel very confident about the exam.

**Male 2:** I feel very nervous about it, too.

3

**Female 1:** Your new glasses look fantastic.

**Female 2:** I think they look really amazing, too.

4

**Male 1:** Your voice sounds strange. Are you OK?

**Male 2:** No, I feel really strange too. I've got a cold.

5

**Female 1:** Hmm. Those flowers look beautiful!

**Female 2:** Yes, and they smell really fantastic as well.

## F Pronunciation D

**Aim:** to develop the use of positive and negative intonation.

- Play track 24. Students repeat in the pauses.
- Repeat until the students can use positive and negative intonation consistently.

### AUDIOSCRIPT TRACK 24

See track 23.

## G Vocabulary D

**Aim:** to classify adjectives as positive or negative.

- Students draw a table with *Positive* and *Negative* columns.
- Have a group competition with writers for positive and negative words.
- Check and copy as usual.

**ANSWERS:** *Positive: attractive, amazing, delicious, confident, excellent, fantastic; Negative: awful, bad, impatient, nervous, terrible, untidy*

## H Speaking

**Aims:** to order food; to talk about the senses.

- Review *greet, menu, order, opinion*. Elicit ideas.
- Students prepare conversations for a class contest. Monitor.
- Review any common or serious errors or misunderstandings.

**ANSWERS:** **1** Students' own answers. **2** (Example answers) What's the restaurant like? It feels nice here. The atmosphere seems friendly. How's the food? Is everything all right? The food tastes good.

## Homework: Workbook pages I14 and I15

### Final activity:

- Have a class contest with the conversations from Exercise H.

### WORKBOOK ANSWERS:

**A** 1 Wi-Fi **2** screen **3** single **4** section **5** comment **6** takeaway **7** terrible **8** advertisement

**B** 1 section **2** single **3** advertisement **4** takeaway **5** comments **6** Wi-Fi **7** terrible **8** screen

**D C Positive:** beautiful, calm, clean, comfortable, great, healthy, neat, patient, successful, tidy

**Negative:** dirty, expensive, lazy, nasty, noisy, terrible, uncomfortable, unhealthy, uninteresting, wasteful

**D D1** keep/stay **2** tasted **3** feel **4** sounded **5** stay/keep **6** smells **7** looks

**E** 1 B4 **2** A3 **3** C2 **4** A2 **5** B1 **6** C4 **7** A4 **8** B3 **9** A1 **10** C1 **11** B2 **12** C3

**D F EXAMPLE ANSWER:** I've just been trying a restaurant in Al-Mina Street, called the Kebab Palace. The name sounds awful and the décor looks quite shabby, but inside it felt cool and relaxed. The food smelled and tasted fantastic and it arrived on special dishes which kept it warm. In my opinion, if the prices stay as cheap as this, it's very good value.

# Unit 5

# Blogs, reviews and reports

## LESSON 3 *From Saudi Arabia*

### Language

**Functions:** Expressing and asking for opinions on topics of interest including cultural topics

**Grammar:** Using the present passive of regular and irregular verbs

**Vocabulary:** *bottle (v), cement (n), export (v), manufacture, mineral, reduce, refine, release (v)*

**Language skills:** Writing straightforward connected texts by linking shorter elements

### Study skills and independent learning:

Focusing on vocabulary related to materials and processes; transferring from verbal to visual information

### Bring to the lesson:

- the CD (track 25)
- the Student's Book (pages 42 and 43)
- the Workbook (pages 116 and 117)

### To start:

- In pairs or small groups, play *This restaurant* (an ABC game with adjectives. See the Introduction.) Encourage students to use the verbs *seems, smells, tastes, looks, sounds* and *feels*, as well as *is/are*.

### A Vocabulary

**Aims:** to recycle vocabulary; to introduce the topic.

- Read the speech bubbles and elicit or explain the meaning of *products*.
- Challenge the students to quickly name the pictures.
- Choose students to read their answers. Check the class agrees.

**ANSWERS:** A 2 B 1 C 3 D 4 E 5 F 6 G 7

### B Reading and grammar

**Aims:** to introduce the formation of the present simple passive; to practise transferring information from a visual to a verbal form.

- Look at the map and identify the places and the products.

- Teach *refine (clean), manufacture (make)*, and revise *produce (make), mine (take from under the ground), grow (produce plants)*.
- Write on the board: *Yanbu produces cement* and *Cement is produced in Yanbu*.
- Explain that this is called the *present simple passive*. Elicit that it is made with *is/are* and the past participle. Give more examples (*is called, is made, is liked*).
- Elicit a response for sentence 2. Do not explain the grammar further at this point.
- Students complete the task. Do not check the answers yet.

### C Listening

**Aim:** to practise understanding listening texts containing passive verbs.

- Say *Listen and check*. Play track 25. Students check their work in pairs.
- Check the answers with the class. Highlight that where there are two verbs (*refined and exported*) the auxiliary (*is/are*) is not repeated.

**ANSWERS:** 2 *is mined, Mahd ad Dahab* 3 *are grown, Taif*  
4 *is produced, Najran* 5 *are refined, Ras Tanoura*  
6 *are manufactured, Dammam* 7 *is made, Jubail*

### AUDIOSCRIPT TRACK 25

- 1  
**Male:** Cement is produced in Yanbu.
- 2  
**Male:** Gold is mined in Mahd ad Dahab.
- 3  
**Male:** Dates and other agricultural products are grown in Taif.
- 4  
**Male:** Mineral water is produced and bottled in Najran.
- 5  
**Male:** Petrol and other petroleum products are refined and exported from Ras Tanoura.
- 6  
**Male:** Plastics are manufactured in Dammam.
- 7  
**Male:** Steel is made in Jubail.

### D Speaking D

**Aim:** to practise using the present simple passive.

- Read the example questions and answers. Elicit *What* and *Where* questions about, for example *dates/Taif*.
- In pairs, students ask and answer questions about the other products. Monitor.



- Choose pairs to say their dialogues for the class to check.
- **Note:** Even if the answer is plural, the *What* question is always singular. (*What is manufactured in Jubail? Plastics are.*) This is because, outside the classroom, the answer is not known when the question is asked.

**ANSWERS:** (In any order) *Where is cement produced? Cement is produced in Yanbu. What is produced in Yanbu? Cement is produced there. Where are dates grown? Dates are grown in Taif. What is grown in Taif? Dates are grown there. Where is gold mined? Gold is mined in Mahd ad Dahab. What is mined in Mahd ad Dahab? Gold is mined there. Where is mineral water produced and bottled? Mineral water is produced and bottled in Najran. What is produced and bottled in Najran? Mineral water is produced and bottled there. Where is petrol refined and exported from? Petrol is refined and exported from Ras Tanoura. What is refined and exported from Ras Tanoura? Petrol is refined and exported from there. Where are plastics manufactured? Plastics are manufactured in Dammam. What is manufactured in Dammam? Plastics are manufactured there. Where is steel made? Steel is made in Jubail. What is made in Jubail? Steel is made there.*

## E Language help

**Aim:** to introduce the use of the present simple passive.

- Read the information and give or elicit more examples. (*Ice cream is liked by many children. Too many trees are cut down. Students are tested every year.*)
- Students copy the information and examples into their notebooks.

## Extra activity:

- Ask students to write the new words into their notebooks and learn them for homework.

## F Speaking

**Aim:** to practise using the simple present passive in speech.

- Read the speech bubbles and look at the pictures.
- Elicit a response to the first prompt (*Flowers are grown in Africa*).
- Remind students to think about the spelling of the past participle.
- Students complete the task in pairs. Monitor for grammar and spelling.
- Choose pairs to say their sentences to the class.

**ANSWERS:** **2** *Then they are sent to the Middle East and Europe.* **3** *To reach shops quickly the flowers are transported by plane.* **4** *During the flight a lot of CO<sub>2</sub> is released.* **5** *When the flowers arrive they are sold in big shops.*

## G Writing D

**Aims:** to write straightforward connected texts; to express opinions on topics of interest.

- Read the question and the table of advantages and disadvantages.
- Elicit a first sentence based on the title and *advantages/disadvantages*. (Remind students to use the passive and to join sentences with a connective.)
- Write the sentence on the board. For example, *There are many advantages in buying flowers from Africa, but there are disadvantages too.*
- Students copy the first sentence and then complete the task individually. Monitor grammar. Remind students to think about the spelling of the past participles.
- Students proofread in pairs.
- Choose students to read their work to the class. Check and review problems.

### POSSIBLE ANSWER: *Flowers from Africa*

*The number of jobs in Africa is increased by growing flowers there. However, the number of jobs in Europe and the Middle East is reduced. Development is increased and money is brought into Africa. On the other hand, pollution is increased and CO<sub>2</sub> is released during the plane flights with the flowers. Good value products are sold to customers but land is used for growing flowers and not for food.*

## Homework: Workbook pages I16 and I17

### Final activity:

- Students play *Hangman* in pairs with words from the unit.

### WORKBOOK ANSWERS:

**D A** **1** mineral **2** reduce **3** manufacture **4** release **5** cement  
**6** refine **7** bottle **8** export

**D B** **1** exports **2** refine **3** mineral **4** releases **5** bottle  
**6** manufacture **7** reduce **8** cement

**C** **2** brought **3** driven **4** found **5** had **6** kept **7** left **8** lost  
**9** read **10** stolen **11** told **12** written

**D 1** *is often caught, frozen* **2** *is flown, sold* **3** *is bought, eaten*  
**4** *are grown, are chosen* **5** *are sent, are made*

**E** **1** *Why are some children taught all their subjects in English?*  
**2** *Which foods are said to be healthy?*  
**3** *What is known about prehistoric people?*  
**4** *When are new clothes given to children?*  
**5** *Where is rubbish taken for recycling?*

**F** *Students' own answers.*

# Unit 5

# Blogs, reviews and reports

## LESSON 4 SAUDI REVIEW

### Language

Revision of language in Unit 5.

**Grammar study:** Using different connectors

**Study skills and independent learning:**

Learning a technique to help improve spelling

### Bring to the lesson:

- the Student's Book (pages 44 and 45)

### To start:

- Play *Ready and waiting*.

### Study Tip D

- Read the Study Tip about learning to spell new words.
- Have the students chant several times: *Look, say, cover, write and check*.
- Students copy the Study Tip into their notebooks.

### A Vocabulary D

**Aim:** to practise using *Look, say, cover, write and check* to learn new words.

- Demonstrate the method. **1** Write *over* on the board and ask students to study it. **2** Say *over* and spell it out *O-V-E-R*. (Some students might also find it helpful to 'write' the word with a finger in the air, or on the desk, as they spell.) **3** Cover it up and write it again. **4** Check it letter by letter.
- Allow students some time to practise the method on the words in the list. Monitor.
- In pairs, students test each other, following the dialogue.

### B Speaking

**Aim:** to revise the present perfect continuous.

- Read the speech bubbles and look at the pictures. Elicit ideas about what Adnan has/hasn't been doing during Ramadan (*praying, fasting, eating, drinking, improving his self-control*). Suggest students look back at page 38 for ideas.
- Students make sentences in pairs. Monitor and support. Note problems.
- Pairs say sentences to the class until no one has any different sentences left.
- Review any problems.

**ANSWERS:** *Students' own answers following the structure He has/hasn't been -ing.*

### C Reading

**Aim:** to practise transferring from verbal to visual information.

- Read the review and establish the task. Students have to find the date of the visit and list the advantages and disadvantages of the restaurant.
- The students copy the notes and then complete them, using the text.
- Check the answers with the class and help with any vocabulary.

**ANSWERS:** **Date:** *Last Thursday*; **Advantages:** *bright and modern décor, comfortable furniture, polite and friendly waiters, food tasted great*; **Disadvantages:** *small restaurant (crowded), noisy, had to wait for food, expensive food*

### Grammar Study

**Aim:** to reinforce the use of connectors to make longer sentences.

- Read the Grammar Study box and the speech bubbles as a class.
- Elicit more examples and help with any problems.
- Students copy the Grammar Study box and examples into their books.

### D Grammar D

**Aim:** to revise the meanings of a range of connectors.

- Read the connectors with the class.
- The students write the connectors into the table and check their answers in pairs.
- Use voting cards (e.g. **and** = 1; **but** = 2; **when** = 3) to check answers with the class.
- Students copy the table into their notebooks and learn any forgotten words.

**ANSWERS:** *(any order) and: as well as, too; but: on the other hand, however; when: while, during*

## E Grammar

**Aim:** to practise using a range of connectives.

- Read the first prompt and elicit a response. (*These flowers are very attractive. They are very cheap **too**.*)
- Students complete the task and check their answers with a partner.
- Check with the class. Discuss any difficulties.

**ANSWERS:** 1 *too* 2 *While* 3 *during* 4 *As well as*  
5 *On the other hand* 6 *However*

## F Writing E

**Aim:** to consolidate commenting on how things sound, taste, feel, look, etc.

- Look at the table and establish the task.
- Elicit that: 1 smiley face = 'good'; 2 = 'very good'; 3 = 'excellent'; 1 sad face = 'not very good'.
- Elicit a range of adjectives instead of *good* (*great, amazing, delicious, tasty, nice, etc.*).
- Students write their review and proofread their work in pairs.
- Choose students to read their work to the class. Ask for feedback on grammar, content and presentation.
- **Note:** Simple adjectives like *good, nice* and *bad* can be used with *quite* and *very* but adjectives like *great, amazing, delicious, terrible* already mean *very good* (or *very bad*) and so *very delicious, for example, is not possible. As quite is potentially confusing, (quite nice = a little bit nice but quite delicious = really delicious) tell students not to use quite or very with these words. (Really, however, can be used with either: really good, really amazing.)*

**EXAMPLE ANSWER:** *Leila's cakes looked fantastic and they smelled wonderful too. However, they tasted terrible! On the other hand, Badria's cakes didn't look very nice and they didn't smell very good but they tasted great.*

## Extra activity:

- Students check that all the new vocabulary from the unit is listed in their notebooks.

## Homework

**New vocabulary. Any exercises not completed in the Workbook pages 112 – 117.**

## Final activity

- Organise a class vocabulary and/or spelling championship with words from Units 1–5.

# Unit 6

# Working in a team

## LESSON 1 *A radio drama*

### Language

**Functions:** Expressing conditions and degrees of certainty in the future; using a variety of vocabulary in everyday situations

**Grammar:** Introducing the second conditional

**Vocabulary:** *clinic, injection, instead of, instruction, recover, specialist, tablet, x-ray*

**Language skills:** Describing experiences and events (real or imaginary); understanding sequence

### Study skills and independent learning:

Grouping similar words in smaller related categories

### Bring to the lesson:

- the CD (track 26)
- the Student's Book (pages 46 and 47)
- the Workbook (pages 118 and 119)

### To start:

- Teach the word *drama*. Invite students to talk about their favourite radio or television programmes. Students work in pairs and then report to the class.

### A Reading

**Aims:** to introduce the second conditional; to introduce vocabulary.

- Read the paragraphs, with students taking turns to read. Help with new words.
- Allow a short time for the students to label the paragraphs in order. Use the voting cards to check the answers with the class.
- Reread the text in the correct order.

**ANSWERS:** A 6 B 3 C 1 D 5 E 4 F 2

### B Reading

**Aims:** to practise using the second conditional.

- Read the first prompt. Ask students to find the relevant sentence (*If Mum were alive and here with Dad, I'd go shopping*). Elicit that *I'd = I would*.
- Demonstrate turning it into the third person. (*If her mum were alive and (there) with her dad, she'd go shopping*.)

- Demonstrate rearranging the text to fit the prompt (*Reem would go shopping if her mum were alive and (there) with her dad*.)
- Students complete the task in pairs and then check with another pair. Monitor.
- Check with the class. Ask *Are these things going to happen?* (No.)

### ANSWERS:

- 1 *if her mum were alive and (there) with her dad.*
- 2 *if he saw a doctor.*
- 3 *if he weren't so busy at his clinic.*
- 4 *if they didn't taste so bad.*
- 5 *if he followed the doctor's instructions.*
- 6 *if he went to Riyadh?*

### C Listening and speaking

**Aims:** to promote fluency; to practise pronunciation, stress and intonation.

- Say *Listen and repeat*. Play track 26. Students repeat in the pauses.
- Repeat the track if necessary.
- Students work in pairs to repeat the dialogue using their books.
- Choose pairs to demonstrate their pronunciation to the class.

### AUDIOSCRIPT TRACK 26

**Anne:** Can you come shopping, Reem?

**Reem:** No, Dad's not well. If Mum were alive and here with Dad, I'd go shopping but I just want to stay at home to look after Dad.

**Anne:** Is your father feeling better today?

**Reem:** Not much better.

**Anne:** And he won't see a doctor?

**Reem:** No. But I'm sure if he saw one, he'd recover quickly.

**Anne:** Has your father agreed to see a doctor?

**Reem:** Finally, yes. The doctor's coming after lunch. He'd come earlier if he weren't so busy at his clinic.

### D Vocabulary D

**Aims:** to practise the language of the lesson; to practise grouping words by topic.

- Look at the diagram and check students understand the headings.
- In groups, students use their books to find words to fit each category.
- Check the answers with the class. Check they only used words about *Health*.

**ANSWERS:** 2 *specialist* 3–6 *medicine, tablets, x-ray, injection* 7–8 *hospital, clinic* 9–12 (any four, in any order) *feel, follow, improve, recover, take*

### Extra activity:

- Ask students to write the new words into their notebooks and learn them for homework.

## E Language help

**Aim:** to consolidate the use and formation of the second conditional.

- Read the information and examples. Elicit further examples from the students.
- Highlight that the second conditional is used to suggest that something probably won't happen.
- Students copy the information and examples into their books.
- Note:** In standard grammar, when using the second conditional, the singular of *be* is always *were*. (If I **were** you, I'd ... If Mum **were** here, she'd ...) This is changing, especially in spoken language, but students should know this form. They don't need to understand the grammar of it at this point.

## F Reading and speaking D

**Aim:** to practise the use of the second conditional.

- Read through the questionnaire and tell students to choose their answers.
- Students work through the questions in pairs, noting their partner's answers.
- Ask students to report their partner's answers. (If Ali saw ... , he'd ...)
- Review any problem areas.

### ANSWERS:

#### Questions:

- What would you do if you saw someone falling in a shopping mall?
- What would you do if you had a chance to be on TV?
- What would you do if you made your friend angry?
- What would you do if you wanted advice?
- What would you do if you had a lot of money to help poor people?

**Answers:** Students' own responses following the questionnaire.

## G Reading and speaking D

**Aim:** to practise the use of the second conditional.

- Choose two students to model the sample question and answer.
- Students work in pairs to ask and answer the questions from Exercise F.
- Students follow the example dialogue and can use their own responses.

**ANSWERS:** Students' own answers.

## Homework: Workbook pages 118 and 119

### Final activity:

- Working in pairs or small groups, students draw a diagram like the one in Exercise D, but with the headings *People, Places, Verbs* and *Equipment*. They fill it in using words related to sport. Challenge the groups to find as many words as they can.

### WORKBOOK ANSWERS:

**A** 1 f 2 h 3 b 4 d 5 a 6 j 7 g 8 i 9 c 10 e

**B** First, I'd collect lots of wood and build a big fire with it. After that, I'd catch some fish and cook them over the fire. Then, we'd eat them for lunch, and everyone would think I was very clever. In the afternoon, I'd drive around the desert with my brother. Later, I'd probably swim with the other boys. In the evening, we'd sit around the fire and tell stories.

**D C** 1 instructions 2 clinic 3 tablets 4 recover 5 x-ray 6 instead 7 specialist 8 injection

**D 2** studied, he'd pass 3 ate, she'd feel 4 found, would (you) do 5 caught, I'd be 6 weren't feeling, I'd go 7 tried, wouldn't be 8 taught, I'd go

**D E** Students' own answers.

# Unit 6

# Working in a team

## LESSON 2 *Teamwork*

### Language

**Functions:** Confirming information; giving definitions

**Grammar:** Using question tags with a variety of tenses

**Vocabulary:** *individual, proofreader, reporter, secretary, tag, task, teamwork, timekeeper, together*

**Language skills:** Asking for repetition, clarification or elaboration; understanding information in monologues

**Study skills and independent learning:**

Focusing on team and group skills and roles

### Bring to the lesson:

- the CD (tracks 27 and 28)
- the Student's Book (pages 48 and 49)
- the Workbook (pages 120 and 121)

### To start:

- Play *What's my job?*

### A Reading

**Aims:** to introduce the topic; to promote fluency.

- Read the speech bubbles and the list of tasks.
- Students discuss in small groups whether the tasks are group or individual.
- Take a vote. Choose students to give reasons for their opinions.

**ANSWERS:** *There are no 'right' answers. The point is to stimulate discussion. Sometimes these tasks will be done individually, and at other times, as a group. Encourage the students to give the opposite point of view and give reasons.*

### B Listening

**Aims:** to understand monologues; to give definitions.

- Look at the pictures and read the prompts. Elicit that students are going to give definitions of jobs. Play track 27.
- Give the students time to make notes. Play track 27 again while they complete and check their answers.
- Check the answers with the class.

**ANSWERS:** 1 together 2 notes 3 speaks 4 collects 5 task 6 mistakes

### AUDIOSCRIPT TRACK 27

1

**Male:** A group manager introduces people to each other and helps the group to work together.

2

**Male:** A group secretary writes the group's answers, opinions and notes.

3

**Male:** A group reporter speaks for the group and reports the answers.

4

**Male:** A materials manager gives out and collects materials for the group.

5

**Male:** A timekeeper helps the group to finish the task on time.

6

**Male:** A proofreader reads the group's work and answers to find mistakes.

### C Speaking

**Aim:** to practise giving definitions.

- Choose a pair to model the sample question and answer.
- In pairs, students use the information in Exercise B to ask for and give definitions of jobs.
- Choose pairs to say their dialogues to the class.

**ANSWERS:** 1 *What does a group manager do? A group manager helps the group to work together.* 2 *What does a group secretary do? A group secretary writes the group's answers, opinions and notes.* 3 *What does a group reporter do? A group reporter speaks for the group and reports the answers.* 4 *What does a materials manager do? A materials manager gives out and collects materials for the group.* 5 *What does a timekeeper do? A timekeeper helps the group to finish its task on time.* 6 *What does a proofreader do? A proofreader reads the group's work and answers to find mistakes.*

### D Listening

**Aims:** to revise using tag questions to listen for information.

- Establish that the task is to say which group member is talking each time.
- Say *Listen and write the number in the correct box.* Play track 28.
- Repeat the track. Students check their answers with a partner.
- Use voting cards to check answers with the class.

**ANSWERS:** Group manager: 3, 6 Group secretary: 8, 10  
Group reporter: 2, 7 Materials manager: 4, 12  
Timekeeper: 1, 11 Proofreader: 5, 9



## AUDIOSCRIPT TRACK 28

- 1 **Female:** You don't know the time is over, do you?
- 2 **Female:** It's our group's turn to speak, isn't it?
- 3 **Female:** We don't all know each other, do we?
- 4 **Female:** You don't need more paper, do you Faiza?
- 5 **Female:** I haven't forgotten to check anything, have I?
- 6 **Female:** Right, we're ready to start now, aren't we?
- 7 **Female:** Our ideas were better than the other groups, weren't they?
- 8 **Female:** I didn't write down Fatimah's idea, did I?
- 9 **Female:** I did correct the spelling, didn't I?
- 10 **Female:** So I've got everyone's ideas, haven't I?
- 11 **Female:** We mustn't take too long, must we?
- 12 **Female:** You've all got pencils, haven't you?

E Language help **D**

**Aim:** to revise the formation and use of tag questions.

- Read the information as a class. Elicit more examples.
- Highlight that **No**, *I'm not* after, e.g. *You're not Saudi, are you?* means *You are right, I'm not Saudi*. Although it's negative, it shows agreement.
- Students write the information and the examples into their notebooks.

F Grammar **D**

**Aim:** to practise the formation of tag questions.

- Choose two pairs to model the example dialogues. Establish that each sentence must be turned into both a positive and a negative question.
- Students complete the task in pairs. Monitor for correct tag questions.
- Check by going quickly round the class in a chain. Student A asks the first question. Student B answers and asks the other form of the question. Student C responds and asks the next question. Continue until all the questions have been asked and answered, and everyone has had at least one turn.

**ANSWERS:** 2 *You can hear me over there can't you? Yes, I/we can. You can't hear me over there, can you? No, I/we can't.* 3 *The orange juice isn't in the fridge, is it? No, it isn't. The orange juice is in the fridge, isn't it? Yes, it is.* 4 *There aren't any people here, are there? No, there aren't. There are some people here, aren't there? Yes, there are.* 5 *You two don't know each other, do you? No, we don't. You two (do) know each other, don't you? Yes, we do.* 6 *The books were on the table, weren't they? Yes, they were. The books weren't on the table, were they? No, they weren't.* 7 *Nadia doesn't eat a lot of meat, does she? No, she doesn't. Nadia eats/does eat a lot of meat, doesn't she? Yes, she does.* 8 *We have forgotten to check our answers, haven't we? Yes, we have. We haven't forgotten to check our answers, have we? No, we haven't.*

## G Speaking

**Aims:** to promote fluency in reasoned argument; to practise working as a group.

- Explain that students are going to work as a group.
- Divide the class into groups and explain their roles (See *Group presentations* in the Introduction for details).
- Give the timings (this will depend on time available) but possibly:
  - 1 minute to organise the group, decide on roles and hand out materials.
  - 2 minutes for individuals to note down their ideas.
  - 2 minutes to share their ideas as a group and decide on the content.
  - 3 minutes to write and check the speech. Everyone to contribute.
  - 2 minutes to practise the presentation. Group to give feedback.
- **Note:** Everyone should say something. Everyone can introduce themselves and state their role. Some can also welcome the audience, thank them for listening, introduce the topic and/or the speaker, and so on.
- Start the groups off. Be available as a dictionary/spellchecker but take no more part in the organisation. Note examples of good group work.
- After 10 minutes everyone stops and groups make their presentations in turn.
- Vote for the best presentation. Award extra points for good group work.

## Homework: Workbook pages I20 and I21

## Final activity:

- Use the group presentation from Exercise G as the final activity.

## WORKBOOK ANSWERS:

**A** 1 c 2 d 3 b 4 a 5 h 6 g 7 i 8 e 9 f

**B** 1 *She likes tomatoes, doesn't she? Yes, she does.* 2 *You didn't do the washing-up, did you? No, I didn't.* 3 *You've been to Egypt, haven't you? Yes, I have.* 4 *He's never studied French, has he? No, he hasn't.* 5 *New roads are being built every year, aren't they? Yes, they are.* 6 *It's not going to rain today, is it? No, it isn't.* 7 *He's studying in London, isn't he? Yes, he is.* 8 *I won't miss the bus, will I? No, you won't.* 9 *You can't swim, can you? No, I can't.* 10 *We could go next week instead, couldn't we? Yes, we could.*

**C** 1 Dr Faheed 2 doctor 3 team manager 4 runs the men's clinic 5 Dr Huda 6 doctor 7 runs the women's clinic 8 children's specialist 9 Jameela 10 Abdulrahman 11 nurse 12 helps the doctors 13 gives injections 14 Saeed 15 secretary 16 looks after the office 17 proofreads the reports 18 does the timekeeping 19 gives out tablets 20 makes sure the patients understand the doctors' instructions 21 x-ray equipment

**D** D1 do you mean 2 doesn't it 3 Can you explain 4 there will be 5 Will there be 6 beautiful handwriting 7 can you tell 8 could you say 9 isn't it

# Unit 6

# Working in a team

## LESSON 3 *Satellite TV*

### Language

**Functions:** Dealing with common aspects of everyday life and getting the information needed

**Grammar:** Using present passive in sentences, questions and negatives

**Vocabulary:** *as, broadcast (v), live (adj), microphone, ordinary, receiver, record (v), present (v), transmit, transmitter*

**Language skills:** Transferring from verbal to visual information; finding and understanding the main idea in everyday materials

**Study skills and independent learning:** Guessing the meaning of unknown words

### Bring to the lesson:

- the Student's Book (pages 50 and 51)
- the Workbook (pages 122 and 123)

### To start:

- Play *Vocabulary tic-tac-toe* with words from *Lift Off!* 6.

### A Reading

**Aims:** to find and understand the main idea in everyday materials; to introduce the topic and vocabulary.

- Read the speech bubble and look at the pictures to establish the topic (*How television works*). Write the new words on the board.
- Students take turns reading the text aloud. Elicit meanings for the new words. Encourage students to read around the words and use the pictures to help.
- Explain any remaining vocabulary. Help with any other difficulties.
- Students reread the text silently, and number the pictures in order.
- Check the answers with the voting cards.

**ANSWERS:** A 4 B 2 C 5 D 1 E 3

### B Speaking D

**Aims:** to promote fluency; to practise the language of the lesson.

- Read the example sentence and establish the task.
- Ask students to cover the text but explain that they may use the pictures.
- In pairs, students take turns to make sentences about satellite TV. Monitor for serious problems, but only help if needed.
- Choose pairs to share their work with the class.

**ANSWERS:** *Students' own answers.*

### C Reading and vocabulary D

**Aim:** to recycle the vocabulary of the lesson.

- Ask students to close their books and announce a *Speed race*. Explain that the task is to find the best definition (a, b or c) for the words from the lesson. Say *Start!*
- Students complete the task as quickly as possible.
- Check the answers and announce the winner.

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

### D Language help

**Aim:** to introduce questions and negatives in the present simple passive.

- Read the examples in the table.
- Elicit more examples from the students. (*English is studied in Saudi school, isn't it? Dates aren't grown in Dammam, are they?*)
- Students copy the table and examples into their notebooks.

### E Grammar D

**Aim:** to practise using the present simple passive with questions and negatives.

- Read the first prompt and the sample answer. Look at the words in brackets. Check students understand they have to make a question of that type or beginning with that word.
- Elicit a response to the second prompt.
- Students write the answers in their notebooks. Monitor and support.
- Students work in pairs to check each other's work.
- Check the answers with the class and review any problem areas.

**ANSWERS:**

- 2 *When is the video signal converted into the /a radio signal?*
- 3 *Live matches are not recorded in TV studios.*
- 4 *Ordinary TV is broadcast all day, isn't it?*
- 5 *Satellite receivers aren't made in China, are they?*
- 6 *How are the radio signals converted back into pictures for TV?*

**F Reading and speaking**

**Aim:** to practise asking and answering questions in the present simple passive.

- Choose a student to read the television guide to the class.
- Students work in pairs to ask and answer the questions. Monitor the grammar and correct as necessary.
- Choose pairs to say their dialogues to the class. Check the class agrees.

**ANSWERS:**

- 1 *It's called Match of the Night Live.*
- 2 *It's shown live.*
- 3 *It's presented by Saif Salim and Mohsin Amin.*
- 4 *It is first shown on Friday afternoon at 3pm.*
- 5 *It is repeated on Saturday evening at 7pm.*
- 6 *It's made by the SaudiSat company.*

**Extra activity:**

- Ask students to write the new words into their notebooks and learn them for homework.

**Homework: Workbook pages I22 and I23****Final activity:**

- Play *Ready and waiting* with the words from the lesson.

**WORKBOOK ANSWERS:**

- A** 2 *Which countries is this programme broadcast to?*  
 3 *This programme isn't recorded.*  
 4 *The weather forecast isn't transmitted by satellite, is it?*  
 5 *The signal is sent by/from a transmitter to a receiver.*  
 6 *Some programmes are paid for by advertisements.*  
 7 *Are science programmes watched by many people?*  
 8 *Programmes about animals are enjoyed by most people, aren't they?*

**B** a spectators b presenter c commentary box d stadium  
 e athletes f track

**D** C 1 e 2 d 3 f 4 b 5 a 6 c

**D** (Example answer) *This programme is called 'Today's races live from Khobar Stadium'. It is shown live at 2pm on Saturday afternoon and repeated at 8pm on Saturday evening. It is presented by Jamal Saleh and produced by the SaudiSat Company.*

**E** E 1 As 2 broadcast 3 live 4 microphone 5 ordinary  
 6 receiver 7 record 8 present 9 transmit 10 transmitters

# Unit 6

## Working in a team

### LESSON 4 SAUDI REVIEW

#### Language

Revision of language in Unit 6.

**Grammar study:** Learning about the meaning and use of the second conditional

**Study skills and independent learning:**  
Focusing on teamwork in language learning

#### Bring to the lesson:

- the CD (track 29)
- the Student's Book (pages 52 and 53)

#### To start:

- Play *Words in words* in pairs or small groups. How many words can they make using the letters in *instruction*? (*coin, coins, cost, count, counts, cousin, cut, cuts, in, into, is, it, its, no, not, noun, nouns, nut, nuts, on, or, our, out, run, runs, sit, so, son, sun, to, tons, tour, tourist, tours, turn, turns, unit, units, us*)

#### Study Tip D

- Read the Study Tip as a class. Discuss ways studying together can be helpful.
- Students copy the Study Tip and ideas into their notebooks.

#### A Vocabulary

**Aim:** to revise the vocabulary of the unit.

- Students label the pictures, and then check their answers with a partner.
- Check the answers with the class.
- Cover the words. Students work in pairs, taking turns. Student A points to a picture and says *What's this?* Student B says the word in English and then spells it. Student A uses the list to check.

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

#### B Reading and speaking E

**Aims:** to practise reading for information; to focus on teamwork.

- Choose a student to read the introduction to the class.
- In pairs, students decide which sentences are correct.
- Pairs check their answers with another pair.
- Check the answers with the class. Ask students to give reasons for their opinions. Discuss any differences of opinion.

**ANSWERS:** 1 ✓ 2 ✓ 3 ✗ 4 ✓ 5 ✓ 6 ✗ 7 ✗ 8 ✗ 9 ✓ 10 ✗

#### Grammar Study

**Aim:** to reinforce the use of the second conditional.

- Read the Grammar Study box and the speech bubbles as a class.
- Ask for more examples of things which are possible but not probable. (*If it snowed in Saudi, I would ski.*)
- Students copy the information and examples into their notebooks.

#### C Grammar

**Aim:** to consolidate the use of tag questions.

- Revise tag questions. Elicit that a positive verb is followed by a negative tag.
- Students complete the task individually. Do not help and do not check the answers yet.

#### D Listening

**Aim:** to practise understanding tag questions.

- Say *Now listen and check*. Play track 29. Students check their answers.
- Allow students time to write if necessary, and then repeat track 29.
- Check the answers with the class. Review any problems.

**ANSWERS:** 1 *won't it?* 2 *isn't it?* 3 *has he (or she)?* 4 *don't you?* 5 *can't I?* 6 *was it?*

**AUDIOSCRIPT TRACK 29**

- 1 **Male:** The programme will start soon, won't it?
- 2 **Female:** The match is taking place now, isn't it?
- 3 **Male:** The reporter hasn't started to speak, has he?
- 4 **Female:** You do want my team to win, don't you?
- 5 **Male:** I can finish my homework after the match, can't I?
- 6 **Female:** The score wasn't five goals to two, was it?

**E Speaking**

**Aim:** to practise using tag questions.

- In pairs, students ask and answer the questions from Exercise D.
- Monitor and review any common problems.

**F Writing D**

**Aim:** to consolidate the use of the second conditional.

- Read the instruction. Elicit that the second conditional needs two verbs: a past simple verb followed by *would* (or *'d*) + verb. (*If he exercised more, **he'd be** healthier.*)
- Note that *would* + verb followed by a past simple verb (***He'd be** healthier if he exercised more.*) is also possible. (Point out that part 4 follows this pattern.)
- Choose a student to read and finish the example answer.
- Students finish the task and then proofread their work with a partner.
- Check the answers with the class and review any common problems.

**ANSWERS:**

- 1 *If they worked together, they'd finish the task.*
- 2 *If she listened, she'd agree with the others.*
- 3 *If they helped each other, they'd finish soon.*
- 4 *He would solve the problem if he looked down.*
- 5 *If she talked quietly, they wouldn't be frightened.*

**Extra activity:**

- Students check that all the new vocabulary from the unit is listed in their notebooks.

**Homework**

**New vocabulary.** Any exercises not completed in the Workbook pages 118 – 123.

**Final activity:**

- Play *Ten questions*. Encourage the students to use passive verbs sometimes.

# Unit 7

# Around the world

## LESSON 1 *An unusual holiday*

### Language

**Functions:** Describing experiences, events (real or imaginary), daily routines, future plans and arrangements

**Grammar:** Using *as soon as*, *once*, *when* and *after* followed by the future with *will*

**Vocabulary:** *as soon as*, *board* (v), *coach*, *depart*, *express* (adj + n), *head for* (v), *once*, *servant*, *Vietnam*, *voyage*

**Language skills:** Asking and answering questions and confirming information; understanding straightforward factual information about everyday topics

**Study skills and independent learning:**  
Matching and classifying words with similar or the same meaning

### Bring to the lesson:

- the CD (tracks 30 and 31)
- the Student's Book (pages 54 and 55)
- the Workbook (pages 124 and 125)

### To start:

- Play *Adjectives and nouns* with the word *microphone*.

### A Reading and speaking

**Aims:** to practise asking questions; to read for understanding.

- Look at the picture and read the speech bubbles. Elicit anything the students know about the story. Establish that Faisal and his father also want to go around the world.
- Choose students to take turns reading the text aloud. Elicit meanings or explain new words.
- Read the first prompt and the example question and answer. Elicit a response to the second prompt. Stress that questions must be based on the text.
- Students make questions in pairs. They join with another pair and check answers by asking their questions. Monitor for grammar and support where necessary.
- Take a selection of answers. Deal with any grammar issues.

**ANSWERS:** 2 *What are Faisal and his father planning to do?*  
3 *How long are they going to take to go around the world?*  
4 *Where was Jules Verne born?* 5 *How old was he when he died?* 6 *When did he write A Journey to the Centre of the Earth?* 7 *Which book did he write in 1865?* 8 *What is Jean Passepartout's job?/What does Jean Passepartout do?*

### B Listening

**Aim:** to develop understanding of descriptions of future arrangements.

- Explain that students are going to hear Faisal's plans for his trip with his father.
- Look at the pictures and elicit names for the different forms of transport.
- Say *Listen and number*. Play track 30. Students number the pictures.
- Repeat track 30 while students check their work.
- Check the answers using the voting cards.

**ANSWERS:** A 3 B 5 C 6 D 1 E 4 F 2

### AUDIOSCRIPT TRACK 30

1

**Faisal:** We live in Dhahran, so that's where we'll start our journey. When Dad finishes work on Wednesday afternoon, we'll get a plane to Mumbai in India.

2

**Faisal:** As soon as we arrive in Mumbai, we'll go straight to the railway station. We'll board the night express to Chennai.

3

**Faisal:** When we arrive in Chennai we'll head for the port. From there we'll sail to the city of Yangon.

4

**Faisal:** Once we have reached the city of Yangon, we'll take a taxi and drive to Ha Noi in Vietnam. That will take about 15 hours.

5

**Faisal:** After we have arrived in Ha Noi on Tuesday, we'll buy a motorbike. My dad likes motorbikes so we're going to ride through Vietnam to Ho Chi Minh City in the south.

6

**Faisal:** As soon as we reach Ho Chi Minh City, we'll have to leave the motorbike and go to the bus station. There, we'll board a coach and head for the city of Phnom Penh. Once we've arrived in Phnom Penh, we'll ...

### C Listening

**Aims:** to listen for specific information; to practise following a sequence.

- Look at the map of Faisal's trip. Revise *arrive/depart*. Establish the task.
- Say *Listen and make notes*. Play track 31 at least twice while students answer.
- Play the track in sections to check answers with the whole class.



**ANSWERS:** 2 *one/8pm* 3 *two/9pm* 4 *six/5pm* 5 *seven/8am*  
6 *eight/1am* 7 *nine/6am*

### AUDIOSCRIPT TRACK 31

1

**Faisal:** We live in Dhahran, so that's where we'll start our journey on day one. We're going to take lots of different ways of travel. After Dad finishes work we'll get a plane from Dhahran Airport to Mumbai in India at three on Wednesday afternoon.

2

**Faisal:** We'll get to Mumbai at eight on Wednesday evening. That's still the first day of our trip. As soon as we arrive, we'll go straight to the railway station. We'll board the night express to Chennai at ten at night.

3

**Faisal:** We'll arrive at Chennai at nine o'clock on Friday night, the second day of our trip. When we arrive we'll head for the port. From there we'll sail to the city of Yangon. The voyage takes four days. We'll leave at 11 at night.

4

**Faisal:** We'll get to Yangon on Monday. That's the sixth day of our trip. Once we have reached Yangon at five o'clock in the afternoon, we'll take a taxi at nine o'clock at night and drive all the way to Ha Noi in Vietnam.

5

**Faisal:** The drive from Yangon to Ha Noi will take about 15 hours. We'll arrive on day seven of our journey at eight o'clock on Tuesday morning. After we have arrived in Ha Noi we'll buy a motorbike. We're going to ride to Ho Chi Minh City in the south of Vietnam. We'll set out at one o'clock on Tuesday afternoon.

6

**Faisal:** The ride to Ho Chi Minh City will take 12 hours. We'll arrive at about one o'clock on Wednesday morning, day eight of our voyage. As soon as we reach Ho Chi Minh City, we'll go to a hotel and sleep. After we have rested we'll go to the bus station and board a coach at three o'clock in the afternoon and head for the city of Phnom Penh. We'll arrive there at six o'clock on Thursday morning – that will be the ninth day of our journey round the world.

## D Language help

**Aim:** to introduce the use of *As soon as*, *When*, *Once*, *After* + the future with *will*.

- Read the information in the table.
- Ask for more examples. (*As soon as you're ready, we'll start; Once we've seen it, you'll understand.*)
- Students copy the table and the examples into their notebooks.

## E Vocabulary D

**Aim:** to recycle the vocabulary of the lesson.

- Read the words in the box. Establish the task.
- Students match the words individually and then check with a partner.
- Check the answers with the class.

**ANSWERS:** 2 *once* 3 *board* 4 *express* 5 *depart* 6 *head for*  
7 *voyage* 8 *as soon as*

### Extra activity:

- Ask students to write the new words into their notebooks and learn them for homework.

## F Writing

**Aim:** to practise using *Once*, etc. when writing about future plans.

- Read the first prompt and elicit a response. Remind students they can use either the present simple or the present perfect for the first verb.
- Students complete the task individually and then proofread in pairs. Monitor.
- Choose students to read their answers to the class.
- Review any difficulties.

**ANSWERS:** 1 *Once Faisal's dad has left/leaves work, they'll go to the airport.* 2 *After they arrive/have arrived in Mumbai they'll go to the train station.* 3 *As soon as they have reached/reach Chennai, they'll head for the port.* 4 *When they have got/get to Yangon, they'll take a taxi to Ha Noi.* 5 *After they have arrived/arrive in Ha Noi, they'll buy a motorbike.* 6 *As soon as they have reached/reach Ho Chi Minh City, they'll go to a hotel.*

## Homework: Workbook pages I24 and I25

### Final activity:

- Play *Back to the Start* with future plans. (See Introduction for details.)

### WORKBOOK ANSWERS:

**D A Across:** 1 *once* 3 *Vietnam* 6 *head for* 7 *depart* 8 *board*  
9 *as soon as*

**Down:** 2 *coach* 3 *voyage* 4 *servant* 5 *express*

**D B** 1 *board, enter, climb into, get on*  
2 *head for, make for, go towards, travel to*  
3 *express, fast, quick, rapid*  
4 *voyage, boat trip, sea crossing, ocean journey*  
(Note: Groups can have any number (1–4) and the words can be in any order)

**C/D 1/5** London, breakfast, dinner  
2 Warwick, castle, sword fighting  
3 Stratford, Shakespeare's house, lunch  
4 Oxford, college visit, boat trip

**E Possible answer:** *As soon as we arrive in Dubai, we'll go straight to the hotel and leave the suitcases. Once we've left the suitcases, we'll take a taxi to the shops. After we've finished shopping, we'll have lunch at the Dubai Hilton. When we've had lunch, we'll go sightseeing. How about the Creek and the Burj Khalifa? After we've seen everything we want to see, we'll go back to the hotel for dinner.*

LESSON 2 *Water experiments*

## Language

**Functions:** Giving and following detailed instructions and directions; producing sentences on a range of topics including everyday life

**Grammar:** Using the present passive in instructions and scientific language

**Vocabulary:** *adult, bottom, container, explanation, flow (v), observe (v), purpose, sink (n), sticky tape, top (n)*

**Language skills:** Writing a set of instructions; finding and understanding relevant information in everyday material

**Study skills and independent learning:**  
Changing between different verb tenses

## Bring to the lesson:

- the CD (track 32)
- the Student's Book (pages 56 and 57)
- the Workbook (pages 126 and 127)

## To start:

- Play *Hangman* in pairs with a free choice of words.

## A Reading

**Aims:** to practise understanding the main idea in written text; to introduce vocabulary.

- Look at the picture and read the speech bubbles.
- Elicit the meaning of or explain *experiment, purpose, container, sticky tape*.
- Read the titles. Students read the text in pairs and label the boxes.
- Check the answers with the class. Help with remaining new words if necessary.

**ANSWERS:** 1 C 2 D 3 B 4 A

## B Reading

**Aims:** to practise the use of the present simple passive; to read for meaning.

- Briefly revise the present simple passive. Remind students that it is used when it is not important who is doing the action, so it is useful for scientific language.

- Read the words in the box and the example answer. Students complete the task and then check with a partner. Monitor and help with vocabulary.
- Do not check answers with the class yet.

## C Listening

**Aim:** to practise following detailed instructions in aural texts.

- Say *Listen and check your answers*. Play track 32. Students check in pairs.
- Repeat if necessary. Choose students to read their answers to the class.

**ANSWERS:** 2 are drilled 3 is done 4 are closed 5 is filled 6 is placed 7 is removed 8 is released 9 is observed 10 is measured

## AUDIOSCRIPT TRACK 32

**Female:** The explanation

**Julie:** First, the top of the container is cut off with the scissors and four holes are drilled into the container. Make sure this is done by an adult.

Next, the holes in the container are closed with sticky tape.

Then the container is filled with water and placed at the side of the sink.

After that, the tape over the holes is quickly removed and the water is released.

Finally, as the water comes out, the distance that the water flows from each hole is observed and measured.

## D Speaking D

**Aims:** to practise giving detailed instructions; to use the passive and scientific language.

- Discuss what is happening in the pictures. Write key vocabulary on the board.
- With page 57 covered, students prepare a description of the experiment. Monitor and support. Encourage the use of connectors (*First, Then, After that, etc.*).
- Choose pairs to say their instructions for the class to check.

**POSSIBLE ANSWER:** *First, the top of the container is cut off with the scissors and four holes are drilled into the container. Make sure this is done by an adult. Next, the holes in the container are closed with sticky tape. Then the container is filled with water and placed at the side of the sink. After that the tape over the holes is quickly removed and the water is released. Finally, as the water comes out, the distance that the water flows from each hole is observed and measured.*

**Extra activity:**

- Students write the sentences about the experiment in their notebooks for reference.

**E Language help** **D**

**Aim:** to review some features of scientific language.

- Read the information in the table. Teach *imperative* = 'ordinary'/ *not passive*.
- Students copy the information into their notebooks.

**F Writing**

**Aims:** to contrast instructions in scientific language with everyday writing; to practise changing verbs from the passive to the imperative.

- Read the example sentence. Compare it with sentence 1 in Exercise D. Highlight the differences between the imperative and the passive.
- Students complete the task and check their work in pairs. Monitor and support.
- Choose students to read their answers to the class.

**EXAMPLE ANSWERS:**

- Cut off the top of the container with the scissors and drill four holes into the container. Make sure an adult does this.
- Close the holes in the container with sticky tape.
- Fill the container with water and place it on the side of the sink.
- Remove the tape over the holes quickly and release the water.
- As the water comes out, observe and measure the distance that the water flows from each hole.

**G Writing**

**Aim:** to write a set of instructions using scientific language.

- Highlight the differences between the imperative and the passive.
- Students complete the task and check their work in pairs. Monitor and support.
- Choose students to read their answers to the class.
- Review any problems.

**POSSIBLE ANSWERS:**

- Ten holes are drilled in the bottom of the milk container.
- The container is filled under the water and the top is closed.
- When the container is taken out of the water, no water is released.
- When the top of the container is removed, the water is released from the container.

**Extra activity:**

- Ask students to write the new words into their notebooks and learn them for homework.

**Homework: Workbook pages I26 and I27****Final activity:**

- Hold a *Class contest* with the work from Exercise G.

**WORKBOOK ANSWERS:**

**A** 1 e 2 h 3 i 4 f 5 g 6 a 7 d 8 j 9 b 10 c

**B** 1 F 2 F 3 T 4 F 5 T 6 T 7 F 8 T

**C** 2 One piece of paper is made into a ball.

3 The shoe and the ball of paper are dropped from the same height.

4 The ground is reached at the same time by both things.

5 The second piece of paper is kept flat.

6 The flat piece of paper is held up by air.

**D** D 2 i is dried 3 is felt 4 is given 5 is seen 6 is shown  
7 is spent 8 is taken 9 is taught

**E** Possible answer:

The first plant is put in a sunny place. It isn't given any water. After a few days it dies. The second plant is put in a dark place but it is given water. It grows for a few days but it is white and weak. Soon it dies too. The third plant is put in a sunny place and given water. It grows strong and healthy.

LESSON 3 *Mystery Island*

## Language

**Functions:** Asking and answering questions and confirming information; producing a range of sentences on a series of topics

**Grammar:** Subject and object questions with *who*, *what* and *how many*

**Vocabulary:** *certain (sure), coast, distant, inhabitant, islander, object, Pacific, site, statue, volcanic*

**Language skills:** Understanding coherence; expressing and asking for opinion on topics including cultural topics

**Study skills and independent learning:**  
Identifying the part of speech of a word from the text

## Bring to the lesson:

- the CD (track 33)
- the Student's Book (pages 58 and 59)
- the Workbook (pages 128 and 129)

## To start:

- Students play *Jumbled words* in pairs, with words from *Lift Off! 6* so far.

## A Reading

**Aims:** to practise scanning for specific information; to introduce the topic and vocabulary.

- Discuss the pictures and the speech bubbles. What do they know about Al-Jowf? Elicit the meaning of *statues*.
- Remind students how to scan. (*Without reading whole sentences, quickly look for key words and then read around to find the information.*)
- With the whole class, practise finding *write* quickly (*in C*). Then answer question 1 (*The inhabitants of Rapa Nui*).
- Have a *Speed race* to label the other boxes. Check the answers.

**ANSWERS:** 1 C 2 F 3 A 4 F 5 B 6 G 7 E 8 D

## B Listening

**Aims:** to practise correct pronunciation, stress and intonation; to promote fluency.

- Say *Look at paragraph F. Listen and repeat.* Play track 33. Students follow in their books. Pause the track after each sentence to allow the students time to repeat.
- Play the track again. The students repeat without reading.
- In pairs, the students read to each other. Monitor and correct pronunciation.
- Choose students to read short sections to the class.

## AUDIOSCRIPT TRACK 33

**Male:** When the first Europeans arrived in 1722, there were about two or three thousand inhabitants on the island. One hundred years before, however, the population was nearer to 11,000 and during the next century, the population fell and work on the statues stopped. Another mystery. Nobody is certain why or how the islanders made or transported the stones, why they stopped and why the population decreased quickly. But many scientists and archaeologists are trying to find out.

## C Reading D

**Aim:** to practise understanding cohesion.

- Remind students to look **back** to find what the words refer to.
- Students complete the task and check their answers with a partner. Monitor and support.
- Check the answers with the class. Were there any problems?

**ANSWERS:** 2 *inhabitant/Pacific Islanders* 3 *know how to write* 4 *system of writing* 5 *stone/statue* 6 *move the statues*

## D Reading and speaking

**Aims:** to practise asking and answering questions; to read for specific information.

- Students work in pairs to ask and answer the questions.
- Pairs join with another pair to check their answers.
- Choose pairs to share their answers with the class. Check everyone agrees.
- Elicit meanings for the new words and explain any which they still don't understand.

**ANSWERS:** 1 *Pacific Islanders* 2 *Other Pacific Islanders*  
3 *The largest statue* 4 *A statue* 5 *The inhabitants (of Rapa Nui)*  
6 *The population of Rapa Nui*

## E Language help

**Aim:** to introduce the difference between subject questions and object questions.

- Elicit or remind students about subjects and objects. (*The boy read a book. The subject is the boy and a book is the object.*)
- Explain that *Who read?* is a subject question, but *What did the boy read?* is an object question. Say that we will look at object questions again later.

### Extra activity:

- Students ask and answer the questions in Exercise A (page 58).

**ANSWERS:** 1 *the inhabitants of Rapa Nui* 2 *about two or three thousand* 3 *(a small island called) Rapa Nui* 4 *Nobody is certain./ It is a mystery.* 5 *Pacific Islanders* 6 *many scientists and archaeologists* 7 *five or six men* 8 *the stones/statues in Rapa Nui*

## F Vocabulary E

**Aim:** to practise using context to recognise parts of speech.

- Look at question 1. Elicit that *coast* is a noun because it comes after *the*.
- Students work through the rest of the task. Use voting cards to check answers.
- Ask students to explain their opinion.

**ANSWERS:** 2 *A; comes between the and a noun* 3 *N; comes after the, ends in -s* 4 *V; subject-verb-object structure* 5 *A; comes before a noun, ends -ic* 6 *V; comes after to*

### Extra activity:

- Ask students to write any new words into their notebooks and learn them for homework.

## G Writing

**Aim:** to practise asking and answering questions.

- Establish the task. Students have to use the prompt words to ask (and answer) three questions about each picture.
- Look at picture 1 and the first prompt (*happen*). Choose two students to read the example question and answer.

- Elicit a response for *score*. Remind students to look at the picture.
- Students work through the rest of the task and then proofread their work in pairs. Monitor and support. Help with any problems.
- Choose students to read their work to the class.

**ANSWERS:** A2 *Who scored the goal? Ghaffour scored the goal.* A3 *How many people came to the match? 14,500 people came to the match.* B1 *Who built the new house? Jassim built the new house.* B2 *How many people live in the new house? Three people live in the new house.* B3 *What happened in the photo? Jassim's child dropped the ice cream.* C1 *What caused the accident? The rock from the lorry caused the accident.* C2 *Who saw the accident? Two people saw the accident.* C3 *Who called the police? The boy on the bicycle called the police.*

## Homework: Workbook pages 128 and 129

### Final activity:

- In small groups, students write questions for a general knowledge quiz (using subject questions only), for example, *Who invented the telephone? How many people live in Riyadh?*
- Groups play against each other. Students swap groups and continue as long as time permits. The winner is the group who wins the most games.

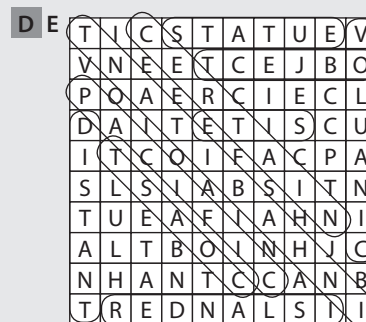
### WORKBOOK ANSWERS:

A 1 *In the centre* 2 *The/Tarout fort* 3 *Off the coast*  
4 *By road* 5 *farmers*

D B 1 *What have archaeologists found on Tarout island?*  
2 *How old do people think Tarout fort is?*  
3 *What are the houses in the old town built from?*  
4 *Who can buy food and clothes at the market?*  
5 *What is grown in (the area of) Al Rabea?/ What is Al Rabea famous for?*

C 1 N 2 A 3 A 4 V 5 V 6 A 7 N 8 N 9 N 10 A

D 1 *Qatif oasis* 2 *statues, pots and swords*  
3 *the old town* 4 *the fish market*



D F 1 *volcanic* 2 *objects* 3 *inhabitants* 4 *certain* 5 *distant*  
6 *coast* 7 *Pacific* 8 *statues* 9 *islanders* 10 *site*

# Unit 7

# Around the world

## LESSON 4 SAUDI REVIEW

### Language

Revision of language in Unit 7.

**Grammar study:** Subject and object questions

**Study skills and independent learning:**

Focusing on self-assessment of handwriting

### Bring to the lesson:

- the CD (track 34)
- the Student's Book (pages 60 and 61)

### To start:

- Play *Ready and waiting*

### Study Tip

- Read the Study Tip as a class.
- Elicit why good handwriting is important (*easy to read, bad handwriting gives people a bad opinion of you*).

### A Speaking D

**Aims:** to practise asking questions; to focus on the features of good handwriting.

- Explain to students that they are going to take a quiz to find out how good their handwriting is.
- Ask students to find a piece of writing in their notebooks and look at it when answering the questions.
- In pairs, students take turns to ask the quiz questions and note down their partner's answers.
- Students swap their notebooks and study their partner's handwriting and answers. Do they agree? Be on hand to settle differences!

**ANSWERS:** *Students' own answers.*

### B Reading

**Aim:** to practise finding information from tables.

- Students look at their own answers and count up how many *Goods* and *Not so goods* they got. How did they do? What could they improve on?
- Students make a note of an aspect of their handwriting they want to improve.

### C Vocabulary D

**Aim:** to revise the vocabulary of the unit.

- Read the words in the box.
- Students match the words and label the pictures. Check answers with the class.
- With the words covered, students take turns to point to a picture and ask *What's this?* Their partner says and then spells the word.

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

### Grammar Study

**Aim:** to consolidate the difference between subject and object questions.

- Read the Grammar Study box as a class.
- Elicit the different grammar in object questions (not *What moved Ahmed?* but *What did Ahmed move?*)
- Give some sentences. Elicit both subject and object questions. (*The boy dropped the ice cream. Who dropped the ice cream?* (Subject); *What did the boy drop?* (Object))
- Help with any problems.
- Students copy the table and examples into their notebooks.



## D Grammar

**Aim:** to practise writing subject and object questions.

- Read the prompt and the example answer.
- The students write the questions in their notebooks.
- If they have difficulty knowing what to ask, write these words on the board: **2** a number **3** something **4** someone **5** something **6** a number. Then say *These are the answers. Now write the questions.*
- Choose students to say their questions to the class. Help with any difficulties.

**ANSWERS:** **2** How many people visited Nadia in hospital? **3** What did Salim buy at the shopping mall in Al Khobar? **4** Who said 'hello' to Salim while he was there? **5** What caused the fire alarm to ring? **6** How many books does Nadia usually read in one week?

## E Listening

**Aim:** to revise understanding spoken plans and arrangements.

- Read the table with the class.
- Say *Listen and read*. Play track 34. Students follow without writing.
- Say *Listen and write*. Play track 34 again. Students answer.
- Say *Listen and check*. Play track 34 again. Students check their answers.
- Choose students to share their answers with the class.

**ANSWERS:** **2** (take a) taxi **3** Terminal 6 **4** board **5** to stay **6** to eat

### AUDIOSCRIPT TRACK 34

- Female 1:** Is your brother Victor leaving for Istanbul today?  
**Female 2:** Yes, as soon as he finishes work at three he'll go straight home.  
**Female 1:** Why?  
**Female 2:** To collect his cases.  
**Female 1:** Oh right.  
**Female 2:** And then after he has collected his cases, he'll take a taxi to the airport.  
**Female 1:** Is he leaving from Terminal 2?  
**Female 2:** No, when he arrives at the airport, he'll go to Terminal 6.  
**Female 1:** What time is his plane?  
**Female 2:** It leaves at 6.45.  
**Female 1:** Is he going to sleep on the plane?  
**Female 2:** No, he says he can't sleep. Once he boards the plane he'll read a magazine.  
**Female 1:** What time does Victor arrive in Istanbul?  
**Female 2:** At nine.  
**Female 1:** Has he got a hotel?  
**Female 2:** No, when he arrives in Istanbul, he'll have to find a place to stay.  
**Female 1:** What will he do then? It will be quite late.  
**Female 2:** Yes, Victor thinks it will be about 10.30. As soon as he gets to the hotel, he'll get something to eat.

## F Speaking

**Aim:** to revise understanding spoken plans and arrangements.

- Explain that the prompts form part of the answer.
- Students work in pairs asking and answering questions based on the information in Exercise E.
- Monitor and help with any difficulties.

### Extra activity:

- Students check that all the new vocabulary from the unit is listed in their notebooks.

## Homework

**New vocabulary. Any exercises not completed in the Workbook pages 124 – 129.**

### Final activity

- Play *WordBuster* with words from the unit.

# Unit 8

# Progress, presents and plants

## LESSON 1 Arab and Muslim contributions to science

### Language

**Functions:** Describing experiences, events, daily routines and past experiences; describing processes

**Grammar:** Introducing and using the past passive

**Vocabulary:** *cheque, contribution, culture, mathematics, organisation, progress, promise, soap, vaccination*

**Language skills:** Understanding the main idea and/or basic information in monologues

**Study skills and independent learning:**

Word formation: nouns with *-ion*; adjectives with *-ic* and *-al*

### Bring to the lesson:

- the CD (track 35)
- the Student's Book (pages 62 and 63)
- the Workbook (pages 130 and 131)

### To start:

- Divide the class into small groups and play *Word association* (1). Suggested topics: *health, science, education, television, Ramadan, Red Crescent, travel, exploration, football, shopping*.
- Encourage students to group their words by sub-group too.
- Give a set length of time and then share the words.

### A Reading

**Aims:** to understand factual information about past events.

- Read the speech bubble and elicit the meaning of *contributions to science*.
- Read the text together. Help with vocabulary.
- In pairs students ask and answer the questions.
- Choose pairs to share their answers with the class.

**ANSWERS:** 1 Arab and Muslim contributions to science. 2 An international scientific and cultural organisation. 3 To help people discover the contributions of Muslims to science and culture. 4 It publishes books. 5 A major exhibition.

### B Reading

**Aims:** to introduce the past passive; to practise vocabulary.

- Discuss the pictures. Teach *cheque* and *soap*. Read the words in the box and elicit or remind students of the meanings.
- Students complete the **numbered** blanks with the words from the box. (**Note:** blanks labelled A–E are for Exercise D.)

### C Listening D

**Aim:** to practise using the simple past passive.

- Play track 35. Students check their answers.
- Check the answers with the class. Help with any problems.

**ANSWERS:** 2 described 3 developed 4 used 5 discovered.

### AUDIOSCRIPT TRACK 35

- The famous Arab scientist, Ibn Al-Haytham was born in Iraq in the tenth century. The science of optics was established by him and the camera obscura, an early kind of camera, was invented by him.
- In Europe soap was not known before the thirteenth century but it was known in the Arab world many years before. The manufacture of soap was described by an Arab writer in a book that was written in the twelfth century. Soap was manufactured in North Africa and it was exported to Europe.
- Mathematics was improved and developed by two Muslims, Al-Khawarizmi and Al-Kindi in the ninth century. They were famous for their discoveries in maths. The word *algebra* in English was taken from Arabic. It was named after part of the title of al-Khawarizmi's book.
- The word *cheque* in English was taken from the Arabic word *sakk* which means a written promise to pay for something. Cheques were used by Arab and Muslim businessmen in China in the ninth century so money or gold was not transported through dangerous places.
- Vaccinations are injections to stop people catching diseases. They were discovered in the Muslim world. An early kind of vaccination was used in Turkey. These vaccinations were seen by the wife of the English ambassador to Istanbul and the idea was brought to England in 1724 by her.

### D Listening

**Aim:** understanding simple monologues.

- Elicit the current year. Briefly revise *century*.
- Revise ordinal numbers from *10th* to *21st*.
- Play track 35 again.
- Give students time to write, then play the track again if necessary. Students check their answers in pairs.
- Choose a student to read the whole text to the class. Review any problems.

**ANSWERS:** A 10th B 12th C 9th D 9th E 18th

### Extra activity:

- Students copy out new words for learning at home.

**E Vocabulary** **D****Aim:** to use common word patterns to extend vocabulary.

- Elicit that nouns often end *-(at)ion* and adjectives *-ic* or *-al*. They can use this fact to understand or make new words.
- Look at the table. Elicit that by removing *-ation* from *organisation*, we get *organis-*. (Add an *-e* = *organise*.)
- Elicit a response for *cultural*. (Remove *-al*, add *-e* = *culture*.)
- Students complete the table as a group competition.
- Check the answers as for a group competition.

**ANSWERS:** 2 *culture* 3 *contribute* 4 *national* 5 *inject*  
6 *science* 7 *vaccination* 8 *Arabic* 9 *invention* 10 *mathematics*

**F Pronunciation** **D****Aim:** to practise good pronunciation and correct stress.

- Model the words in Exercise E, placing the main stress correctly. Highlight the change from *nation* (**nah** shun) to *national* (**nah**-shun-al).
- Students say the pairs of words to a partner.
- Pairs join with another pair and repeat. Monitor.
- Choose students to say pairs of words to the class.

**ANSWERS:**

<i>organisa'tion</i>	<i>'organise</i>	<i>'culture</i>	<i>'cultural</i>
<i>contri'bution</i>	<i>con'tribute</i>	<i>'nation</i>	<i>'national</i>
<i>in'jection</i>	<i>in'ject</i>	<i>'science</i>	<i>scien'tific</i>
<i>vaccina'tion</i>	<i>'vaccinate</i>	<i>'Arab</i>	<i>'Arabic</i>
<i>in'vention</i>	<i>in'vent</i>	<i>mathe'matics</i>	<i>mathe'matical</i>

**G Language help****Aim:** to consolidate the past simple passive.

- Remind or elicit from students that the passive is used when the person doing the action is not known or is not important.
- Read the information and ask for more examples.
- Students copy the information and examples.

**H Speaking****Aim:** to practise using the past simple passive in speech.

- Choose a student to read the first question. Read the words in the box. Point out that they are not in the same order as the questions. Elicit the correct answer.
- If necessary, play track 35 again.
- Choose a student to say the answer in a full sentence.
- Students take turns to ask and answer in pairs. Monitor.
- Pairs share their work. Review any common problems.

**ANSWERS:**

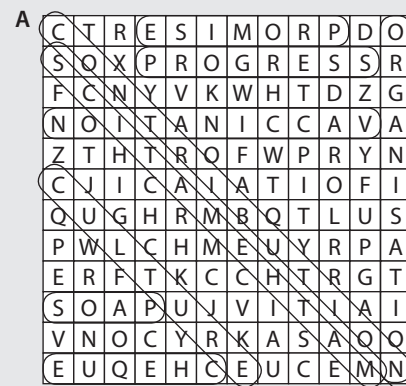
- 1 *The science of optics was established by Al-Haytham.*
- 2 *Soap wasn't known in Europe in the thirteenth century.*
- 3 *Soap was manufactured in North Africa.*
- 4 *Algebra was taken from Arabic.*
- 5 *Cheques were used by Arab businessmen in China.*
- 6 *The idea of vaccinations was brought to London in 1724.*

**I Writing** **E****Aim:** to practise using the past simple passive in writing.

- As students write, they also think about their handwriting.
- Monitor for punctuation as well as grammar and spelling.
- Students proofread and assess handwriting in pairs.

**ANSWERS:** As Exercise H.**Homework: Workbook pages I30 and I31****Final activity:**

- In pairs or small groups, play *Tennis* with word families.

**WORKBOOK ANSWERS:**

**B** 1 *soap* 2 *mathematics* 3 *progress* 4 *vaccinate*  
5 *contributions* 6 *cultural* 7 *cheque* 8 *promised* 9 *organisation*

**D** C 1 *location* 2 *energy* 3 *transport* 4 *diabetes* 5 *description*  
6 *poem* 7 *compete* 8 *accidental* 9 *congratulate* 10 *medicine*

**D** 2 *The charity organisation was sent a cheque for £500.*  
3 *Until recently, nothing was known about this remote place.*  
4 *Potatoes weren't grown in England until the 16th century.*  
5 *Farouk wasn't chosen to play for the school team.*  
6 *All the problems were forgotten.*

**E** *Possible answer: Two containers were filled with hot water. The temperature was taken with thermometers. One container was covered in paper and the other was covered in plastic. A clock was used to check the time. After 15 minutes, the temperature of the water was tested again.*

# Unit 8

# Progress, presents and plants

## LESSON 2 *A present for Jeff*

### Language

**Functions:** Report requests and instructions to other people

**Grammar:** Using *ask* and *tell* with a second verb

**Vocabulary:** *eBay, lens, puzzle, second-hand, sign (v), solve, zoom*

**Language skills:** Understanding sequence; following detailed directions and instructions; writing notes and short messages

**Study skills and independent learning:**

Focusing on reporting straightforward information

### Bring to the lesson:

- the Student's Book (pages 64 and 65)
- the Workbook (pages 132 and 133)

### To start:

- Play *Hangman* in pairs with words from *Lift Off!* 6 so far.

### A Reading

**Aims:** to read for specific information; to introduce the topic and vocabulary.

- Read the speech bubbles. Use the picture to teach *lens*.
- In pairs, students find the differences between the sentences and the speech bubbles.
- Choose pairs to read their answers to the class.

#### ANSWERS:

- 1 *There is a puzzle in Marhaba today.*
- 2 *Eddie and Sam want to buy a camera lens.*
- 3 *Jeff/Their younger brother is going to study sports photography.*
- 4 *Jeff is younger than Eddie and Sam.*

### B Reading

**Aims:** to introduce *ask* and *tell* with a second verb; to practise sequencing.

- Choose students to read the e-mails aloud to the class.

- Explain or elicit meanings for the new words (*eBay, second-hand, zoom*).
- Students reread the e-mails and number them in the correct order. Support.
- Students check their answers with a partner.
- Check the answers with the voting cards. Help with any difficulties.

**ANSWERS:** A 5 B 3 C 6 D 2 E 4 F 1

### C Reading

**Aim:** to focus on *ask* and *tell* with a second verb.

- Students reread the e-mails, underlining sentences with *told me* or *asked me*.
- Elicit what follows these words in every sentence here (a verb with *to*).

#### ANSWERS:

- A** *told me to buy a Zoom 55S/asked me not to buy a Zoom 45T*  
**B** *You told me to turn right at the bus station*  
**C** *you told me to change the lens.*  
**D** *you asked me not to get a second-hand lens/told me to buy a new one in a camera shop*  
**E** *You asked me to take a taxi this time.*  
**F** *You asked me to get the lens for Jeff*

### D Language help

**Aim:** to practise the use of *ask* and *tell* in reported instructions and requests.

- Read the information in the table. Remind students that reported instructions and requests are when we tell someone what someone **else** has said.
- Write on the board *The teacher told Nadia to be quiet*. Ask *What did the teacher say?* (*Be quiet, Nadia.*)
- Write on the board *The teacher said, 'Be quiet, Nadia.'*
- Choose students to make several different sentences with the words in the table and give the actual words said.
- Prompt students to use Exercise C to find out how to make a negative sentence. Elicit that *not* goes before *to*. (*I asked Nadia not to close the door.*)
- Elicit more negative examples.
- Students copy the information and examples into their notebooks.

**E Speaking** **D****Aim:** to practise reporting instructions and requests.

- Read the speech bubbles. Establish the task. (Eddie reads an instruction, and adds, *Sam*. Sam repeats the instruction as reported speech.)
- Students work in pairs, taking turns to be Eddie and Sam. Monitor.
- Choose pairs to say their sentences to the class.

**ANSWERS:**

- 2 Turn right at the bus station, Sam.
- 3 Change the lens, Sam.
- 4 Please don't get a second-hand lens, Sam. Buy a new one.
- 5 Please take a taxi, Sam.
- 6 Please get the lens for Jeff, Sam.
- 2 Eddie told me to turn right at the bus station.
- 3 Eddie told me to change the lens.
- 4 Eddie told me not to get a second-hand lens. He told me to buy a new one.
- 5 Eddie asked me take a taxi.
- 6 Eddie asked me to get the lens for Jeff.

**F Writing** **D****Aim:** to practise writing short messages.

- Tell students they are going to write some e-mails.
- Read the prompts and add the following information.
  - Decide who you are writing to. How well do they know them? *Hi* is only appropriate if you know someone really well. *Dear* is the correct way to begin with people you don't know or don't know very well. Older relatives might also prefer *Dear* as it is more respectful (*Dear Aunt Sara*).
  - Say what the person asked you to do. Remind students to change the pronouns. (*You asked me to help **you** with **your** homework.*)
  - Apologise and give a reason. This can be done in the same sentence.
  - Sign your name. Teach the difference between *sign* and *write*.
- Students complete the task. Monitor and support.
- Students proofread their writing in pairs.
- Review any difficulties.

**ANSWERS:** Students' own answers.**Extra activity:**

- Ask students to write the new words into their notebooks and learn them for homework.

**Homework: Workbook pages I32 and I33****Final activity:**

- Have a *Class contest* with the writing from Exercise F.
- **Note:** students should only pick one of their e-mails to use in the contest.

**WORKBOOK ANSWERS:**

**D A Across:** 2 puzzle 5 sign 6 eBay  
**Down:** 1 second-hand 3 zoom 4 lens

**B Possible answer:** Mum told me to take my books back to the library and asked me to post some letters for her. She also told me to write my report. Dad asked me to wash the car and cut the grass. Sue told me not to forget to feed the rabbit. She also asked me to e-mail you. And Sam told me not to touch Jeff's new lens! So, I'm sorry. I'll be too busy to visit today. Eddie

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

**D 1 T 2 F 3 F 4 T 5 F 6 T 7 T 8 F**

# Unit 8

# Progress, presents and plants

## LESSON 3 *Plants*

### Language

**Functions:** Saying what you have been doing for a period from the past until the present

**Grammar:** Using the present perfect continuous with *for* or *since*

**Vocabulary:** *analyse, biology, control (v), degree, doctorate, examine, irrigate/irrigation, laboratory, soil, term*

**Language skills:** Following short talks; writing informal letters and e-mails, giving news and information

**Study skills and independent learning:**  
Distinguishing points in time from periods of time

### Bring to the lesson:

- the CD (tracks 36 and 37)
- the Student's Book (pages 66 and 67)
- the Workbook (pages 134 and 135)

### To start:

- Play *Ten questions*. Answers can be any word from *Lift Off!* 1–6.

### A Reading

**Aims:** to introduce the present perfect continuous; to introduce vocabulary; to read for the main idea.

- Read the speech bubble. Do they know anyone studying abroad?
- Choose students to read the text aloud. Elicit or explain the new vocabulary (*biology, degree, doctorate, irrigate/irrigation, term*).
- In pairs, students decide the topic of each paragraph.
- Check the answers with the class.

**ANSWERS:** Paragraph 1: two students at Oxford; Paragraph 2: details about Faiza; Paragraph 3: details about Souad

### B Reading

**Aims:** to read for specific details; to practise using the present perfect continuous with *for* and *since*.

- Write *has been -ing* on the board. Remind students this is the present perfect continuous and ask them to find some examples in the text (*has been living, has been studying, has been doing*).
- Ask *How long have the girls been doing these things?* (**Since** June last year; **for** 18 months.)

- Elicit that we use *the present perfect continuous + for* or *since* to talk about how long someone has been doing something.
- Using the present perfect continuous, students complete the table to say what the girls have been doing.
- Check answers with the class.

**ANSWERS:** **2** is a PhD student **3** has been studying plant biology **4** has been doing a PhD **5** has been living in Oxford **6** has been living in England

### C Pronunciation **D**

**Aim:** to practice pronunciation, stress and intonation.

- Play track 36. Students follow in their books and repeat.
- Play track 36 again. Students repeat with books closed. Monitor.
- Students read B and C to a partner. Monitor. Repeat.
- Choose students to read aloud to the class. Ask for feedback.

### AUDIOSCRIPT TRACK 36

**Female:** Faiza is doing a degree in plant biology. She has been living in Oxford since June last year and she has been studying desert plants since the beginning of the university term in October last year.

**Male:** Souad is a PhD student. She has been doing a doctorate in plant irrigation for 18 months. However, she studied English for six months before starting her PhD so she's been living in England for two years since she finished her Master's degree in Saudi Arabia.

### D Speaking

**Aim:** to practise asking and answering questions using the present perfect continuous and *for* and *since*.

- Read the prompt and the example question. Elicit *since June last year*.
- In pairs, students take turns to ask and answer the questions. Monitor and support. Revise any common errors.
- Choose pairs to say their dialogues for the class to check.

**ANSWERS:** **1** How long has Faiza been living in Oxford? She's been living in Oxford since June last year. **2** How long has Faiza been studying plant biology? She's been studying plant biology since October last year/the beginning of the university term. **3** How long has Souad been doing a PhD in plant irrigation? She's been doing a PhD in plant irrigation for 18 months. **4** How long has Souad been living in Oxford? She's been living in Oxford for two years/since she finished her Master's degree in Saudi Arabia.

### E Listening **D**

**Aim:** to practise following a short straightforward talk.

- Discuss the picture and read the notes.



- Play track 37. Students listen.
- Give time for writing and then repeat while students check.
- Choose students to read the completed text to the class.
- Elicit or explain the meanings of *analyse*, *control* (v), *examine*, *laboratory*, *soil*.

**ANSWERS:** 2 *grow* 3 *light* 4 *using* 5 *contacting* 6 *plants*  
7 *results* 8 *trying*

### AUDIOSCRIPT TRACK 37

**Female 1:** Today we meet Souad Suleiman who comes from Saudi Arabia. Welcome to the university radio, Souad.

**Female 2:** Hello.

**Female 1:** How long have you been studying in Oxford?

**Female 2:** Since January last year.

**Female 1:** And you're doing a doctorate?

**Female 2:** Yes, in plant irrigation. I've been examining how plants grow in desert conditions.

**Female 1:** I see.

**Female 2:** Of course England is not a desert country so I've been working in a special plant laboratory at the university since last November. I've been studying how plants grow in different conditions. For example, I've been controlling the light and the temperature in the laboratory. I've been using different kinds of soil. I've been giving the plants more or less water.

**Female 1:** And what are you trying to do?

**Female 2:** To find the best agricultural plants to grow in a desert country and to grow them in the best way.

**Female 1:** And you've been working with female students in Saudi Arabia?

**Female 2:** Yes. With a class from King Saud University in Riyadh for the last four months. We've been contacting each other by e-mail. The students have been growing plants in a special farm. I've been analysing the results of the experiment and trying to improve how plants are farmed in the desert.

**Female 1:** Thank you for talking to us, Souad.

**Female 2:** You're welcome.

### F Speaking

**Aim:** to discuss a period from past to present.

- Give the students two minutes to reread the two texts.
- Write *Oxford*, *doctorate*, *laboratory*, *plants*, *temperature*, *soil*, *emails*, *analyse*, *improve* on the board.
- Pairs prepare short talks about Souad. Monitor grammar.
- Pairs check each other's facts.
- Choose pairs to present to the class. Ask for feedback.

**ANSWERS:** *Students' own answers.*

### Extra activity:

- Students copy new words for learning at home.

### G Language help D

**Aim:** using *for* and *since* with the present perfect continuous.

- Read the information in the box.
- Stress *for* = *length* of time, and *since* = exact date, time of day or event.
- Elicit sentences with these examples from the students.
- Students copy down information and examples.

### H Writing

**Aim:** to write an informal letter with news and information.

- Read the prompts. Elicit ideas (real or imaginary).
- Elicit that *Dear ...* and *Best wishes* are more formal ways to start and finish than *Hi ...* and *See you soon*.
- Revise the layout of a letter.
- Students write their letters. Monitor.
- Students share their letters and give feedback.

**ANSWERS:** *Students' own answers.*

### Homework: Workbook pages I34 and I35

#### Final activity:

- In threes or small groups play *Tennis* with the present perfect continuous + *for* and/or *since*.

#### WORKBOOK ANSWERS:

**A** 1 *c* 2 *a* 3 *b* 4 *c* 5 *b* 6 *c*

**B** 1 *biology* 2 *doctorate* 3 *analyse* 4 *laboratory* 5 *irrigate*  
6 *control* 7 *soil* 8 *examine* 9 *term* 10 *do a degree*

**C** Possible answers:

2 *The policeman has been controlling traffic.*

3 *The scientists haven't been analysing soil.*

4 *The photographers have been taking photographs.*

5 *The carpenter hasn't been carving a door.*

**E D** 1 *for* 2 *since* 3 *for* 4 *for* 5 *since* 6 *since*

**D E** *Students' own answers.*

# Unit 8

# Progress, presents and plants

## LESSON 4 SAUDI REVIEW

### Language

Revision of language in Unit 8.

**Grammar study:** Reported instructions and requests

**Study skills and independent learning:**

Dealing with certain aspects of writing

### Bring to the lesson:

- the Student's Book (pages 68 and 69)

### To start:

- Play *WordBuster* with words from the unit.

### Study Tip D

- Read the Study Tip. Say *Only put speech marks round the words spoken.*
- Put some examples on the board: *Ali asked, 'Is this yours?' 'I think so,' Fahad replied.*
- Students copy the Study Tip and examples into their notebooks.

### A Vocabulary

**Aim:** to revise the vocabulary of the unit.

- Read the words in the box.
- Students match the words and label the pictures. Check answers with the class.
- With the words covered, students take turns to point to a picture and ask *What's this?* Their partner says and then spells the word.

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

### B Writing

**Aim:** to revise writing about what you have been doing for a period from the past until the present.

- Revise some spelling rules for present participles. (*Drop the final -e before adding -ing; in one syllable words, ending in a single vowel and a single consonant, double the last consonant (except -w, -x or -y).*)
- Read the first prompt. Remind students to use the present perfect continuous.
- Elicit a response. Choose a student to spell *travelling*.
- Students complete the task and check their answers with a partner.
- Choose students to read their answers to the class and to spell their past participles. Check the class agrees.

### ANSWERS:

- We've been travelling for ten days.*
- Tariq's been driving since last summer.*
- I've been writing this e-mail for 20 minutes.*
- Nadia's been shopping on eBay for two years.*
- He's been running in competitions since 2009.*
- People have been manufacturing soap since the 12th century.*
- Salim and Hassan have been swimming for half an hour.*
- Doctors have been giving vaccinations since 1724.*

### C Reading

**Aim:** to practise reading for the main idea.

- Read the questions. Point out that they may notice mistakes in the letter. They will look at those later.
- Choose a student to read the letter aloud to the class.
- Students discuss the answers in pairs.
- Discuss the answers as a class

**ANSWERS:** 1 *a company* 2 *formal* 3 *a problem* 4 *a solution*

### D Writing

**Aim:** to practise aspects of good style.

- Read the instructions.
- Discuss writing letters. Elicit that:
  - a paragraph should be all about the same thing
  - a formal letter should not have personal information in it
  - formal letters should have formal beginnings and endings.
- Ask the students to reread the letter and, following the instructions, improve it by changing three things.
- Students decide on the changes and discuss their answers with a partner. Monitor and support.
- Ask students to share their changes with the class and give their reasons.
- Deal with any problems.

**ANSWERS:** *Move: The order number is: AX770M5FTD7 to paragraph 1; this information is part of the problem not the solution. Remove: My dad's cross because he told me not to buy it from you.; this is personal, the company doesn't need to know this Change: Dear Faisal to Dear Mr Abdullah, Change Jamal to Mr. Ibrahim, Faisal and Jamal are only suitable for informal letters to friends or close family. Use titles with formal letters.*

## Grammar Study

**Aim:** to consolidate the reporting of requests or instructions.

- Read the Grammar Study box and the speech bubbles as a class.
- Elicit more examples from the students.
- Help with any problems.
- The students copy the information and examples into their notebooks.

## E Speaking

**Aim:** to practise reporting requests and instructions.

- Read the example prompt and response.
- Ask how it would be different if it were *'Please don't play football on the grass.'* (It would be *Mrs Smith asked us ...*)
- The students work in pairs to complete the task. Monitor and correct errors.
- Do not check answers yet.

## F Writing D

**Aim:** to consolidate reporting requests and instructions.

- Students write the answers to Exercise E in their notebooks.
- Students swap books and proofread each other's work. Monitor for errors.
- Choose pairs to share their work with the class. Review any common errors.

### ANSWERS:

- 2 Mum asked my brothers not to make a lot of noise.
- 3 My little sister asked me to buy some sweets.
- 4 Our teacher told us to study hard for the exam.
- 5 Ali told Farouk not to set out until 7 o'clock.

## G Writing D

**Aim:** to practise writing a short informal letter.

- Read the instructions. Tell the students this will be a competition.
- Allow students to spend a few minutes thinking about their letter and making notes.
- Give them a set amount of time to write. Monitor and support. Only correct mistakes which cause confusion.
- When the time is up, students swap books and proofread each other's letters.
- Divide the class into groups and have a *Class contest*.
- If possible, arrange to have the winning letter put on display.

**ANSWERS:** Students' own answers.

## Extra activity:

- Students check that all the new vocabulary from the unit is listed in their notebooks.

## Homework

**New vocabulary. Any exercises not completed in the Workbook pages 130 – 135.**

## Final activity:

- Use the *Class contest* from Exercise G as the final activity

# Unit 9

# Choices and conclusions

## LESSON 1 *Two successful modern companies*

### Language

**Functions:** Describing experiences, events, daily routines and past experiences; describing processes

**Grammar:** Using the present passive and the past passive

**Vocabulary:** *advertise (v), base (v) causeway, channel (TV), fee (n), goods (n), item, journalist, offer (v), similar*

**Language skills:** Producing a series of sentences on topics including plans, routines, arrangements; understanding the main ideas and specific information in factual texts

### Study skills and independent learning:

Finding and matching words with similar meanings

### Bring to the lesson:

- the CD (track 38)
- the Student's Book (pages 70 and 71)
- the Workbook (pages 136 and 137)

### To start:

- Put a *Back to the start* grid on the board. (See Introduction for details.) With the class, fill the left column with topics (*living in England/Saudi; learning English; studying at university; working in a laboratory; analysing results, etc.*) and the other columns with time expressions (*for many years, since this morning, etc.*). Check all the alternatives make sense.
- Choose a student to ask questions using the present perfect continuous and *for* or *since*. (*Have I been living in England for many years?*)

### A Reading

**Aims:** to read for the main idea; to introduce the topic and vocabulary.

- Read the speech bubbles. Elicit what the students know about these companies.
- Read the list of titles. Teach *based*.
- Choose students to read the texts aloud. Explain or elicit meanings for *advertise, channel, fee, goods, item, journalist, offer* and *similar*.
- Students reread the texts and label the boxes. Check answers with voting cards.

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

### B Reading D

**Aims:** to recycle vocabulary; to match words with similar meanings.

- Cover the words while you establish the task. Announce a *Speed race*.
- Students complete the task as quickly as possible.
- Check answers with the class and announce the winner.

**ANSWERS:** 2 *Arabic speaker* 3 *transmit* 4 *produce* 5 *base in* 6 *similar* 7 *seller* 8 *fee*

### C Pronunciation

**Aim:** to promote good pronunciation, stress and intonation.

- Say *Listen, read and repeat*. Play track 38. Students repeat in the pauses.
- Repeat track 38 as necessary. Students repeat but with books closed. Monitor.
- Ask students to read the text to a partner. Ask for feedback.

### AUDIOSCRIPT TRACK 38

**Male:** Al Arabiya is one of the most important Arabic-language news organisations in the world. It can reach 130 million Arabic speakers. Its programmes are also transmitted by satellite to Europe, Asia and North Africa.

**Female:** Al Arabiya's journalists and reporters are based around the world. News broadcasts, talk shows, educational programmes and sports are produced by the channel.

### D Language help D

**Aim:** to consolidate the use of the present and past simple passive.

- Read the information in the table. Remind students to use the passive when the person doing the action is not known or not important.
- Give some examples for the students to turn from active to passive and from present to past passive, etc. (*People often grow tomatoes; Tomatoes are often grown; Tomatoes were grown last year.*)
- Students copy the information and examples into their notebooks.

## E Grammar

**Aim:** to practise the use of the simple passive (present and past).

- Ask students to cover the text in Exercise A. Read the prompt and sample sentence.
- Remind students to think about whether the event still happens or is over.
- Students complete the task and proofread their answers, in pairs.
- Check the answers with the class.

### ANSWERS:

- 2 Programmes were first broadcast in 2003.
- 3 Programmes are transmitted to different places.
- 4 Different programmes are produced by Al Arabiya.
- 5 eBay was established in 1995.
- 6 At first the company was based in San Jose.
- 7 Goods are bought and sold on the eBay website
- 8 A fee is paid by sellers when an item is sold.

## F Speaking D

**Aim:** to practise using the present and past simple passive to ask and answer questions.

- Establish the task.
- Elicit an example: *When was Al Arabiya established? It was established in 2002.*
- Students take turns to ask and answer questions. The questioner uses the book, but challenge the students to answer the questions without using the text.
- Choose students to present their answers to the class. Review any common errors.

### ANSWERS:

- 1 When was Al Arabiya established? (2002)
- 2 When were programmes first broadcast? (2003)
- 3 Which places are programmes transmitted to? (Different places)
- 4 What kinds of programmes are produced by Al Arabiya?
- 5 When was eBay established? (1995)
- 6 Where was the company/eBay based at first? (San Jose)
- 7 What is bought and sold on the eBay website? (goods)
- 8 What is paid by sellers when an item is sold? (a fee)

## G Writing

**Aims:** to practise writing in the passive; to practise describing past and current events.

- Discuss the picture. Teach *causeway*.
- Read the first prompt. Remind students to use the passive. Elicit a response: *Bahrain is connected to Saudi Arabia by the King Fahad Causeway.*
- Students complete the task. Monitor and correct grammar as necessary.
- Students proofread in pairs. Remind them to check punctuation and spelling.
- Choose students to share their writing with the class.

### ANSWERS:

*Bahrain is connected to Saudi Arabia by the King Fahad Causeway. The causeway was started in 1982 and it was finished in 1986. It was opened for traffic in autumn 1986. During the week about 45,000 cars are driven across the causeway. At the weekends it is used by about 60,000 cars. Every year the causeway is crossed by 10 million people.*

### Extra activity:

- Ask students to write the new words into their notebooks and learn them for homework.

## Homework: Workbook pages I36 and I37

### Final activity:

- Play *Jumbled words* with words from *Lift Off!* 1–6 so far.

### WORKBOOK ANSWERS:

**D A Across:** 3 goods 5 fee 7 similar 9 causeway 10 item  
**Down:** 1 advertise 2 channel 4 offer 6 journalist 8 base

**D B** 1 was built 2 aren't advertised 3 took place 4 isn't based  
5 wasn't established 6 is offered 7 weren't paid  
8 are often sold

**C** 1 i 2 p 3 a 4 b 5 f 6 l 7 m 8 d 9 o 10 g 11 e 12 j 13 n  
14 h 15 k 16 c

**D** 1 a 2 b 3 c 1  
2 a F b T c T d F e F f T

**E** Possible answer: *When we arrived we were met at the airport. We were driven to Media City in a big car. First we were introduced to the presenter and the producer of the news programme. Then we were shown how a news programme is made. This is what happens. First the news items are given to the presenter. Then the backgrounds are prepared. The door is shut and everyone is told to be quiet. When it's time, the cameras and mics are switched on and the programme is started.*

# Unit 9 Choices and conclusions

## LESSON 2 *That can't be your bag.*

### Language

**Functions:** Expressing degrees of possibility and certainty when coming to a conclusion; expressing possession

**Grammar:** Using *may be*, *might be* and *can't be*; recycling a range of possessive pronouns and adjectives

**Vocabulary:** *apartment, conclusion, label* (n), *lift* (n), *possibility, remote* (n)

**Language skills:** Using a variety of vocabulary and structures to communicate information; dealing with common aspects of everyday life and getting the information needed

**Study skills and independent learning:** Using language to speculate on information

### Bring to the lesson:

- the CD (tracks 39 and 40)
- the Student's Book (pages 72 and 73)
- the Workbook (pages 138 and 139)

### To start:

- In pairs, play *Tic-tac toe* with vocabulary from *Lift Off!* 6.

### A Reading

**Aim:** to practise understanding degrees of possibility and certainty.

- Discuss the pictures and establish the settings.
- In pairs, students read the speech bubbles and number the pictures in order.
- Do not check answers yet.

### B Listening

**Aim:** to listen for information.

- Say *Listen and check*. Play track 39. Students check their answers.
- Use the voting cards to check the answers with the whole class.
- Elicit meanings for the remaining new words. Help with any problems.

**ANSWERS:** A 3 B 1 C 2; D 2 E 3 F 1; G 1 H 3 I 2

### AUDIOSCRIPT TRACK 39

**Woman 1:** Salma, that might be Leila there.

**Woman 2:** That can't be Leila, Reem.

**Woman 1:** How do you know?

**Woman 2:** Leila's going to meet us at a clothes shop.

**Boy:** The TV must be broken.

**Girl:** You may be right. There's another possibility.

**Boy:** What?

**Girl:** There's no battery in the remote so the TV may be OK.

**Boy:** That case is red. It may be mine.

**Man:** It can't be yours, Jake.

**Boy:** Why not?

**Man:** Look at the name on the label.

### C Reading and speaking

**Aim:** to practise using *must*, *may*, *might* and *can't (be)* to express degrees of certainty.

- Write *must*, *may*, *might* and *can't (be)* on the board (or use the Language help).
- Elicit that we use *is/Isn't* and *must/can't (be)* if we are sure, and *may/might (not) (be)* when it's only a possibility.
- Students complete the blanks in pairs, using these words.
- Choose three pairs to say their sentences for the class to check.

**ANSWERS:** 2 *can't* 3 *may/might* 4 *may/might* 5 *is* 6 *is* 7 *can't* 8 *isn't*

### D Listening D

**Aim:** to practise understanding degrees of certainty.

- Read the pairs of possible answers. Discuss how sure each speaker is.
- Play track 40 while students listen. Repeat. Students tick the correct answers.
- Repeat the track while students check their answers.
- Check the answers with the whole class.

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

### AUDIOSCRIPT TRACK 40

1

**Boy 1:** They're coming. I can hear a car, Dad.

**Male 2:** That might not be them, Abdullah. It's two o'clock. They're coming at two fifteen.

**Boy 1:** It's them. I can see them!

**Male 2:** What colour is the car?



**Boy 1:** It's white.

**Male 2:** White? Their car is red.

2

**Female 1:** Which tea is mine?

**Female 2:** The one in the small cup is Amna's.

**Female 1:** There are four cups. What about the other three?

**Female 2:** One of the cups has milk in it. You don't take milk, do you?

**Female 1:** No, I don't, but I take sugar.

**Female 2:** There's a cup with a spoon in it.

3

**Male 1:** Where is Robert's house?

**Male 2:** It's in this street on the right, isn't it? There's a tall tree in the garden and the house has got a green door.

**Male 1:** Is it that house over there? There's a tree in that garden.

**Male 2:** But that house has got a blue door.

4

**Female 1:** First the lift wasn't working. Now there's no reply. Are you sure this is Fatemah's family apartment?

**Female 2:** Yes, of course I am. I've been here lots of times.

**Female 1:** Well I've rung the bell and no one has answered. She must be out.

**Female 2:** That's one possible conclusion, yes.

**Female 1:** And you have another one?

**Female 2:** Yes, it's just after lunch. Ring the bell again.

**Female 1:** Why?

## E Language help

**Aim:** to consolidate the language of certainty and probability.

- Read the information in the table.
- Give more examples. Ask students to say how sure you are. *That **must** be our car.* (Sure it is.) *That **can't** be our car.* (Sure it isn't.) *That **may/might (not)** be our car.* (It's possible it is (isn't).)
- Students copy the information and examples into their notebooks.

## F Speaking **D**

**Aims:** to practise using degrees of certainty; to practise giving reasons for opinions; to recycle pronouns and possessive adjectives.

- Discuss the pictures and captions. Choose a pair to read the sample response.
- Highlight *Whose ...?* Pick up a student's book and ask *Whose book is this?*
- Elicit the answer *It's [name]'s book.* Say *Yes, it's his/her book. It's his/hers.*
- Repeat for *their/theirs.* Write *his/her, his/hers, their/theirs* on the board.
- Ask *Why do you think it's his/hers?* (*It must be. It's got his/her name on it.*)
- Remind students to use the information under the pictures for their reasons.
- Students work in pairs to ask and answer questions (negative and positive *It can't be his. He doesn't like ...*) about the items. Monitor and correct the grammar.
- Choose pairs to say their dialogues to the class. Review serious errors.

**ANSWERS:** **2** They're probably Jack and Josh's. They might be theirs because they like sweets. **3** It's possibly/probably Amani's. It may/might be hers because she likes reading. **4** It can't be Fahad's. He doesn't like fast food. **5** They can't be Jack and Josh's. They don't like running. **6** It's probably/possibly Jack and Josh's. It may be theirs because they like animals.

## Extra activity:

- Ask students to write the new words into their notebooks and learn them for homework.

## Homework: Workbook pages I38 and I39

## Final activity:

- Play *Words in words* with *apartment*. Have a *Group competition*.

**EXAMPLE ANSWERS:** *am, an, are, area, arm, at, ate, ear, eat, man, map, mat, me, mean, men, Mr., name, near, pea, pen, pet, ran, tap, tea, team, ten, tent, term*

## WORKBOOK ANSWERS:

**A** **1** They're my gloves. **2** It can't be his. **3** Are they her parents?  
**4** It might be on their website. **5** They must be mine.  
**6** Might these be yours? **7** They certainly aren't ours.  
**8** How big is its memory? **9** It isn't theirs.  
**10** Those are definitely hers. **11** I think this may be your coat.  
**12** That might not be his car.

**B** **2** can be **3** can't be that one. **4** can't be this one either.  
**5** might be it/the one. **6** certainly/definitely **7** must be it.  
**8** might not be

**E** **C** **1** apartment **2** lift **3** conclusion **4** label **5** possibility  
**6** remote

**D** **D** **1** possibility **2** remote **3** lift **4** label **5** apartment  
**6** conclusion

**E** **A** a cousin **B** Aunt Mary **C** Aunt Emma or Aunt Nina  
**D** Aunt Kate **E** Uncle Joe

**Possible sentences:** **A** This can't be Uncle Joe, he isn't old enough. It might be a cousin. **B** This lady is very old, so she can't be Aunt Kate. It must be Aunt Mary. **C** She can't be Aunt Kate because she's too tall. She might be Aunt Emma. **D** She isn't very tall so she can't be Aunt Emma or Aunt Nina. She must be Aunt Kate. **E** This must be Uncle Joe. He's too old to be a cousin.

# Unit 9

# Choices and conclusions

## LESSON 3 *Opinions and reasons*

### Language

**Functions:** Linking ideas with a variety of logical connectors; giving reasons and explanations for opinions, plans and actions

**Grammar:** Using logical connectors to link different categories of information

**Vocabulary:** *authority, announce, district, furthermore, moreover, re-equip, retrain, transfer*

**Language skills:** Understanding text cohesion; agreeing and disagreeing politely; writing short simple essays on familiar topics

**Study skills and independent learning:**  
Using the prefix *re-* with verbs

### Bring to the lesson:

- the Student's Book (pages 74 and 75)
- the Workbook (pages 140 and 141)

### To start:

- Play *At the Souk*.

### A Reading

**Aims:** to read for specific information; to introduce the topic and vocabulary.

- Read the speech bubbles and discuss the picture to establish the topic.
- Read the sentences and then the text. Do not help with vocabulary yet.
- Students complete the task and check their answers with a partner.
- Check answers with the class. Students give reasons for their opinions.

**ANSWERS:** 1 T 2 F 3 F 4 F 5 T 6 T 7 T

### B Reading and speaking

**Aims:** to promote fluency; to revise disagreeing politely.

- Elicit polite ways to disagree. (*I'm sorry, that's not right. I'm afraid that's incorrect.*)
- In pairs, students take turns reading the false sentences and being corrected.
- Choose pairs to demonstrate to the class.

### ANSWERS:

- 2 The new hospital is in Al-Rayyan
- 3 Al-Najm is going to close in two year's time.
- 4 Hassan Omar is the director of the health authority.

### C Vocabulary

**Aim:** to recycle the vocabulary of the lesson.

- Read the words in the list. Establish the task.
- Students find the words in the text and then write short definitions.

### POSSIBLE ANSWERS:

- 1 rebuild: replace an old building with a new one
- 2 re-equip: replace old equipment with new equipment
- 3 relocate: move from one place to another
- 4 redesign: change a design to a new design
- 5 retrain: teach people how to do new things

### D Language help D

**Aims:** to consolidate agreeing and disagreeing, and linking ideas with logical connectors.

- Read the information in the table. Elicit other ways to (dis)agree. (*Yes, I agree with you./Sorry, I don't agree.*)
- Remind students to use polite intonation when disagreeing. Demonstrate.
- Highlight using connectors to agree and add another point (*I agree. Moreover,*) and also when disagreeing. (*That's right but ... Yes, you have a point. However ...*)
- Students copy the information and the examples into their notebooks.

## E Speaking

**Aim:** to practise agreeing and disagreeing, and linking ideas with logical connectors.

- Read the advantages of the new hospital and the first sample dialogue.
- Remind students that *present* here means *the one we have at the moment*.
- In pairs, students take turns to say an advantage, or agree and add a new one.
- Repeat this procedure with the disadvantages. Monitor for logical connectors.
- Choose students to say their dialogues to the class. Review serious errors.
- **Note:** Both advantages and disadvantages can be used in any order.

**ANSWERS:** Students' own answers following the model.

## F Speaking and writing E

**Aim:** to practise agreeing and disagreeing, and linking ideas with logical connectors.

- Read the instructions and the sample beginning.
- Ask students to quickly list some advantages and disadvantages. With weaker students this might be better done as a class and written on the board.
- Divide the class into groups and set them off. Monitor and support. Encourage all students to contribute to the discussion. Encourage the use of connectors.
- Students write their opinions in their notebooks and proofread with a partner.
- Unless having a competition, choose students to read their work to the class.

**ANSWERS:** Students' own answers.

## Extra activity:

- Ask students to write the new words into their notebooks and learn them for homework.

## Homework: Workbook pages I40 and I41

### Final activity:

- Either have a *Presentation* (students produce a group entry) or a *Class contest* (groups pick the written work of one of their number) with the work from Exercise F.

### WORKBOOK ANSWERS:

**A** 1 *authorities* 2 *retrained* 3 *transfer* 4 *moreover/furthermore*  
5 *re-equip* 6 *announce* 7 *furthermore/moreover* 8 *district*

**B** 1 *reheated* 2 *restarting* 3 *has reread* 4 *will rewrite* 5 *reuse*  
6 *refill* 7 *to retake* 8 *were re-analysed* 9 *redo* 10 *revisit*

**E C** 1 *Moreover* 2 *On the other hand* 3 *Furthermore* 4 *And*  
5 *However*

**D** 1 *school* 2 *homework* 3 *Students* 4 *(our) work*  
5 *students (who have been working hard)* 6 *home*  
7 *some students* 8 *my opinion on homework*

**E** *Example answer: I agree that school is fun and moreover, it's true that it is tiring. However, try having a short rest before you do your homework. I'm sorry, but I don't agree that all work should be done in class. There isn't enough time in class and we need more practice if we want to succeed. You have a point that homework can sometimes be boring, but often you get to research interesting topics on the internet. I agree that getting answers from friends doesn't help students. On the other hand, I don't agree that you can't spend time with your friends. If you work together, you can help each other and have fun at the same time.*

# Unit 9

# Choices and conclusions

## LESSON 4 SAUDI REVIEW

### Language

Revision of language in Unit 9.

**Grammar study:** Object and possessive pronouns and possessive adjectives

### Study skills and independent learning:

Focusing on suffixes used with different parts of speech

### Bring to the lesson:

- the CD (track 41)
- the Student's Book (pages 76 and 77)

### To start:

- Have a *Spelling bee* with words from the unit.

### Study Tip

- Read the Study Tip as a class.
- Elicit examples from the students (*health/healthy; organise/organisation*).
- Students copy the Study Tip and examples into their notebooks.

### A Writing E

**Aims:** to practise using suffixes to recognise different word classes.

- Look at the example. Elicit that -y is often an adjective ending. Elicit or explain that (here) *stick* is a verb meaning *to attach with glue*.
- Students complete the task and check their answers with a partner.
- Check the answers. Elicit other words forms with different endings. (*act~*, *~ion*, *~ive*; *apolog~y*, *~etic*; *photo~*, *~graph*, *~graphy*, *~grapher*; etc.)

**ANSWERS:** 2 N 3 V 4 N 5 A 6 V 7 A 8 N 9 A 10 N 11 N 12 A 13 A 14 A

### B Vocabulary D

**Aim:** to revise the vocabulary of the unit.

- Read the words in the box.
- Students match the words and label the pictures. Check answers with the class.
- With the words covered, students take turns to point to a picture and ask *What's this?* Their partner says and then spells the word.

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

### C Listening D

**Aim:** to practise understanding degrees of certainty.

- Read the instructions and sentences. Play track 41 while students listen.
- Pause after each dialogue while the students write. Repeat if necessary.
- Play the track again while students check their answers with a partner.
- Check the answers with the class.

**ANSWERS:** 1 *might* 2 *may* 3 *may not* 4 *must* 5 *might not* 6 *can't*

### AUDIOSCRIPT TRACK 41

1

**Female 1:** I've checked what's on at 8pm on Channel One. The programme you wanted to watch can't be on tonight.

**Female 2:** Have you checked all the channels? It might be on a different one.

**Female 1:** Yes, it might be. Or at a different time.

**Female 2:** Yes, that's another possibility.

2

**Male 1:** Here, Hani, these books must be yours.

**Male 2:** Oh no, those can't be my books.

**Male 1:** No? Why not? They look like yours.

**Male 2:** Maybe they do. But mine are still in the car.

3

**Female:** Are these Yahya's keys?**Male:** I'm not sure. Did he ask you to look for them?**Female:** Yes, but these may not be his. These may be Hakim's.**Male:** Ask Hakim, then. He'll know for sure.

4

**Female 1:** Huda's new shoes are green, aren't they?**Female 2:** Yes, they are.**Female 1:** Well, I think these must be hers then.**Female 2:** Yes, I think you're right.

5

**Male:** Look, there's some shopping under this table.**Female:** Oh so there is. Do you think Mum left it there?**Male:** She might have done. Should we take it with us?**Female:** I don't think so. It might not be hers.

6

**Male 1:** Whose camera is this?**Male 2:** I don't know. But I'm sure it isn't one of ours.**Male 1:** Well, it may belong to those journalists.**Male 2:** Yes. Why don't you ask them?

## Grammar Study

**Aim:** to consolidate the use of pronouns and possessive adjectives.

- Read the Grammar Study box and elicit more examples. (*That's their car, That car is theirs, That's my pen, It's mine, Is this your book? Is this yours?*, etc.)
- Remind students that (here) *its* isn't a contraction – there's no apostrophe.
- Students copy the table and the examples into their notebooks.

## D Grammar

**Aim:** to practise using pronouns and possessive adjectives.

- Students complete the task and check their answers in pairs. Monitor.
- Check the answers with the class and review any difficulties.

**ANSWERS:** 1 *them* 2 *your* 3 *Our* 4 *hers* 5 *him* 6 *mine* 7 *its*

## E Speaking

**Aims:** to practise giving reasons for opinions, and linking ideas with connectors.

- Read the instructions and the information in the table.
- Briefly review (dis)agreeing and adding another point.
- Students complete the task in pairs. Monitor for the target structures.
- Review any problem areas. Choose students to present their work to the class.

**ANSWERS:** *Students' own answers following the table.*

## F Writing D

**Aim:** to practise writing a simple reasoned argument.

- Read the instruction. Elicit ideas on how to structure the paragraph.
- Write the ideas on the board:
  - give your opinion about internet shopping (*I think .../I (don't) like ...*)
  - give reasons for your opinion (*There are several reasons ...*)
  - mention the opposite point of view (*It's true that ...*)
  - add more reasons for your opinion (*However ...*)
- Students complete the task and proofread in pairs. Monitor and support.
- Choose students to share their work with the class. Ask for feedback.

**ANSWERS:** *Students' own answers following the table in Exercise E.*

## Extra activity:

- Students check that all the new vocabulary from the unit is listed in their notebooks.

## Homework

**New vocabulary.** Any exercises not completed in the Workbook pages 136 – 141.

## Final activity:

- Play *WordBuster* with words from *Lift Off!* 1–6.

# Unit 10 A happy ending

## LESSON 1 *An Asian story*

### Language

**Functions:** Understanding the description of events and feelings in personal letters/e-mails

**Grammar:** Introducing the past perfect; revising a range of tenses and structures

**Vocabulary:** *adopt, beggar, bring up, neighbour, original, orphanage, platform, search* (v)

**Language skills:** Transferring information from a text to a table; narrating a story

**Study skills and independent learning:**  
Focusing on revision; guessing the meaning of unknown words

### Bring to the lesson:

- the CD (track 42)
- the Student's Book (pages 78 and 79)
- the Workbook (pages 142 and 143)

### To start:

- In pairs, play *Hangman* with words from *Lift Off!* 1–6.

### A Reading

**Aims:** to read for the main idea; to introduce the topic and vocabulary.

- Read the speech bubbles and then the list of topics.
- Choose students to read the texts aloud. Do not help with vocabulary yet.
- Students reread the texts and label the boxes. Check answers with voting cards.
- Explain or elicit meanings for *adopt, beggar, bring up, neighbour, original, orphanage, platform* and *search*.

**ANSWERS:** 2 F 3 D 4 G 5 E 6 H 7 A 8 C

### B Reading

**Aim:** to introduce the past perfect form of regular and irregular verbs.

- Ask students to find all the verbs with *had* + past participle. Check the answers.
- Explain that this verb form is the past perfect. We use it to indicate that one action in the past happened at an earlier point in the past than another action.

**ANSWERS:** A *had fallen* B *had got, had arrived* C *had been*  
E *had grown up, had lived* F *had played* G *had left*  
H *had returned, had not seen*

### C Pronunciation D

**Aim:** to promote good pronunciation, stress and intonation.

- Say *Listen, read and repeat*. Play track 42. Students repeat in the pauses.
- Repeat track 42 as necessary. Students repeat but with books closed. Monitor.
- Ask students to read the text to a partner. Ask for feedback.

### AUDIOSCRIPT TRACK 42

**Female:** Saroo thought of a plan. He drew a circle on a map of India with its centre in Kolkata. In 2010 he began to search the towns in this area using satellite photos. In 2011, he found a photo in the town of Khandwa of a place where he had played as a boy. In 2012 Saroo flew to Khandwa and found his old home. However, the door of the house was closed and no one lived there now.

### D Speaking

**Aim:** to practise describing thoughts and feelings.

- Establish the setting. Remind students Saroo was young and very poor. No one they knew would have had a phone at home and certainly not a mobile.
- Students discuss the questions in pairs. Support with vocabulary and grammar.
- Choose pairs to share their thoughts with the class. Ask for feedback.

**ANSWERS:** *Students' own answers.*

### E Language help

**Aims:** to introduce the formation and use of the past perfect of regular and irregular verbs.

- Read the information.
- Elicit examples of regular past participles (e.g. *walked, cooked, cleaned, washed*) and irregular past participles (e.g. *fallen, been, grown up, seen*).
- Say two sentences in the past simple for students to change into the past perfect, e.g. *Saroo grew up. Saroo wanted to find his original family* (After Saroo had grown up, he wanted to find his original family).



## F Speaking

**Aim:** to practise asking and answer questions using a variety of structures.

- Revise questions in the past simple with *When did ...?* and *Why did ...?*
- Choose two pairs to read the example questions and answers.
- In pairs, students take turns to ask and answer questions with *When* and *Why*.
- Monitor for correct grammar. Support as necessary.
- Choose pairs to say their dialogues to the class. Ask for feedback.

**ANSWERS:** Students' own answers following the table.

## G Writing

**Aim:** to practise using a range of structures in extended free writing.

- Brainstorm ideas for a sad or exciting story. Put the ideas on the board. (Think of some of the stories they have read about in *Lift Off!*) Add useful words.
- The students spend a few minutes thinking about their story and making notes.
- Students write their stories. Monitor and support as necessary.
- Students proofread in pairs. Remind them to check punctuation and spelling.
- Choose students to share their writing with the class or have a *Class contest*.

**ANSWERS:** Students' own answers.

## Extra activity:

- Ask students to write the new words into their notebooks and learn them for homework.

## Homework: Workbook pages I42 and I43

### Final activity:

- Have a *Class contest* with the stories written in Exercise H or play *Jumbled words* in pairs with words from *Lift Off!* 1–6.

### WORKBOOK ANSWERS:

**A** 1 platform 2 neighbours 3 have searched 4 are adopted  
5 beggar 6 was brought up 7 orphanage 8 original

**D B** 2 had gone/sleep  
3 excited/he had scored  
4 had got up/house  
5 he had given up/the engine  
6 the airport/the taxi had arrived  
7 the traffic had stopped/couldn't  
8 phone/he had forgotten

**C** 1 C 2 A 3 B 4 D

**D** D 1 d 2 g 3 f 4 a 5 i 6 j 7 b 8 c 9 e 10 h

**E** 1 break, broken 2 choose, chose 3 drove, driven 4 feel, felt  
5 hurt, hurt 6 sewed, sewn 7 speak, spoken 8 spend, spent  
9 taught, taught

**F** 1 am/'m walking 2 running 3 have/'ve been exercising  
4 am/'m not going to stop 5 am/'m trying to get 6 will/'ll feel  
7 am/'m fit 8 have/'ve changed 9 used to eat 10 eat  
11 was staying 12 were taken 13 saw 14 looked  
15 decided to change

# Unit 10 A happy ending

## LESSON 2 *When this device was invented*

### Language

**Functions:** Using relative clauses to add definitions and descriptive information to sentences

**Grammar:** Using simple relative clauses with *who*, *where* and *which*; revising reported instructions

**Vocabulary:** *aspirin*, *bulb (electric)*, *device*, *match (fire)*, *navigation*, *plough (n)*, *printing press (n)*, *scales (machine)*

**Language skills:** Describing people, places and events in detail; giving and following detailed directions

**Study skills and independent learning:**

Focusing on revision

### Bring to the lesson:

- the CD (track 43)
- the Student's Book (pages 80 and 81)
- the Workbook (pages 144 and 145)

### To start:

- Play *Ready and waiting* with words from *Lift Off!* 6.

### A Reading

**Aims:** to introduce the topic and vocabulary; to give reasons for opinions.

- Read the speech bubbles and instructions. Elicit the meaning of *invention*.
- Students discuss the pictures in pairs and answer the questions.
- Choose students to share their answers with the class.

**ANSWERS:** *Students' own suggestions.*

### B Reading

**Aim:** to practise reading for the main idea.

- Choose students to read the text aloud while the others label the boxes.
- Students compare their answers with a partner. Check with the class.
- Help with vocabulary and any areas of confusion.

**ANSWERS:** 1 B 2 F 3 C 4 A 5 E 6 D

### C Speaking

**Aim:** to practise using relative clauses with *which*, *who* and *where*.

- Elicit examples of sentences with *which*, *who* and *where* (*the boy who took my ball; the place which has the best food; the seat where I was sitting*).
- Read the first prompt. Model getting the sample answer from the text.
- In pairs students make the sentences and then proofread with another pair.
- Choose pairs to read their sentences. Check and review any problems.

### ANSWERS:

- 2 *which came with a warning.*
- 3 *where the soil was heavier.*
- 4 *who had high temperatures.*
- 5 *who first manufactured aspirin in its modern form.*
- 6 *which pointed to the North Pole.*
- 7 *where scales were first made/used.*
- 8 *who first used a kind of printing.*

### D Language help

**Aim:** to consolidate relatives clauses.

- Read the information and ask for examples from Exercise C.
- Students copy the information into their notebooks.

### E Listening D

**Aim:** to practise following detailed directions.

- Study the map and read the list of places. Revise *left*, *right*, *first*, *second*, *exit*.
- Say *Read and follow*. Play track 44. Students follow on the map until they come to a number. Pause after each set of directions so students can write the number they find in the box next to the correct word. Repeat track 44 as necessary.
- Check the answers with the voting cards. (**Note:** Not all places are mentioned.)

**ANSWERS:** A 5 bakery B 2 university C 7 stadium  
D 3 train station

## AUDIOSCRIPT TRACK 43

## Directions to place A

**Male:** Go out of the shopping mall and turn left. When you come to the main road turn left again and drive to the roundabout. At the roundabout take the first exit and go straight until the second roundabout. Take the second exit and then take the second turning on the left. The bakery is on the left after the corner.

## Directions to place B

**Female:** Leave the shopping mall and turn left. Turn left at the end of the road. Go straight ahead until the roundabout. Take the second exit at the roundabout and then take the first road on the right. Drive to the end of the road and turn right. The university is the big building on your right.

## Directions to place C

**Male:** From the shopping mall, turn left take the first left at the end of the road and drive to the roundabout. Take the first exit, go straight and take the first exit at the next roundabout. Go straight for half a kilometre and take the first turning on your right. The stadium is on your right.

## Directions to place D

**Female:** Go out of the shopping mall and turn left. Turn left again at the main road and drive to the roundabout. Take the second exit at the roundabout and go straight. Take the first turning on your right and continue straight for about half a kilometre. You will see the train station on the right.

F Speaking **D**

**Aim:** to practise reporting instructions.

- Briefly revise using *told* and a second verb to report instructions *He told me to ...*
- In pairs, students take turns to use the map to report the instructions from Exercise E.
- Monitor for the target structure. Help with vocabulary if necessary.
- Choose students to report to the class. Ask for feedback.

**POSSIBLE ANSWERS:** For bakery: First he told me to go out of the shopping mall and turn left. Next he told me to turn left again and drive to the roundabout. At the roundabout he told me to take the first exit and go straight until the second roundabout. He told me to take the second exit at the second roundabout and then to take the second turning on the left to the bakery. The bakery is on the left after the corner.

## G Writing and speaking

**Aim:** to revise using relative clauses to write definitions of people, places and things.

- Read the instructions and remind students of the work they did in Exercises C and D.
- In groups, students write definitions which don't make the answer too obvious.
- Monitor and support. Help with ideas and vocabulary.
- Use the definitions in the final activity.

**ANSWERS:** Students' own answers.

## Extra activity:

- Ask students to write the new words into their notebooks and learn them for homework.

## Homework: Workbook pages 144 and 145

## Final activity:

- In groups, play *Ten questions* with the definitions the students wrote for Exercise G. (As they will have clues, limit the number of questions to 3 or 5.)

## WORKBOOK ANSWERS:

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

**D B** Example answers:

- 4 someone who makes clothes.
- 5 a boat which travels under water.
- 6 a room where experiments are done.
- 7 a device which is used to move water from one place to another.
- 8 someone who lives on an island.
- 9 a place where people get medical treatment.
- 10 a place where goods are sold.
- 11 a device which is used to switch electrical equipment on and off.
- 12 someone who makes pots.

**D C** Example answer: First I was told to go out of the shopping mall and turn left. Next I was told to turn left again and drive to the roundabout. At the roundabout I was told to take the first exit and go straight until the second roundabout. I was told to take the second exit at the second roundabout and then to take the second turning on the left to the bakery. I was told the bakery is on the left after the corner.

**D 1** rose, risen **2** see, seen **3** sell, sold **4** showed, shown  
**5** steal, stolen **6** take, took **7** wore, worn **8** win, won  
**9** write, wrote

**D E 1 E 2 B 3 C 4 D 5 G 6 F 7 A**

**F** Students' own answers.

# Unit 10 A happy ending

## LESSON 3 *I'd study maths.*

### Language

**Functions:** Expressing conditions and degrees of certainty

**Grammar:** Comparing first and second conditionals

**Vocabulary:** *alarm, detect, discount (n), evaporate, factual, unless, useful, warning, wish (n)*

**Language skills:** Differentiating between similar sounds in English; managing less routine situations

**Study skills and independent learning:**

Focusing on the use of *unless*

### Bring to the lesson:

- the CD (tracks 44 and 45)
- the Student's Book (pages 82 and 83)
- the Workbook (pages 146 and 147)

### To start:

- Have a *Spelling bee* with words from *Lift Off!* 6.

### A Reading

**Aims:** to revise recognising different text types; to read for the main idea.

- Read the list of text types. Establish what each means.
- Volunteers read them aloud while students label the boxes.
- Use voting cards to check answers. Help with vocabulary.

**ANSWERS:** 1 E 2 D 3 B 4 F 5 A 6 C

### B Speaking

**Aims:** to recycle the use of the second conditional.

- Elicit the structure of the second conditional.
- Choose a pair to demonstrate the response to the first prompt. (*If I had to study maths or geography at university, I would choose maths.*) Tell students there are no 'correct' answers, they answer for themselves.
- In pairs, students take turns to ask and answer. Monitor for grammar.
- Choose students to report their partner's answers to the class.

**ANSWERS:** *Students' own answers (full sentences).*

### C Speaking

**Aim:** to revise giving reasons for opinions or plans.

- Read the instructions and speech bubbles.
- In pairs, students take turns to ask the reasons for their partner's answers to Exercise B.
- Monitor for grammar and range of structures.
- Review serious errors.

**ANSWERS:** *Students' own answers.*

### D Pronunciation D

**Aim:** to practise differentiating between similar sounds.

- Play track 44 while students circle the correct words.
- Repeat track 44 while students check their answers.
- Use the voting cards to check the answers with the class.
- Repeat any sentences the students had difficulty with.

**ANSWERS:** 1 A 2 A 3 A 4 B 5 A 6 B

### AUDIOSCRIPT TRACK 44

- 1 If I were you, I'd take it back to the shop.
- 2 If I had some money with me, I'd buy a pair.
- 3 The liquid won't evaporate unless you boil it for a minute.
- 4 I'll help you if it's difficult.
- 5 If he came with us on the trip, he'd enjoy himself.
- 6 I won't call you unless I arrive late.

### E Pronunciation D

**Aim:** to promote good pronunciation, stress and intonation.

- Play track 45. Students repeat in the pauses.
- Repeat with books closed. Monitor.
- Ask students to read the text to a partner. Ask for feedback.

### AUDIOSCRIPT TRACK 45

- 1 If I were you, I'd take it back to the shop.
- 2 If I had some money with me, I'd buy a pair.
- 3 The liquid won't evaporate unless you boil it for a minute.
- 4 I'll help you if it's difficult.
- 5 If he came with us on the trip, he'd enjoy himself.
- 6 I won't call you unless I arrive late.

**F Language help** **D****Aim:** to consolidate the use of conditional tenses.

- Read the information. Find examples of *unless* in the text. Demonstrate its use. (*Unless it rains, we'll eat outside. If it rains, we won't eat outside.*) Ask for more examples.
- Elicit the structure of the first conditional.
- Elicit examples. (*If it rains, we won't eat outside.*)
- Remind students again of the second conditional.
- Elicit examples from their answers to Exercise B.

**G Grammar****Aim:** to practise the use of the first and second conditionals.

- Read the first prompt. Choose a student to make a sentence using the first and second conditionals.
- Students write answers then proofread in pairs. Monitor.
- Volunteers read their sentences to the class. Check the answers.

**ANSWERS:** **2** *If you work hard, you'll pass your test. If you worked hard, you would pass your test.* **3** *If our team wins, we will be very surprised. If our team won, we would be very surprised.* **4** *If Nadia has a problem we will help her. If Nadia had a problem we would help her.* **5** *If you want to buy a mobile, I'll give you money. If you wanted to buy a mobile, I would give you money.*

**H Grammar** **E****Aim:** to practise using *unless* with the first conditional.

- Read the first prompt. Elicit the changes (change *if* to *unless*; remove *not*).
- Students write answers then proofread in pairs. Monitor.
- Volunteers read their work to the class. Check the answers.

**ANSWERS:** **2** *Leena will come at six unless she is busy.* **3** *I'll have water unless you have juice.* **4** *I'll walk unless there is a bus.*  
**5** *Mum will be cross unless you tidy up.*

**I Speaking****Aim:** to practise using a variety of structures in free speech.

- Read the instructions and the example dialogue.
- In groups or pairs, students prepare and practise their dialogues. Monitor and support. Encourage a range of structures and vocabulary.

**ANSWERS:** *Students' own answers.***Extra activity:**

- Students copy new words into their notebooks for learning.

**Homework: Workbook pages 146 and 147****Final activity:**

- Have a *Class contest* with the dialogues from Exercise I.

**WORKBOOK ANSWERS:****A Across:** **2** *detect* **5** *alarm* **6** *useful* **7** *warning* **8** *unless***Down:** **1** *factual* **3** *evaporate* **4** *discount* **7** *wish***D B** **1** *discount* **2** *unless* **3** *detect* **4** *useful* **5** *wish* **6** *evaporate*  
**7** *alarm* **8** *factual* **9** *warning***C** **2** *I'll eat that cake, unless you want it.***3** *Unless he is very late, we won't leave without him.***4** *You're going to miss the match, unless you feel better very soon.***D D** **1** *If we heat the sauce, it will evaporate more quickly.***2** *If they take umbrellas, they won't get too wet.***3** *If you drive you'll be too tired to enjoy the visit.***4** *If he gives me a bigger discount, I'll buy more items.***5** *If you keep your articles factual, people will find them more interesting.***D E** **1** *If the motor got too hot, a light would come on as a warning.***2** *If it would be useful, you could take this map with you.***3** *If you wanted it enough, you would achieve your wish.***4** *If the system detected any smoke, an alarm would sound.***5** *Unless you worked really hard, you wouldn't be finished in time.***F** **1** *be, was, been* **2** *fly, flew, flown* **3** *become, became, become***4** *get, got, got* **5** *cut, cut, cut* **6** *grow, grew, grown***7** *draw, drew, drawn* **8** *know, knew, known* **9** *eat, ate, eaten***G** **1** *f* **2** *d* **3** *h* **4** *c* **5** *b* **6** *g* **7** *a* **8** *e*

# Unit 10 A happy ending

## LESSON 4 SAUDI REVIEW

### Language

Revision of language in Unit 10.

**Grammar study:** Revision of some of the skills and structures from the book

**Study skills and independent learning:**  
Focusing on revision

### Bring to the lesson:

- the CD (track 46)
- the Student's Book (pages 84 and 85)

### To start:

- Have a *Spelling bee* with words from *Lift Off!* 1–6.

### Study Tip **D**

- Read the Study Tip. Elicit other ways to revise vocabulary (*Look, say, cover, write and check*).
- Students copy the Study Tip and their ideas into their notebooks.

### A Vocabulary

**Aim:** to revise the vocabulary of the unit.

- Read the words in the box.
- Students match the words with the pictures. Check answers with the class.
- With the words covered, students take turns to point to a picture and ask *What's this?* Their partner says and then spells the word.

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

### B Speaking

**Aims:** to revise giving opinions and the reasons for them; to revise (dis)agreeing politely.

- Read the questionnaire and the sample openings. Divide the class into groups.
- In their groups, students discuss each of the questions in turn. Monitor and support only where there are problems causing confusion.
- One person from each group sums up the discussion to the class. (*Most of us thought that ... because ... However, X prefers ... because ...*) Ask for feedback.

**ANSWERS:** Students' own answers using the target structures.

### Grammar Study

**Aim:** to promote self-assessment of learning needs.

- As a class, discuss each structure in turn. Elicit examples. Students tick the ones they feel confident about using. They put a cross by those they want to revise.
- Review any common problem areas.

### C Listening **D**

**Aim:** to practise understanding a range of structures in dialogue.

- Read the answers to 1. Play the first conversation of track 46.
- Pause while students tick the answer. Repeat the dialogue if necessary.
- Repeat the steps above for the rest of the conversations.
- Check the answers with the voting cards. Review any problems.

**ANSWERS:** 1 A 2 A 3 B 4 A 5 B 6 B



## AUDIOSCRIPT TRACK 46

1

**Female 1:** OK Jane, it's time for me to go.**Female 2:** Have a safe journey.**Female 1:** Thanks. See you tomorrow.

2

**Male 1:** Do you want to come swimming tomorrow?**Male 2:** Great, yes! I haven't been swimming for a long time.**Male 1:** What time do you want to meet?**Male 2:** Sorry. I didn't hear.

3

**Female 1:** Is this your last day in hospital?**Female 2:** No, it isn't. I'm going home tomorrow.**Female 1:** How are you feeling at the moment?

4

**Male 1:** Have you met my friend, Alan?**Male 2:** No, I haven't.**Male 1:** Ok, I'll introduce you. Alan,

5

**Female 1:** What do you think of the new shopping Mall?**Female 2:** I think it's great. They've got some great products in the shops there.**Female 1:** That's true. On the other hand,

6

**Male 1:** I've got an awful headache today.**Male 2:** Why don't you go home?**Male 1:** I can't go home. I've got a test this afternoon.**Male 2:** If I were you,

## D Grammar

**Aim:** to revise the use and formation of a range of tenses.

- Tell students that they will have to decide which is the correct verb tense to use.
- Read the example sentence. Elicit that the clue is *If*.
- The students copy and complete the sentences in their notebooks. Monitor.
- Students proofread their answers in pairs.
- Choose students to read their sentences to the class. Check.
- Review any areas of difficulty.

**ANSWERS:** 2 *has been waiting* 3 *was invented* 4 *used*  
5 *would get* 6 *are transmitted* 7 *finishing* 8 *to buy*

## Extra activity:

- Students check that all the new vocabulary from the unit is listed in their notebooks.

## Homework

**New vocabulary. Any exercises not completed in the Workbook pages 142 – 147.**

## Final activity:

- In teams, play *WordBuster* with all the words from *Lift Off!* 1–6.

# Track lists

Track 1, Unit 1, Lesson 1, Exercise D  
Track 2, Unit 1, Lesson 2, Exercise C  
Track 3, Unit 1, Lesson 3, Exercise B  
Track 4, Unit 1, Lesson 3, Exercise F  
Track 5, Unit 1, Lesson 4 Saudi Review, Exercise D  
Track 6, Unit 2, Lesson 1, Exercise C  
Track 7, Unit 2, Lesson 1, Exercise F  
Track 8, Unit 2, Lesson 2, Exercise C and D  
Track 9, Unit 2, Lesson 3, Exercise C  
Track 10, Unit 2, Lesson 3, Exercise E  
Track 11, Unit 2, Lesson 4 Saudi Review, Exercise B  
Track 12, Unit 3, Lesson 1, Exercise C  
Track 13, Unit 3, Lesson 1, Exercise G and H  
Track 14, Unit 3, Lesson 2, Exercise D  
Track 15, Unit 3, Lesson 3, Exercise E  
Track 16, Unit 3, Lesson 3, Exercise F  
Track 17, Unit 4, Lesson 1, Exercise D  
Track 18, Unit 4, Lesson 2, Exercise B  
Track 19, Unit 4, Lesson 3, Exercise B  
Track 20, Unit 4, Lesson 3, Exercise C  
Track 21, Unit 4, Lesson 3, Exercise E  
Track 22, Unit 5, Lesson 2, Exercise B  
Track 23, Unit 5, Lesson 2, Exercise E  
Track 24, Unit 5, Lesson 2, Exercise F  
Track 25, Unit 5, Lesson 3, Exercise C  
Track 26, Unit 6, Lesson 1, Exercise C  
Track 27, Unit 6, Lesson 2, Exercise B  
Track 28, Unit 6, Lesson 2, Exercise D  
Track 29, Unit 6, Lesson 4 Saudi Review, Exercise D  
Track 30, Unit 7, Lesson 1, Exercise B  
Track 31, Unit 7, Lesson 1, Exercise C  
Track 32, Unit 7, Lesson 2, Exercise C  
Track 33, Unit 7, Lesson 3, Exercise B  
Track 34, Unit 7, Lesson 4 Saudi Review, Exercise E  
Track 35, Unit 8, Lesson 1, Exercise C and D  
Track 36, Unit 8, Lesson 3, Exercise C  
Track 37, Unit 8, Lesson 3, Exercise E  
Track 38, Unit 9, Lesson 1, Exercise C  
Track 39, Unit 9, Lesson 2, Exercise B  
Track 40, Unit 9, Lesson 2, Exercise D  
Track 41, Unit 9, Lesson 4 Saudi Review, Exercise C  
Track 42, Unit 10, Lesson 1, Exercise C  
Track 43, Unit 10, Lesson 2, Exercise E  
Track 44, Unit 10, Lesson 3, Exercise D  
Track 45, Unit 10, Lesson 3, Exercise E  
Track 46, Unit 10, Lesson 4 Saudi Review, Exercise C

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