

المملكة العربية السعودية
Kingdom of Saudi Arabia



وزارة التربية والتعليم
Ministry of Education

Teacher's Book

Lift Off!

3


MACMILLAN

Introduction

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

The components of *Lift Off! 3*

- A combined Student's Book and Workbook.
- A Teacher's Book.
- A CD, containing audio files.

The Student's Book

The Student's Book of *Lift Off! 3* 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 the Student's Book *Lift Off! 3*. Each unit contains four lessons. The fourth lesson in each unit is a 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 Review.

There is a dictionary at the end of the book that contains the new vocabulary introduced in *Lift Off! 3*. *Lift Off! 3* includes new topics, functions, grammar and skills practice which build on the language of previous materials. *Lift Off! 3* presumes that students have covered the material in *Lift Off! 1* and *2* and that they need to revise and recycle this material.

The Workbook

A lesson in the Workbook is designed to follow the corresponding lesson in the Student's Book and should never be taught first. Workbook lessons consolidate and practise the material covered in Student's Book lessons. As with the Student's Book, the Workbook contains ten units. The only difference is that there are three lessons in each Workbook unit practising the material in lessons 1–3 of each Student's Book unit. It is important to note that the Workbook is mainly intended for homework and is not meant for extensive use in class.

Special features of the Student's Book

- Many lessons contain a *Look!* box. These boxes explain aspects of language that students may find new, difficult or confusing.
- Some lessons contain a *Pronunciation corner* devoted specifically to aspects of pronunciation.
- Some lessons contain poems and rhymes which students can copy and learn to improve their pronunciation stress and rhythm when speaking English.
- Many lessons contain a pair work icon  suggesting that the activity is best done by students in pairs.
- 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.
- When students are required to complete a written exercise they will often see . It is a rule of *Lift Off!* that students should, in pairs, check each other's work. Teachers should, of course, also check that the students are doing this satisfactorily.
- Every 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 Student's Book of *Lift Off! 3* contains a number of the same characters who appeared in *Lift Off! 1* and *Lift Off! 2*. The Saads are a Saudi family that consists of Ibrahim Saad, his wife Ranya, and their children Omar and Reema. Omar's friends are Rakan and Yasser. Omar and Reema's cousin, Fahad, is a student in Bournemouth, England.

Omar Saad is a friend of an English boy, Fred Watson, whom he met in Saudi Arabia. Reema Saad is a friend of Fred's twin sister, Nina. Fred and Nina's parents are Dave Watson and his wife, Penny. Dave Watson is a teacher in Saudi Arabia.

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 texts 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 texts even when this is not indicated.

The Teacher's Book

The Teacher's Book contains:

- A plan of the Student's Book.
- A compilation of games and activities that teachers may wish to use to enhance their lessons.
- Suggested visual classroom gestures which teachers may consider useful in minimising 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
- provides a minimised version of the Student's Book lesson
- gives a suggested set of instructions, activity by activity, that may enhance the teacher's use of the book
- provides general **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.

Many of the dialogues and conversations on the CD are also in text form in the Student's Book. It is each teacher's decision whether to allow students to read the text as they listen to the CD or not. Generally, though, the audio material is intended primarily as listening material unless otherwise indicated in this Teacher's Book.

There are suggested activities to start and finish the lessons and extra activities are also suggested in various places in the lesson notes. The authors would encourage teachers to adapt these suggested activities to their own teaching styles and to use them or leave them out as time and inclination allow.

How fast should you teach?

Lift Off! 3 is designed to be covered completely in the first term of Second Intermediate Grade 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:

$$\frac{\text{Number of weeks} \times 4 \text{ (the number of class lessons per week)}}{10 \text{ (the number of units in } \textit{Lift Off! 3}\text{)}}$$

The result of the calculation will tell you how many class lessons you can devote to each unit of *Lift Off! 3* 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?

Students are individuals and the abilities, interest and motivation of individuals in any class will always vary. One outcome of this variety can be that some students work faster than others and are capable of doing more work or doing more challenging work.

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.

Optional games and activities

This is a selection of games and activities which provide further practice of language taught in the book. The activities will also add to the students' enjoyment of learning English. This will foster a positive approach to their studies.

It may be necessary to explain the activities to the students in Arabic. This is acceptable at this stage.

Who are the people?

- Tell students to work in pairs.
- Write the following jumbled names of *Lift Off!* characters on the board:

vdae hliearc mibhira
pnyne ahfad sserya
moar nnia aleen
nreico akanr maree
mij yaran rfed ulcy

- Say *Go!*
- Students must find the names and write them with capital letters. (The characters are all in previous books in the series, as well as in this one.)
- The first pair to find all the people wins the game.

(**Answers:** *Dave, Charlie, Ibrahim, Penny, Fahad, Yasser, Omar, Nina, Elena, Enrico, Rakan, Reema, Jim, Ranya, Fred, Lucy*)

Vocabulary tic-tac-toe

- Copy the grid below onto the board.
- Tell students that each square contains a jumbled word connected to problems and accidents.
- Students copy the grid – one for each pair.
- In pairs, they take turns to find the words.
- When a student completes a row across, down or diagonally they score a point.

<i>uibrse</i>	<i>ulabnceam</i>	<i>ndagbae</i>
<i>rhut</i>	<i>ckkno</i>	<i>urbn</i>
<i>tatsentme</i>	<i>eabrkin</i>	<i>erovepsle</i>

(**Answers:** *bruise, ambulance, bandage, hurt, knock, burn, statement, break-in, oversleep*)

Grammar tic-tac-toe

- Write a grid on the board as in the previous game, but write sentences in the squares with grammar you wish to practise such as phrasal verbs, e.g. *Turn ___ the light.*
- Divide the class into two teams.
- In turn, ask a member of each team to fill in a possible 'small' word.
- When a team completes a row across, down or diagonally they score a point.

Write a sentence

- Divide the class into small groups.
- Tell them that you are going to say two words.
- The groups should put up their hands when they have thought of a sentence which includes both words.
- If their sentence is correct, they get a point. If it is incorrect, they lose two points!
- Repeat with other examples.

Examples of words:

fire destroyed
English clearly
investigated break-in
fell broke
hospital ambulance
three o'clock driving
lifestyles climate change
waste electricity
possibly trade centre
school didn't you?

Write a story

- Divide the class into small groups.
- Tell them they are going to write a group story.
- On the board, write some words which they must include in the story. These could be words you wish to revise such as adverbs, e.g. *immediately, suddenly.*
- Monitor the activity.
- Ask students to read their stories to the class.

Note: Help with the language when groups are preparing but don't correct mistakes when they are speaking in front of their classmates! (Make a note of any important errors and follow them up later.)

Talk for a minute!

- Write some topics on the board e.g.:
School London Parrots The Great Fire of London
The Mary Celeste Recycling Prehistoric Monuments
Mount Pinatubo Spare time
- Divide the class into groups of about six students.
- Students must take it in turns to talk about a topic chosen by the other members of the group.
- They must talk for a minute about the topic. They should include as much information as they can.
- Time students by saying *Go!* when they must start speaking and *Stop!* when the minute is up.
- The other group members must give the speaker points out of ten.

What's the question?

- Write some answers to questions on the board.
- In pairs, pupils think of possible questions to go with the answers.
- Give them time to discuss their ideas.
- Elicit questions from the class.
- Accept any possible correct questions – the questions below are only examples.

Examples of answers to write on the board:

- 1 *He's a waiter in the Pizza House in Oxford.*
- 2 *It's Nina's.*
- 3 *It's about photography.*
- 4 *She bought a bird feeder.*
- 5 *Calmly.*
- 6 *I was doing my homework.*
- 7 *No, I couldn't.*
- 8 *CO₂*
- 9 *A prehistoric observatory.*
- 10 *To buy some local honey.*

Possible questions (there are many other possibilities):

- 1 *Who's Enrico Rossi?*
- 2 *Whose is the parrot?*
- 3 *What's the book about?*
- 4 *What did Lucy buy?*
- 5 *How must you behave in a fire drill?*
- 6 *What were you doing at seven o'clock?*
- 7 *Could you speak English when you were five?*
- 8 *What do we produce when we drive?*
- 9 *What's Stonehenge?*
- 10 *Why are you going to Taif?*

Class poem

- In pairs, students should think of pairs of words that rhyme, e.g. *sea, tree, car, far*.
- Elicit suggestions and write them on the board.
- Tell the class they are now going to write a class poem using some of these words.
- Feel free to help the students, as this is a challenging task.
- Write ideas on the board and build up a poem.
- The length of the poem is not important.
- Praise any ideas students have, even if they are unusual!

Simon says

- Explain to students that they only obey instructions that start *Simon says ...* Demonstrate. Sit down. Say *Stand up* and do nothing. Say *Simon says stand up* and stand up.
- Play the game. Say *Simon says stand up*. Say *Sit down*. Say *Simon says sit down*. Continue with (*Simon says*) *Open your books*. *Close your books*. *Look at the board*. *Write a word in your notebooks*. *Say your name*. etc.
- Students continue the game in small groups.

Guess the place

- A pair of students chooses a city, town, village, etc.
- The class must guess the place by asking no more than 15 questions.
- The answers can only be *yes* or *no*.
- If a student guesses the place and it's wrong, the game is lost. Therefore, tell the class to find out as much as they can first.
- If a student guesses correctly, they think of the next place with a partner.

Examples of questions:

- Is it hot there?*
Is it busy?
Are there art galleries there?
Do you go there sometimes?
Do people do sport there?
Is it in the mountains?
Are there lots of old buildings there?

Class newspaper

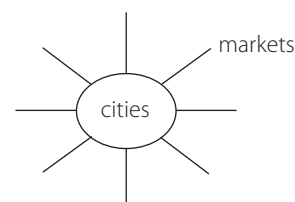
- Divide the class into groups of about six students.
- Tell them they are going to produce a newspaper.
- Examples of material include news items, articles about climate change/interesting places, word puzzles and sports reports.
- Help the groups as necessary.
- Groups can read the other groups' newspapers at the end of the activity.

Find the ...

- A student covers his/her eyes while another student hides an object.
- The first student opens his/her eyes.
- The class gives directions until he/she finds the object, e.g. *Go straight on. Stop! Turn right. Stop!*
- The class can also say, *You're hot!/You're very hot! or You're cold!/You're very cold!*

Word association

- On the board, write some topics from *Lift Off! 3* in circles, e.g.
cities
accidents and problems
London
climate change
holidays
the camera obscura
Mount Pinatubo
- Divide the class into groups. Each group should choose a different topic.
- They should write words connected with the topic around the circles.



- Ask students from each group to write their words around the circles on the board.

Guess the object

- A student thinks of an object and the class must ask questions to guess what it is.
- The class can only ask 20 questions and the answer can only be *yes* or *no*.
- If one of the class says the object and it's wrong, the game is lost. Therefore, tell students to find out as much as they can before they make a guess.
- If a student guesses correctly, they choose the next object.

Examples of questions:

Is it in the classroom?

Is it on the wall?

Is it made of wood?

Is it for sitting on?

Is it red?

Is it expensive?

Have I got one?

Is it round?

Is it on the left?

Group sketches

- Tell the class they are going to write and perform some short sketches.
- These can be based on the stories in *Lift Off!* 3 or students can write new stories.
- Divide the class into groups.
- Write some titles on the board and tell the groups to choose one:
 - The break-in*
 - The parrot escapes*
 - A mystery*
 - Fire!*
 - A holiday*
- Tell students they must:
 - 1 Decide who they are.
 - 2 Decide what happens.
 - 3 Write the words. (Write what they say.)
 - 4 Practise.
 - 5 Perform to the class. (Start by introducing themselves and explaining where they are.)

Note: Help with the language and pronunciation when groups are preparing but don't correct mistakes as they are performing. Students should be praised for speaking in front of their classmates! (Make a note of any important errors and follow them up later.)

The stress game

- Divide the class into small groups.
- Write the words below on the board.
- Do not underline, or write the numbers!
 - volcano* (3) *parallel* (3) *traditional* (4)
 - energy* (3) *agriculture* (4) *intelligent* (4) *destroy* (2)
 - baker* (2) *ambulance* (3) *scholarship* (3) *photography* (4)
 - congratulations* (5) *climate* (2)
- Remind students of the meaning of *syllable*, e.g. by holding up three fingers in turn, as you slowly say *ambulance*.
- Groups must discuss the following:
 - 1 How many syllables are there in the words?
 - 2 Which syllable is stressed?
- Check answers.

(Answers: Numbers following words = number of syllables. Stress is underlined.)

How much can you remember?

- Choose a page from the Student's Book.
- Tell students they have three minutes to look at the pictures and read the text.
- They must remember as much as possible.
- After three minutes, tell them to close their books.
- In pairs, they should talk about what they remember.
- Repeat with different pages.

Buy a sentence!

- Write the sentences and prices below on the board.
 - 1 *I'm doing my homework. So do I.* £3
 - 2 *Last night there was a burglary.* £2.50
 - 3 *I've got too many homeworks.* £3.50
 - 4 *Whose the boy in the white cap?* £5
 - 5 *She answered correctly.* £4
 - 6 *Pick up the rubbish please.* £3.50
 - 7 *I'm going to the shop for to buy some milk.* £4
 - 8 *We should use fewer energy.* £7.50
 - 9 *A fridge is for keeping things cold.* £4.50
 - 10 *Could you pass me the sissors please?* £2.50
- Tell students some of the sentences are correct and some have mistakes.
- Students work in pairs. They have £20 to buy sentences.
- Give students about ten minutes to decide which sentences to buy.
- When the time is up, ✓ the correct sentences and ✗ the incorrect ones on the board.
- Students should add up the prices of the correct sentences they have bought. From this total, they subtract the total of the incorrect sentences.
- The winners are the pair with the highest total.
- Go through the mistakes with the class.

(Answers: 1 ✗ *So am I.* 2 ✗ *burglary* 3 ✗ *too much homework* 4 ✗ *Who's/Who is* 5 ✓ 6 ✓ 7 ✗ *... shop to buy ...* 8 ✗ *less* 9 ✓ 10 ✗ *scissors*)

True or false?

- In pairs, students write true and false sentences about *Lift Off! 3*, e.g. *Claudio worked in his father's shop.* (*False – he worked in his father's hotel.*)
- In turn, pairs read their sentences to the class.
- Students should call out *True!* or *False!*
- If false, a student should be chosen to correct the sentence.

End of term *Lift Off! 3* quiz

- Divide the class into teams of about six students.
- Give each team a piece of paper to write their answers. (Later they will give this to another team to mark.)
- Tell them you are going to ask them some questions about *Lift Off! 3*.
- Ask each question twice and then give the teams a few minutes to confer on the answer.
- The teams mark each other's papers.

The quiz

- 1 Are parrots intelligent?
- 2 Write the second sentence in a better way: *Oranges are delicious. I like oranges very much.*
- 3 Complete this sentence: *Omar won a _____ to go to a language school.*
- 4 Where is Zakopane?
- 5 In what year did Mount Pinatubo erupt?
- 6 Write two words that mean very, very big.
- 7 What's a paper bank for?
- 8 What's Julian's job at the Bournemouth English School?
- 9 In what year was the Great Fire of London?
- 10 What's the past tense of teach?
- 11 Complete the following: *calm, calmly, careful, _____*
- 12 Who left her bag in Styles?

Answers:

- 1 *Yes, they are.*
- 2 *I like them very much.*
- 3 *scholarship*
- 4 *In Poland.*
- 5 *1991*
- 6 *enormous, huge*
- 7 *recycling paper*
- 8 *He's the Director of Studies.*
- 9 *1666*
- 10 *taught*
- 11 *carefully*
- 12 *Barbara Baran*

Rubric wordlist

Instructions إرشادات

Agree	وافق
Answer	أجب
Check	تحقق من
Choose	اختر
Complete	أكمل
Cross out	اشطب
Explain	اشرح
Find	أوجد
Follow	اتبع
Imagine	تخيل
Label	ضع الكلمة المناسبة
Mark	علم على
Match	طابق
Number	ضع الرقم الصحيح
Order	رتب
Punctuate	شكل
Repeat	كرر
Re-write	أعد كتابة
Say	قل
Speak	تحدث
Spell	تهجأ
Talk	تحدث
Tell the story	احك القصة
Underline	ضع خط تحت

Language terms مصطلحات اللغة

Adjective	صفة
Adverb	حال
Countable/uncountable nouns	الأسماء القابلة للإحصاء/غير القابلة للإحصاء
Irregular	شاذ
Negative	نفي
Object pronouns	ضمائر المفعول به
Opposite	ضد
Paragraph	فقرة
Past continuous	الماضي المستمر
Past simple	الماضي البسيط
Phrasal verb	شبه جملة فعلية
Plural	جمع
Possessive pronouns	ضمائر الملكية

Preposition	حرف جر
Present simple	المضارع البسيط
Pronunciation	طريقة النطق
Question tags	سؤال التوكيد
Sentence	جملة
Singular	مفرد
Stressed syllable	مقطع مشدد عليه
Subject pronouns	ضمائر الفاعل
Verb	فعل

Other terms مصطلحات أخرى

Advice	نصيحة
Article (newspaper/magazine)	مقال
Brackets	أقواس
Column	عمود
Conversation	محادثة
Correct	صحيح
Description	وصف
Diagram	رسم توضيحي
Dialogue	حوار
Directions	اتجاهات
Events	أحداث
Instructions	إرشادات
Interview	حوار
List	قائمة
Meaning	معنى
Missing words/letters	الكلمة/الحرف الناقص
Mistake	خطأ
Odd word	الكلمة الغريبة
Passage	قطعة
Reasons	أسباب
Response	رد
Rhyme	قافية
Sounds the same	يبدو مماثلاً
Spelling	هجاء
Statement	عبارة
Suggestion	اقتراح
Summary	ملخص
Text	نص

Contents

Grammar	Functions	Vocabulary	Skills Reading/Writing	Pronunciation
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LESSON 1 Who's who?				
<i>It</i> to identify people	Re-introduce characters Disagreeing	<i>sightseeing, surname, description</i>	Personal descriptions	
LESSON 2 A new student				
Question tags	Agreeing Personal information	<i>agriculture, Master's Degree, level (of English), Director of Studies, university</i>	A formal test	Question tags (↓)
LESSON 3 Whose is it?				
<i>Whose?</i> Irregular past tenses (1)	Expressing ownership	<i>parrot, pet shop, verse, funny (odd), intelligent</i>	Irregular past tenses A factual text	Irregular pasts
REVIEW				
Grammar study: Past simple tense of some irregular verbs, e.g. <i>bought</i>				
UNIT 2 AROUND THE SCHOOLS				
LESSON 1 We're going to be in trouble!				
Irregular past tenses (2)	Discussing past events	<i>essay, open-topped (bus), (in) trouble, rhyme (v)</i>	Irregular past tenses A pronunciation poem	Irregular pasts Homophones
LESSON 2 Come and see me after the lesson				
<i>all/both</i> Irregular past tenses (3)	Narrative past	<i>fire (n), destroy, baker/bakery, oven, blow (v), building (n), Londoner, burn (v) catch (fire)</i>	Ordering a story	/ɪ/ /e/
LESSON 3 Fire!				
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REVIEW				
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LESSON 2 Why are you late, Yasser?				
Irregular past – negative (1) <i>Why/Because</i> (revision)	Apologising (revision)	<i>oversleep, accident, hurt (v), bruise (v), break (a leg)</i>	A poem	Apologies Intonation
LESSON 3 Poor Uncle Jim				
Irregular past – negative (2)	Narrative past	<i>steering wheel, ambulance, bandages, halfway through</i>	E-mails	Word stress
REVIEW				
Grammar study: Past simple tense irregular verbs: negatives, e.g. <i>bought</i>				

**UNIT 4 MYSTERIES****LESSON 1** I was driving my car

Past continuous (1)	Narrative past	<i>mirror, knock (n), mysterious</i>	Formal written statement Past continuous	/əʊ/ /ɔ:/
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LESSON 2 Where's Davey?

<i>could/couldn't</i> (ability) (1)	Past ability	<i>towards, escape (v), reward (n), clean (v), ground (n), fault (n), catch (bird)</i>	<i>could/couldn't</i>	
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LESSON 3 When I was ten

<i>could/couldn't</i> (ability) (2) Past continuous (2)	Past ability	<i>(fly a) kite, (sea) captain, diary, crewman, shout, lifeboat, ship, anybody, nobody</i>	<i>could/couldn't</i> Narrative past story	/kəd/ /kʊd/
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REVIEW

Grammar study: Past continuous tense, e.g. *I was looking*

UNIT 5 CLIMATE CHANGE**LESSON 1** You're all correct!

<i>too much/many</i>	Talking about climate change	<i>climate, lifestyle, electricity, rubbish, gas, carbon dioxide CO₂, heat (n)(v), Japan, Earth</i>	<i>too much/many</i> Technical explanation	
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LESSON 2 We should use less electricity

<i>should/shouldn't (I) fewer/less</i>	Recommending	<i>recycle, plastic, glass (uncount), oil, petrol, spaceship</i>	Describing a process	/ə/ /ʊ/ (<i>should/ shouldn't</i>)
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LESSON 3 Spaceship Earth

Indefinite pronouns <i>should/shouldn't (2)</i>	Recommending	<i>limited, energy, coal, waste (v), valuable, (radio) studio, expert, tap (n)</i>	Logical argument	
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REVIEW

Grammar study: Countable and uncountable nouns: *too many, too much*

UNIT 6 DIFFERENT PLACES**LESSON 1** Old places

<i>probably/possibly</i>	Expressing possibility	<i>activity, bird of prey, Hawk Conservancy, prehistoric, parallel, desert (n), religious, trade (n)</i>	Tourist attractions Reading for general and specific information	<i>probably, possibly</i>
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LESSON 2 I'm turning the lights off

Infinitive of purpose Phrasal verbs	Giving reasons	<i>turn off, pick up, publish, glasses (spectacles)</i>	Infinitive of purpose	
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LESSON 3 Favourite places

Irregular past review	Describing places	<i>cool, bee, honey, traditional, ski, crowded, palace</i>	Irregular past questions Writing an account of an event	
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REVIEW

Grammar study: Past simple tense irregular verbs: questions and negatives, e.g. *Did you say?; didn't buy*

UNIT 7 OUR WORLD**LESSON 1** The three banks

<i>It's made of</i>	Describing material	<i>bank, bin, rot (v), naturally, disappear, gold</i>	<i>made of</i> Sequencing (process)	/g/ /k/
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LESSON 2 What's it for?

<i>What's for? It's for + -ing</i>	Describing purpose Giving advice	<i>planet, matters (n), verse, conserve, scissors, mobile (phone), fridge</i>	Describing purpose Giving advice A poem	
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LESSON 3 Mount Pinatubo				
Sequencing adverbs	Sequencing	<i>man-made, volcano, Mount, erupt, ash, tonne, serious, flood (n), drought, visa, Embassy, finally</i>	Sequencing	Rhyming words
REVIEW				
Grammar study: sequencing adverbs, e.g. <i>First, After that</i>				
UNIT 8 SPARE TIME				
LESSON 1 It looks like a lamp				
<i>looks like</i> Sequencing adverbs (revision)	Describing appearance Sequencing	<i>lamp, feed (v), spare time, pole, lid, duck, rabbit, pour</i>	Describing appearance	
LESSON 2 Stonehenge				
<i>So do I/Neither do I may</i>	Agreeing Expressing possibility	<i>flat (adj), Briton, huge, weigh, midsummer, observatory</i>	Possibility Tourist information	Agreeing
LESSON 3 Holiday time				
Prepositional modifiers verb + <i>ing</i>	Specifying people	<i>fitness centre, equipment, snack (n), dark, blond, café</i>	Holiday facilities Specifying	
REVIEW				
Grammar study: Use of <i>so</i> and <i>neither</i>				
UNIT 9 READY TO GO				
LESSON 1 Let's ask him the way				
Object pronouns	Directions (revision)	<i>kid, close (adj)</i>	Object pronouns	
LESSON 2 The father of optics				
<i>What's it about?</i> <i>It's about ...</i>	Explaining a subject	<i>(photographic) plate, image, optics, establish, major (adj), invent(or), upside down, ray (of light), web page, development</i>	Ordering a text Explaining a subject Definitions	Stress change (words)
LESSON 3 In the air				
Revise <i>should/shouldn't</i> Revise countables/ uncountables	Instructions Wishing a good experience	<i>liquid, jet lag, stewardess, bumpy, position, enjoy, wound up (excited)</i>	Instructions and reasons for instructions	wishing <i>enjoy</i>
REVIEW				
Grammar study: Subject, object and possessive pronouns, e.g. <i>I, me, mine</i>				
UNIT 10 BACK IN RIYADH				
LESSON 1 Welcome back!				
Revise <i>why/because</i> General revision	Indefinite pronouns Current activities and habitual actions	Giving reasons	Punctuation Spelling	
LESSON 2 He's taking an exam				
Revise irregular pasts Revise adverbs (manner) General revision		<i>scholarship, congratulate, congratulations</i>	Question tags	
LESSON 3 Omar's good news				
Revise infinitive (purpose) <i>Can I/ Could I</i> General revision	Ask for, give and refuse permission	<i>score (n), award (v), include, pocket money, committee, specially</i>	Formal letter	
REVIEW				
General revision				

Unit 1 Old and new

LESSON 1 Who's who?

Note: The function of this unit is largely to revise the characters who featured in the previous year's course and to introduce new characters. Students also get used to using English again after their holidays.

Language

Functions: Re-introduce characters; disagreeing; talk about jobs

Grammar: *it* to identify people

Vocabulary: *surname, description, sightseeing*

Reading and writing: Personal descriptions

Bring to the lesson:

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

To start:

- Greet the students.
- If you are new to the class, introduce yourself. Say *I'm (Name)*.
- Ask students about their recent holidays. Do not correct them if they make mistakes with irregular past verbs.
- Say *Open your books at page 6, please*.

1 Look, say and listen. D

Aims: to consolidate the use of *it* to identify people; to revise characters in the book.

- a)
- Say *Look at the pictures. Who can you see in the picture?* Students name the person they can actually see in each picture (*Uncle Jim, Reema, Ibrahim, Penny, Omar*).

- Students read the speech bubble example for picture 1. In pairs, they construct similar exchanges for the other pictures, correcting the incorrect names under each picture.

b)

- Say *Listen to the CD. Were you correct?*
- Play track 1 while students listen and check their work.

Extra activity:

- If further practice is needed, in pairs, students may listen again to track 1 and repeat the exchanges.
- Check that students are copying the pronunciation patterns as closely as possible.

AUDIOSCRIPT TRACK 1

- A**
Look! It's Dave Watson.
No it isn't. It's Uncle Jim.
- B**
Look! It's Ranya.
No it isn't. It's Reema.
- C**
Look! It's Fahad.
No it isn't. It's Ibrahim.
- D**
Look! It's Nina.
No it isn't. It's Penny.
- E**
Look! It's Yasser.
No it isn't. It's Omar.

2 Look!

Aims: to consolidate the use of *it* to identify people; to revise the pronouns *he* and *she*.

Note: If students are puzzled by the impersonal *it* with either gender, explain that the word *it* is used to give information (a name) that is new and is not known to the listener or reader. After the person is named, we must use *he* or *she* according to the person's gender.

- Students look at the pictures and read the sentences.
- You may revise the use of *he* or *she* by naming characters from the book and students responding *he* or *she* as appropriate to the name.
- Students may copy the sentences in their notebooks.

3 Read and match.

Aims: to revise characters; to match information with characters from *Lift Off!* 3.

- a)
- Ask students to look at the picture in pairs. Ask *What are the names of the people?* Students name them.
 - Students label the pictures.

ANSWERS: 1 Fahad 2 Fred 3 Reema 4 Yasser 5 Elena

- b)
- Individually, students read the descriptions of the people and match them to the correct pictures.
 - Students check each other's work in pairs.

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

Note: If the students are not sure what to do, read the first description together to illustrate the task before students complete the task individually.

4 Read, ask and answer.

Aim: to talk about jobs.

- a)
- Ask students to read the questions and answer them in pairs.
 - Monitor students as they work and help as necessary.
 - Elicit answers from the class.

ANSWERS: 1 Yasser's father is a farmer. 2 Elena's father is a waiter. 3 He works at the Pizza House in Oxford.

b)

- Students ask and answer the questions in pairs.
- At the end of the pairwork, ask a small number of pairs to repeat their questions and answers to the whole class.

Homework: Workbook pages 88 and 89

Final activities:

- Divide the class into small groups. Each group should choose a character from the book and prepare short sentences to describe them.
- In turn, each group says their sentences to the rest of the class. The other teams try and identify the character as quickly as possible.
- Each correct identification wins a point for that team. The team with the most points wins.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

- D 1** 1 Look! It's Dave Watson. No it isn't. It's Uncle Jim.
 2 Look! It's Ranya. No it isn't. It's Reema.
 3 Look! It's Fahad. No it isn't. It's Ibrahim.
 4 Look! It's Nina. No it isn't. It's Penny.
 5 Look! It's Yasser. No it isn't. It's Omar.

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

E 3

First name	Surname	Nationality
Omar	Saad	Saudi
Elena	Rossi	Italian
Ibrahim	Saad	Saudi
Penny	Watson	English

Plus students' own answers.

- 4 1** comes from / uncle **2** lives in / best friends
 3 English teacher / wife / son / daughter **4** students
 5 Ranya / teaches **6** goes to

D 5 1 friend **2** farm **3** boy **4** Oxford **5** chicken

Unit 1 Old and new

LESSON 2 A new student

Language

Functions: Agreeing; personal information

Grammar: Question tags

Vocabulary: agriculture, Master's Degree, level (of English), Director of Studies, university

Reading and writing: A formal test

Pronunciation: Question tags (↓)

Bring to the lesson:

- the CD (tracks 2 and 3)
- the Student's Book (pages 8 and 9)
- the Workbook (pages 90 and 91)

To start:

- Greet the students.
- Write the names *Ibrahim, Omar, Ranya, Fahad, Nina, Claudio* and *Elena* on the board (all characters in *Lift Off!* 3). Ask students to read their names.
- In turn, point to each name and ask students *What can you remember about them?* Students say correct sentences about each character.
- Say *Open your books at page 8, please.*

1 Read and listen.

Aims: to revise and contrast the present simple and present continuous tenses; to read and underline the correct form of verbs.

- a)
 - Ask students to read the conversation and underline the correct form of the verbs. If helpful, students work in pairs. If necessary, demonstrate the task with the first item.

- Ask individual students to give answers but do not correct or confirm their answers at this point.

- b)
 - Say *Listen to the CD and check. Were you correct?*
 - Play track 2 while students check their work.

ANSWERS: 1 aren't 2 come 3 do you do 4 need 5 want 6 knows

AUDIOSCRIPT TRACK 2

Fahad: Hello. I'm Fahad. You're a new student, aren't you?
Claudio: Yes, I am. It's my first day today. My name's Claudio. I come from Como in Italy.
Fahad: Nice to meet you, Claudio. What do you do in Italy?
Claudio: I work in my father's hotel. We get a lot of British tourists and I need English for my job. Where are you from, Fahad?
Fahad: I'm from Riyadh in Saudi Arabia. I studied agriculture at King Saud University. Now I want to take a Master's Degree in Britain and I need to improve my English.
Claudio: What happens on the first day at this school, Fahad?
Fahad: Well, the Director of Studies, Julian, gives you an interview and a test. When he knows your level of English, he puts you into a class. There's Julian now. Julian, this is Claudio. He's a new student.
Julian: Hello, Fahad. Hello, Claudio. Welcome to the school.

2 Look! D

Aim: to contrast *need* when it is followed by a noun and a verb.

- Ask students to read the *Look!* box and copy it in their notebooks.

3 Answer and check. D

Aims: to read and answer exam questions.

- a)
- Ask students to read Claudio's exam and answer the questions by circling the correct answer. If necessary, use the example to illustrate what students should do.
 - Give the students enough time to read and complete the task.
- b)
- Ask students to work in pairs and check each other's work.
 - Ask individual students to say the answers and get the rest of the class to confirm if the responses are correct or not.

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

4 Listen and say.

Aim: to practise falling intonation in question tags.

- Ask the students to read the example in Exercise 4.
- Draw two arrows on the board, one pointing up (↑) and one pointing down (↓). Play track 3 without stopping. As students listen, point to the downwards arrow to indicate that the falling intonation in question tags.
- Say *Listen and say*.
- Play track 3. Pause the track after each sentence to give students time to repeat.
- Play the track once more and ask the students to repeat a second time.

Note: When asking students to listen and repeat after the audio, give clear signals with your hands to make sure students start saying the sentences at the same time.

AUDIOSCRIPT TRACK 3

1

Fahad: You're a new student, aren't you?

Claudio: Yes, I am.

2

Voice 1: Elena's Italian, isn't she?

Voice 2: Yes, she is.

3

Voice 1: Charlie and Jack are at school, aren't they?

Voice 2: Yes, they are.

4

Voice 1: We're studying English, aren't we?

Voice 2: Yes, we are

Extra activity:

- Play track 3 again. Pause after the first sentence in each dialogue. Ask students to supply the second sentence. Then play the second sentence to confirm or correct students' responses.

Homework: Workbook pages 90 and 91

Final activities:

- Play *I spy* with the students. They will remember this game from previous books. Use objects that you can see in the classroom. *I spy with my little eye something beginning with (letter).*
- You start and then divide students into groups of four or five to continue.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

E 1 **Across:** 2 MASTER'S 4 UNIVERSITY 6 INTERVIEW
7 IMPROVE

Down: 1 AGRICULTURE 3 STUDIES 5 LEVEL

2 1 *He's a new student.*

2 *He comes from Como in Italy.*

3 *He works in his father's hotel.*

4 *He needs English for his job.*

5 *He studied agriculture.*

6 *Because he wants to take a Master's Degree in Britain.*

D 3 1 X at 2 ✓ 3 ✓ 4 ✓ 5 X going 6 X any 7 ✓

4 1 *isn't he? Yes, he is.*

2 *isn't it? Yes, it is.*

3 *aren't they? Yes, they are.*

4 *isn't it? Yes, it is.*

5 *isn't she? Yes, she is.*

6 *aren't we? Yes, we are.*

Unit 1 Old and new

LESSON 3 Whose is it?

Language

Functions: Expressing ownership

Grammar: *Whose?*; irregular past tenses (1)

Vocabulary: *parrot, pet shop, verse, funny (odd); intelligent*

Reading and writing: Irregular past tenses; a factual text

Pronunciation: Irregular pasts

Bring to the lesson:

- the CD (tracks 4 to 6)
- the Student's Book (pages 10 and 11)
- the Workbook (pages 92 and 93)

Unit 1 Old and new

LESSON 3 Whose is it?

1 Look, say and listen.

a) Look at the picture. Who can you see?
What can you see?
b) Listen. Who says 'hello'?
Whose is the parrot?

2 Match, listen and say.

a) Match the questions and answers.

3 Read, write, listen and say.

a) Read Nina's e-mail. Where does the parrot live?

4 Listen and check.

5 Say and read.

a) What do you know about parrots?

ABOUT PARROTS

Do you know ...?

There are more than 350 different kinds of parrot.

Parrots can say words and sentences. Young birds can learn words and other birds can learn longer sentences.

A parrot is one of the world's most intelligent birds.

Don't change your parrot's meal times. They stop speaking!

The best time to teach a parrot is early in the morning.

To start:

- Put students into teams of three or four.
- Write *Reema, Fahad, Claudio* and *Nina* on the board. Ask each team to note as many sentences as they can about the four characters (e.g. *Claudio's from Italy. He is studying English in Bournemouth. He needs English for his job.*).
- Say *Go*.
- Stop them after three minutes.
- Tell all the groups to stand up. Point to one of the names on the board then ask groups in turn to say correct sentences about that person. If any group cannot say a sentence about the character, makes a language mistake or repeats a sentence, then that group must sit down. Continue round the class, asking for sentences. The 'winning' team is the last group to be left standing.
- Say *Open your books at page 10, please*.

1 Look, say and listen.

Aims: to listen for specific information; to consolidate questions with *whose* and the use of possessive 's.

- Ask students to look at the picture. Ask *Who can you see? What can you see?*
- Ask students to read the questions in Exercise 1.
- Say *Listen to the CD and answer the questions.*
- Play track 4.
- The students may discuss their answers in pairs.

ANSWERS: a *Nina and Penny at home.* b *The parrot (says 'hello'). It's Nina's (parrot).*

AUDIOSCRIPT TRACK 4

Nina: Mum. I'm home!
Parrot: Hello.
Nina: Who's that?
Parrot: Hello.
Nina: Mum ... there's someone in the house.
Penny: No there isn't. Look!
Nina: Oh, Mum. It's a parrot! What's it doing here? Whose is it?
Penny: It's yours, Nina. It's a present. I got it from the pet shop this morning.
Nina: Mine ... Oh, thank you, Mum. It's great.
Parrot: Hello.

Extra activity:

- Tell the class to turn their books face down on their desks. Play track 4 again. At various points, pause the track and ask students to say the next part of the dialogue, e.g. (audio) Penny: *It's yours, Nina. It's a* (pause the audio). Students: *It's a present.* After this, students may also read the dialogue aloud in pairs.

2 Match, listen and say.

Aim: to read and match the correct questions and answers.

- Ask students to read the questions and answers.
- Point out that questions with *Whose is* match answers with *It's*. Point out that questions with *Whose are* match answers with *They're*.
- In pairs or small groups, students match the questions and answers.
- Say *Listen. Match the questions and the answers.*
- Play track 5.

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

AUDIOSCRIPT TRACK 5

1

Voice 1: Whose is the parrot?

Voice 2: It's Nina's.

2

Voice 1: Whose are the shoes?

Voice 2: They're Dave's.

3

Voice 1: Whose is the horse?

Voice 2: It's Yasser's.

4

Voice 1: Whose are the books?

Voice 2: They're Reema's.

5

Voice 1: Whose is the webcam?

Voice 2: It's Fred's.

Extra activity:

- Say *Listen and repeat.* Play track 5 and pause the track for students to repeat.

3 Read, write, listen and say.

Aims: to read for specific information; to revise the past simple tense of some irregular verbs.

- a)
- Ask students to read Nina's e-mail and answer the question. Give students time to do the task individually before you ask for the answer. (*The parrot lives in a cage.*)
- b)
- Ask students to read the e-mail again and find the simple past tenses of the verbs listed. They should write the past tense forms of the verbs next to the present tense forms. Students may do the task individually or in pairs as you prefer.
- c)
- Say *Listen and check.*
 - Play track 6 while students check their responses.

ANSWERS: b 2 came 3 heard 4 thought 5 bought 6 said

AUDIOSCRIPT TRACK 6

1 have	had	had	2 come	came	came
3 hear	heard	heard	4 think	thought	thought
5 buy	bought	bought	6 say	said	said

d)

- Say *Listen and repeat.*
- Play track 6 again and students repeat the verbs and their simple past tense forms.

4 Say and read. E

Aims: to read and answer questions about parrots.

- a)
- Ask students to close their books, then ask *What do you know about parrots?* Students tell you in English any information they might know about parrots, e.g. *parrots are birds, parrots can talk.* Accept reasonable suggestions.
 - Ask students to read the questions in Exercise 4. Be prepared to remind students of the meaning of some words, e.g. *intelligent.*
 - Ask students to suggest answers to the questions without reading the text. Accept reasonable suggestions.
- b)
- Ask students to read the text and check the answers to the questions. They may do this in pairs.

ANSWERS: 1 *There are more than 350 different kinds [of parrots].*
 2 *Yes, young parrots can learn words.* 3 *Yes, they are very intelligent.*
 4 *Early in the morning.*

Homework: Workbook pages 92 and 93

Final activity:

- Play *Hangman* with the class.
- Only use words that students know.
- It is important for class morale that students guess the word. If it looks as if they are running out of opportunities give them clues.
- Discourage them from calling out whole words. They should call out letters only. This is good spelling practice.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

1 1 *It's mine.* 2 *It's his.* 3 *They're yours.* 4 *They're ours.*
 5 *It's hers.* 6 *It's theirs.*

2 1 *They're Yasser's.* 2 *It's Ranya's.* 3 *Whose is the car?*
 4 *It's Nina's.* 5 *Whose are the trainers?* 6 *They're Omar's.*

3 1 *came* 2 *watched* 3 *had* 4 *was* 5 *walked* 6 *played*
 7 *bought* 8 *heard* 9 *were* 10 *thought* 11 *said*

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

E 5 1 *bought* 2 *speaking* 3 *Nina* 4 *had* 5 *Hello*

Unit 1 Old and new

LESSON 4 SAUDI REVIEW

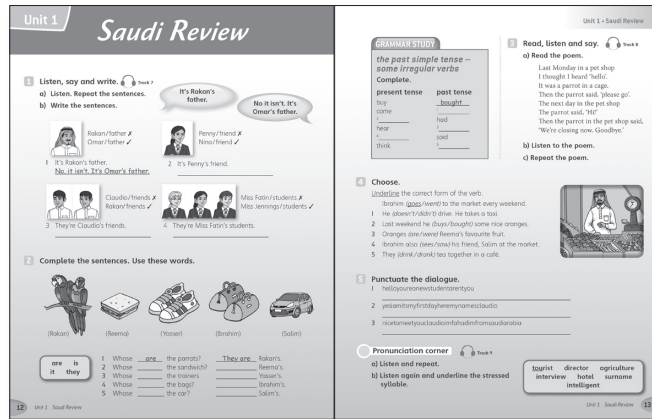
Language

Revision of language in Unit 1.

Grammar study: Past simple tense of some irregular verbs, e.g. *bought*

Bring to the lesson:

- the CD (tracks 7 to 9)
- the Student's Book (pages 12 and 13)



To start:

- Revise questions with *whose*.
- Ask four or five individual students to the front of the class. They should each bring an object with them, e.g. a pen, a pencil, a bag, a book.
- Tell them to hold their objects up for the class to see, then collect the objects from the students and tell them to sit down.
- One by one, hold up each object and ask *Whose (pen) is it?* Encourage the class to say which student the objects belongs to, e.g. *It's Mona's pen.*
- Say *Open your books at page 12, please.*

1 Listen, say and write.

Aim: to further familiarise the students with the use of possessive *s* to indicate ownership.

- a)
- Say *Listen to the CD and repeat the sentences.*
 - Play track 7. Pause the track after each sentence to give students time to repeat. Students listen and repeat the sentences.

AUDIOSCRIPT TRACK 7

- 1
It's Rakan's father.
No, it isn't. It's Omar's father.
- 2
It's Penny's friend.
No, it isn't. It's Nina's friend.
- 3
They're Claudio's friends.
No, they aren't. They're Rakan's friends.
- 4
They're Miss Fatin's students.
No, they aren't. They're Miss Jennings' students.

- b)
- Say *Write the sentences* and students now write the missing sentences.
 - Students check each other's answers in pairs.

Note: If you feel it necessary, you may introduce oral work before students write. In pairs, students practise all the responses orally before they write them individually.

ANSWERS: 2 *No, it isn't. It's Nina's friend.* 3 *No, they aren't. They're Rakan's friends.* 4 *No, they aren't. They're Miss Jennings' students.*

Extra activity:

- Play track 7 again so students can correct any mistakes they spot.

2 Complete the sentences. Use these words.

Aim: to revise the correct use of *is/are* and *it/they*.

- Ask students to complete the sentences using the correct words from the box.
- Students check each other's answers in pairs.

ANSWERS: 2 *is/It is* 3 *are/They are* 4 *are/They are* 5 *is/It is*

Grammar study:

Aim: to consolidate the past tense form of some common irregular verbs.

- Ask students to read the Grammar study box.

- They should ask questions if they have any problems.
- Ask students to complete the missing verbs.
- Check answers with individual students

ANSWERS: 1 *came* 2 *have* 3 *heard* 4 *say* 5 *thought*

Extra activity:

- Ask the students to copy the Grammar study box into their notebooks, either in class or for homework.

3 Read, listen and say. E

Aim: to listen to and read a poem for pronunciation, stress and rhythm practice.

- a)
- Ask students to look at the poem and read it silently to themselves. They can ask if they have problems with any words.
- b)
- Say *Listen to the CD*.
 - Play track 8. Students listen and follow the poem in their books.
- c)
- Say *Listen again and repeat*.
 - Play the track again. Pause the track after each line to give students time to repeat.
 - Say *Listen again. Say the poem at the same time*.
 - Play the track again. Students say the poem at the same time as the CD.

Extra activity:

- Ask students to learn the poem for homework. In the next lesson ask a few individuals to say the poem to the class.

AUDIOSCRIPT TRACK 8

Last Monday in a pet shop
I thought I heard 'Hello'.
It was a parrot in a cage.
Then the parrot said 'Please go'.
The next day in the pet shop
The parrot said 'Hi!'.
Then the parrot in the pet shop said,
'We're closing now. Goodbye.'

4 Choose.

Aim: to choose the correct present or past form of the verbs according to the context of the sentence.

- Ask students to underline the correct form of the verb.
- Students may either do this exercise in pairs or check each other's work at the end.

ANSWERS: 1 *doesn't* 2 *bought* 3 *are* 4 *saw* 5 *drank*

5 Punctuate the dialogue. D

Aim: to punctuate a dialogue.

- Ask students to write the dialogue and use correct spacing, capitals and punctuation.
- Students can help each other in pairs or correct each other at the end.
- Monitor the activity.

ANSWERS: 1 *Hello. You're a new student aren't you?* 2 *Yes, I am. It's my first day here. My name's Claudio.* 3 *Nice to meet you, Claudio. I'm Fahid. I'm from Saudi Arabia.*

Extra activity:

- Ask individual students to write the sentences correctly on the board. The rest of the students can correct any mistakes they spot.

Pronunciation corner

Aims: to practise the pronunciation of words in this unit; to identify word stress.

- a)
- Say *Listen to the CD and repeat the words*.
 - Play track 9.
 - Students listen and repeat.
- b)
- Write *tourist* on the board. Say *tourist* with the stress on the first syllable and at the same time underline the stressed syllable in *tourist* on the board.
 - Say *Listen to the CD again and underline the stress in the other words*.
 - Play track 9 again while students underline the stressed syllables in the words.

AUDIOSCRIPT TRACK 9

1 *tourist* 2 *director* 3 *agriculture* 4 *interview* 5 *hotel* 6 *surname* 7 *intelligent*

ANSWERS: 1 *tourist* 2 *director* 3 *agriculture* 4 *interview* 5 *hotel* 6 *surname* 7 *intelligent*

Homework:

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

Final activity:

- Divide the class into small groups.
- Write short jumbled words (known to the students) on the board, e.g. *ahd* (had), *idas* (said), *hutgoth* (thought), *soeh* (shoe), *raptor* (parrot), etc.
- The group that says the word first gets a point.
- Say *Well done. See you again soon*.

LESSON 1 We're going to be in trouble!

Language

Functions: Describing past events

Grammar: Irregular past tenses (2)

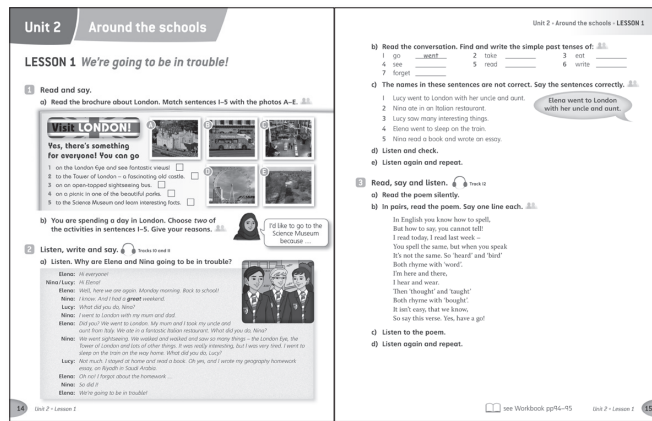
Vocabulary: *essay, open-topped bus, (in) trouble, rhyme* (v)

Pronunciation: Irregular past tenses; a pronunciation poem

Reading and writing: Irregular pasts; homophones

Bring to the lesson:

- the CD (tracks 10 to 12)
- the Student's Book (pages 14 and 15)
- the Workbook (pages 94 and 95)



To start:

- Greet the students.
- Ask students if anyone in the class has been to England. Ask students to name the capital (*London*), the river in London (*River Thames*), any famous building (e.g. *Buckingham Palace*) and any famous London football teams (e.g. *Arsenal*). Do not worry if students cannot do these tasks.
- Say *Open your books at page 14, please.*

1 Read and say.

Aims: to read a text on London to match short descriptions to picture; to revise *I'd like*.

- a)
- Ask *What can you see in picture (A)?* In pairs, students describe, as well as their vocabulary allows, what they can see in the pictures in the brochure.

- Ask individual students to say a sentence or two about one of the pictures.
- Ask students to read the sentences in the brochure.
- In pairs, students should read the sentences again and match them to each picture.

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

Note: Encourage students to do the task before you give the meanings of the new words.

Extra activity:

- You may wish to ask students to underline the adjectives in each sentence (1 *fantastic* 2 *fascinating* 3 *open-topped* 4 *beautiful* 5 *interesting*)
- b)
- Briefly revise the meaning and use of *I'd like*.
- Students read Reema's sentence (*I'd like to go to the Science Museum because ...*).
- As an example, ask students to complete Reema's sentence e.g. *I'd like to go to the Science Museum because I can learn interesting facts.*
- In pairs, students choose two activities in sentences 1–5 about London and say why they want to do them.

2 Listen, write and say.

Aims: to listen for specific information; to consolidate the past simple tense of some irregular verbs.

- a)
- Say *Listen and answer. Why are Elena and Nina going to be in trouble?*
 - Play track 10 while students listen and answer the question.

ANSWER: *Because they forgot about their homework.*

AUDIOSCRIPT TRACK 10

Elena: Hi everyone!

Nina/Lucy: Hi Elena!

Elena: Well, here we are again. Monday morning. Back to school.

Nina: I know. And I had a **great** weekend.

Lucy: What did you do, Nina?

Nina: I went to London with my mum and dad.

Elena: Did you? We went to London too. My mum and I took my uncle and aunt from Italy. We ate in a fantastic Italian restaurant. What did you do, Nina?

Nina: We went sightseeing. We walked and walked and saw so many things on the London Eye, the Tower of London and lots of other things. It was really interesting, but I was very tired. I went to sleep on the train on the way home. What did you do, Lucy?

Lucy: Not much. I stayed at home and read a book. Oh yes, and I wrote my geography homework essay on Riyadh in Saudi Arabia.

Elena: Oh no! I forgot about the homework ...

Nina: So did I!

Elena: We're going to be in trouble!

- b)
- Ask students to read the dialogue and find the simple past tenses of the verbs listed. Students should do the task individually.
 - Students check their answers in pairs.

ANSWERS: 1 went 2 took 3 ate 4 saw 5 read 6 wrote 7 forgot

Extra activity:

- Ask students to listen and repeat the dialogue while looking at the dialogue in their books.

Note: Phrases and sentences are of different lengths in dialogues. Do not ask students to repeat too many words at one time. Break long sentences into small groups of related words.

- c)
- Ask students to read the incorrect sentences about the dialogue. They should change the incorrect names and say the sentences with the correct name. If necessary, they should refer to the dialogue to check the information.

ANSWERS: 2 Elena ate in an Italian restaurant. 3 Nina saw many interesting things. 4 Nina went to sleep on the train. 5 Lucy read a book and wrote an essay.

- d)
- Say *Listen and check*.
 - Play track 11 and students check their answers to Exercise 2c.

AUDIOSCRIPT TRACK 11

- 1 Elena went to London with her uncle and aunt.
- 2 Elena ate in an Italian restaurant.
- 3 Nina saw many interesting things.
- 4 Nina fell asleep on the train.
- 5 Lucy read a book and wrote an essay.

- e)
- Say *Listen and repeat*.
 - Play track 11 again and the pause the track for students to repeat the sentences.

3 Read, say and listen.

Aims: to listen to and read a poem for pronunciation, stress and rhythm practice.

- a)
- Ask students to look at the poem and read it silently.
- b)
- Ask students to read the poem in pairs saying one line each.
- c)
- Say *Listen to the CD*.
 - Play track 12. Students listen and follow the poem in their books.
- d)
- Say *Listen again and repeat*.
 - Play the track again, pausing for students to repeat.
 - Say *Listen again. Say the poem at the same time*.
 - Play the track again and students say the poem with the CD.

AUDIOSCRIPT TRACK 12

In English you know how to spell,
But how to say, you cannot tell!
I read today, I read last week –
You spell the same, but when you speak
It's not the same. So 'heard' and 'bird'
Both rhyme with 'word'.
I'm here and there,
I hear and wear.
Then 'thought' and 'taught'
Both rhyme with 'bought'.
It isn't easy, that we know,
So say this verse. Yes, have a go!

Homework: Workbook pages 94 and 95

Final activity:

- Play the alphabet game.
- Say a letter of the alphabet and the word *after* or *before*. For example, *A after*. The letter after *A* is *B*, so students should say *B*. Next say *S before*. The letter before *S* is *R*, so students should say *R*. Do this three more times using different letters.
- Arrange the class in groups of three or four. Students take it in turns to continue the game.
- Say *Well done. See you again soon*.

WORKBOOK ANSWERS:

1 1 sightseeing bus 2 parks 3 Science Museum
4 London Eye 5 tourist brochure 6 Tower of London

2 Students' own answers.

3 1 wrote 2 read 3 forgot 4 saw 5 ate 6 took 7 went

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

D 5 bird word bought taught hand sand wear hair know go

D 6 1 sea see 2 right write 3 be bee 4 our hour 5 too two/to 6 where wear

Unit 2 Around the schools

LESSON 2 *Come and see me after the lesson*

Language

Functions: Narrative past

Grammar: *all/both*; irregular past tenses (3)

Vocabulary: *fire (n), destroy, baker/bakery, oven, blow (v), building (n), Londoner, burn (v), catch (fire)*

Pronunciation: /t/ /e/

Reading and writing: Ordering a story

Bring to the lesson:

- the CD (track 13)
- the Student's Book (pages 16 and 17)
- the Workbook (pages 96 and 97)

To start:

- Greet the students.
- Say words from the poem on page 15, e.g. *bird*.
- In pairs, students spell the words to each other.
- Sometimes ask students to spell words with one sound but two spellings (e.g. *wear/where*). When you do this, say *Spell 'where'*. Now spell 'wear'.
- Say *Open your books at page 16, please*.

1 Read, speak and write. D

Aims: to read and find specific information; to give a simple opinion.

- Ask students to look at the picture in Exercise 1. Ask *Who can you see?*
- Ask students to read the two questions,

- Give students a minute or two to read the dialogue and answer the questions.

ANSWER: *Nina and Elena did not do their homework. Because they haven't got their essays./They haven't done their homework.*

Extra activity:

- Students can learn to express opinions with *I think*. You can teach a longer answer to the second question in 1a. First, teach the response *Miss Jennings wants to see Elena and Nina because they haven't got their essays*. Then add *I think* and teach *I think Miss Jennings wants to see Elena and Nina because they haven't got their essays*.

b)

- Say *Read Lucy's homework. She makes one mistake. Can you find it?*
- Students read Lucy's essay about Saudi Arabia and find the mistake.

Note 1: Point out that the mistake is a mistake in the information in the text, not the language or spelling in the text.

Note 2: Students can understand enough of the text to do the task before knowing the meanings of any new words.

ANSWER: *Riyadh is in the centre of Saudi Arabia (not in the south).*

Extra activity:

- Students read the text again silently to remember information in it. After students finish reading, tell them to close their books. Say incorrect sentences about the text and get students to correct them, e.g. *Riyadh is in the south of the country – No, Riyadh is in the centre of the country.*

2 Look!

Aim: to contrast the use of *both* and *all*.

- Ask students to read the *Look!* box and copy the sentences into their notebooks.
- If necessary, use the picture to point out that *both* refers to two people and *all* refers to three or more people.

3 Read and say.

Aims: to read and understand detailed information; to consolidate the past simple tense of some irregular verbs.

a)

- Say *Look at the picture. What can you see?*

- In pairs, students answer the question (*Nina and Fred. Fred is reading a history book.*)
- b)
- Ask students to look at the picture of the Great Fire. Ask individuals to describe what they can see. Check that students understand *fire*.
- Read the question to the class.
- Students read about the Great Fire of London and answer the question.

ANSWER: *No one died in the Great Fire of London.*

- c)
- Ask students to cover the passage about the Great Fire of London.
- Students read 2c and guess the correct order (they have read the text before for 2b so they will have some idea).
- In pairs, students read the passage and check their answers.

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

Extra activity:

- Write these verbs in this order on the board: *run away, woke up, put out, blow, catch, burn, forget*. Students read the text and underline the past simple forms of these verbs.
- At the end of the activity, say each verb on the board and ask students to supply the past tense form while covering the text.

Pronunciation corner **D**

Aim: to hear and say the different sounds /t/ and /e/.

- a)
- Say *Listen and repeat the words*.
- Play track 13. If necessary, repeat the track.
- b)
- Say the words *did* and *dead* slowly and clearly.
- Students write the remaining words in the correct columns. Encourage them to say the words before they choose the column.
- In pairs, students should check each other's work,

ANSWERS:

did	dead
<i>it</i>	<i>ate</i>
<i>win</i>	<i>when</i>
<i>bill</i>	<i>bell</i>

AUDIOSCRIPT TRACK 13

did	did	win	win
dead	dead	when	when
ate	ate	bell	bell
it	it	bill	bill

Homework: Workbook pages 96 and 97

Final activity:

- Write these jumbled letters on the board:
f p k c t o g a s
r e l y i d
- Arrange students in groups of three or four. One of them should be the writer.
- Write a word that can be made by choosing letters on the board (e.g. *lid*).
- Explain that letters may be used more than once in a word (e.g. *took*).
- Give the groups a short time – maybe five minutes or less – to write as many words as they can find from the jumbled letters.
- Say *Go!* and then say *Stop!* after the time has elapsed. The winning group is the one with most words (spelt correctly).
- *at, add, cat, class, cap, day, egg, fall, fat, foot, feet, get, goat, got, glass, etc.* are just some of the known words that can be made.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

1 1 All **2** All **3** Both **4** Both **5** All **6** both

2 1 dry **2** buildings **3** bakery **4** blows **5** burns

3 1 They destroyed the forests. **2** It caught fire.
3 He put it out. **4** The wind blew. **5** The baby woke up.
6 They ran away. **7** I began to understand.

D **4** 1 lots of **2** his oven **3** bakery **4** wind **5** No
6 old and modern **7** gardens **8** centre

D **5**

did	dead
<i>him</i>	<i>lend</i>
<i>wind</i>	<i>vet</i>
<i>fish</i>	<i>egg</i>
<i>chip</i>	<i>ten</i>
<i>in</i>	<i>send</i>

Unit 2 Around the schools

LESSON 3 Fire!

Language

Functions: How we do things

Grammar: Adverbs of manner; irregular pasts (revision); *going to* (revision)

Vocabulary: *exit* (n), *clearly*, *calmly*, *panic* (v), *(fire) drill*, *immediately*

Reading and writing: Rules; irregular pasts

Bring to the lesson:

- the CD (track 14)
- the Student's Book (pages 18 and 19)
- the Workbook (pages 98 and 99)

The screenshot shows the Student's Book page for Unit 2, Lesson 3, titled 'Fire!'. It includes a 'FIRE RULES' box with four rules: 1. Leave the classroom quietly. 2. Walk quickly to the nearest fire exit. Don't run. 3. Wait in the playground. 4. When the teacher calls your name, answer clearly and loudly. Below the rules is a dialogue between Dave and his students. Dave asks if they did their homework, and they respond with various adverbs of manner like 'carefully', 'quickly', and 'loudly'. There is also a crossword puzzle at the bottom of the page.

To start:

- Greet the students.
- Briefly revise irregular past tense verbs. Ask the class to stand.
- Say the simple present tense form of common irregular verbs (e.g. *read, buy, do, eat, see, have, write, take, forget, come, go, say, hear, win*) and ask a student at random to say the past tense form. If the student can say the correct past tense, then the student can sit; if the student can't respond, that student continues to stand and you nominate another student.
- Keep the game moving quickly. Vary the prompts by giving students the past simple forms of the irregular verbs and ask for the present form.
- Continue the game until most or all students are sitting.
- Say *Open your books at page 18, please.*

1 Say and read. D

Aims: to introduce adverbs of manner; to discuss, read and understand fire safety rules; to revise *must(n't)*.

- a)
- Teach *imagine* and revise *must(n't)*.
 - Ask students to read the question in Exercise 1a.
 - In pairs, students talk about fire safety rules in their school.
 - Listen and check that students are using *must* and *mustn't*.
 - Ask individuals to say their ideas to the class.
- b)
- Ask students to read the fire rules at the International Language School in Riyadh.
 - In pairs, students compare their school fire rules with the fire rules at the International Language School in Riyadh.

2 Say and listen.

Aim: to practise adverbs of manner.

Note: Students may give different answers to the second question. They are giving their opinion, so small differences can be expected.

- a)
- Ask students to read the questions.
 - In pairs, students look at the picture and answer the questions about it.
 - Listen to some answers from the class.

ANSWER: *Dave Watson and the students are in the playground. They are there because there is a fire. They are there because Dave is checking names.*

Extra activity:

- When they answer the second question, students add *I think* to their sentences e.g. *I think there is a fire in the school.*
- b)
- Teach *behave* and *calmly*.
 - Say *Listen to the first part of the dialogue. Who isn't behaving calmly?*
 - Play track 14, part 1. Students listen and answer the question.

ANSWER: *Yasser (isn't behaving calmly).*

- c)
- Say *Listen to the second part of the dialogue. Was there really a fire?*
 - Play track 14, part 2. Students listen and answer the question.

ANSWER: *No, there wasn't (really a fire).*

- d)
- Ask students to read the sentences in Exercise 2d.
 - Say *Listen again*. Underline the correct words.
 - Play both parts of track 14 while students underline the correct words.
 - In pairs, students check each other's work.

ANSWERS: 1 *quickly* 2 *calmly* 3 *immediately* 4 *clearly*

Extra activity:

- In pairs, students read the dialogue. They should read alternate characters.

AUDIOSCRIPT TRACK 14

Part 1

Dave: Did you do your homework last night?
All: Yes, Teacher.
Dave: Good, because today I'm going to give you a test.
Yasser: Yes, Teacher.
Rakan: Why's the bell ringing, Teacher?
Dave: Fire. I think there's a fire. Now, everyone, don't panic!
Yasser: Quickly, we must leave quickly.
Dave: I said 'don't panic' Yasser. Behave calmly, but go to the playground immediately.

Part 2

Dave: Rakan?
Rakan: Here, Teacher.
Dave: Yasser? ... Yasser?
Yasser: (mumbling) Here, Teacher.
Dave: Speak more clearly, Yasser. I can't hear you.
Yasser: Yes, Teacher.
Dave: Good. That's everyone. No one's missing. OK, go back to the classroom. Then you can do the test.
Yasser: But what about the fire, Teacher?
Dave: There isn't *really* a fire, Yasser. This is only a fire *drill!*

3 Write. D

Aim: to practise adverbs of manner.

Note: Before students do this exercise, you may want to show on the board how regular adverbs of manner are formed from adverbs by adding *-ly* to adjectives, e.g. *calm* + *-ly* = *calmly*. If you do this, use examples with regular spelling, e.g. *clear, calm, quiet*.

- Ask students to read the example in Exercise 3.
- Students complete the sentences with the correct adverb.
- In pairs, students check each other's work.

ANSWERS: 1 *correctly* 2 *loudly* 3 *carefully* 4 *quickly* 5 *slowly* 6 *smartly*

Extra activity:

- Tell students to turn over their books. Read the sentences from Exercise 3 aloud but omit the adverbs. Students repeat the sentence and complete it with the correct adverb, e.g.
Teacher: *Omar answered the question ...*
Students: *Omar answered the question correctly.*

4 Write.

Aim: to revise the *going to* future.

- Ask students to read the questions and answer them in pairs.
- Monitor students as they work and help as necessary.
- Elicit the answers from the class.

ANSWERS:

- 1 Q: *What is going to happen at the International Language School today?* A: *There's going to be a fire drill.*
 2 Q: *What's going to happen first?* A: *The fire bell is going to ring.*
 3 Q: *What are the students going to do?* A: *They are going to leave the classroom quietly.*
 4 Q: *Where are they going to go?* A: *They are going to walk to the nearest fire exit.*
 5 Q: *Are the students going to run?* A: *No, they aren't/are not.*
 6 Q: *Where are the students going to wait?* A: *They are going to wait in the playground.*
 7 Q: *What is the teacher going to do?* A: *He is going to call the students' names.*
 8 Q: *What are the students going to do?* A: *They are going to answer clearly and loudly*

Homework: Workbook pages 98 and 99

Final activity:

- Play *Simon Says* with classroom instructions.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

- 1 1 *Leave* 2 *Walk* 3 *run* 4 *Wait* 5 *calls* 6 *answer*
 2 1 *suddenly* 2 *loudly* 3 *quietly* 4 *immediately* 5 *calmly* 6 *correctly*

E 3 1 *fire rules* 2 *fire drill* 3 *don't panic* 4 *fire exit*

4 *Examples of answers:* 1 *Quietly* 2 *Clearly* 3 *Smartly* 4 *Quickly* 5 *Carefully* 6 *Slowly*

5 1 *went* 2 *forgot* 3 *taught* 4 *woke up* 5 *came*

D 6 *The mistakes and corrections are:*

<i>exiting</i>	<i>exciting</i>	<i>imedately</i>	<i>imedately</i>
<i>seool</i>	<i>school</i>	<i>mising</i>	<i>missing</i>
<i>sudenty</i>	<i>suddenly</i>	<i>suprised</i>	<i>surprised</i>
<i>thort</i>	<i>thought</i>	<i>reelly</i>	<i>really</i>
<i>behav</i>	<i>behave</i>	<i>dril</i>	<i>drill</i>

Unit 2

Around the schools

LESSON 4 SAUDI REVIEW

Language

Revision of language in Unit 2.

Grammar study: Adverbs of manner, e.g. *slowly*

Bring to the lesson:

- the CD (track 15)
- the Student's Book (pages 20 and 21)

To start:

- Greet the students.
- Play *Guess the adverb*.
- Demonstrate to the class. Mime an action in different ways with a different adverb, e.g. *walk slowly, read carefully, run quickly, speak loudly*. Students guess the verb and the adverb.
- Say *Open your books at page 20, please*.

1 Match, choose and say. D

Aims: to match verbs, nouns and adjectives whose meanings go together; to revise the simple past form of some irregular verbs.

a)

- Ask students individually to match the verbs and nouns which go together.
- Students check each other's work in pairs.

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

b)

- In pairs, ask students to choose the correct adjective to complete the sentences and underline it.
- Make small groups with two sets of pairs to compare, check and correct each other's work.

ANSWERS: 1 *interesting* 2 *important* 3 *delicious* 4 *exciting*
5 *beautiful* 6 *fantastic*

c)

- Ask students to read the example sentences.
- In pairs, students change the sentences from Exercise 1b into the past simple tense. They say sentences about Nina's day.
- When students have finished, ask individuals to repeat one of the sentences to the class. The rest of the class listens and confirms correct sentences or corrects sentences with mistakes in them.

ANSWERS: *Students' own answers.*

2 Choose. Underline the correct form.

Aim: to practise regular adverbs of manner.

- Ask students to underline the correct form of the word (either adverb or adjective, according to the sentence).
- They may either do this exercise in pairs or get the class to work individually and students can check each other's work at the end.

ANSWERS: 1 *slowly* 2 *careful* 3 *clearly* 4 *quick* 5 *immediately*

Grammar study:**Aim:** to consolidate the form of regular adverbs of manner.

- Ask students to read the *Grammar study* box.
- They should ask questions if they have any problems.
- Ask students to complete the missing words.
- Check answers with individual students.

ANSWERS: 1 *immediate* 2 *loudly* 3 *quickly* 4 *slow***Extra activity:**

- Ask the students to copy the *Grammar study* box into their notebooks, either in class or for homework.

3 Read and number the pictures.**Aim:** to read a story about fire safety rules.

- Ask students to read the sentences and match each one to a picture.
- Students check each other's work in pairs.

ANSWERS: A 3 B 5 C 6 D 2 E 1 F 4**4 Complete, match and listen.****Aims:** to revise the simple past tense of some irregular verbs; to match sounds which rhyme.

a)

- Say *Write the past simple of these irregular verbs.*
- Students write the past tense of the verbs. Get students to work individually.
- Ask students to work in pairs and check each other's work.

ANSWERS: 1 *said* 2 *wrote* 3 *heard* 4 *ate* 5 *began* 6 *said***Extra activity:**

- Ask individuals to write the words on the board to ensure that the past tense verbs are correctly spelled.

b) **D**

- Ask students to match the verbs from Exercise 4a to the words which rhyme with the words listed in 4b. If necessary, use the example to demonstrate the task and do the first question (*door/saw*) together with the whole class.
- In pairs, students complete the matching exercise.

c)

- Say *Listen and check.*
- Play track 15 and students check their responses.

ANSWERS: 1 *saw* 2 *ate* 3 *wrote* 4 *began* 5 *heard* 6 *said***AUDIOSCRIPT TRACK 15**

- 1 door saw
- 2 get ate
- 3 goat wrote
- 4 man began
- 5 word heard
- 6 bed said

Homework:**Any exercises not completed in the Workbook pages 94 – 99.****Final activity:**

- Arrange students in groups of three or four for a game of *Word Chain*. One student in each group should be the writer.
- Write a short word on the board, e.g. *head*. Point to the final letter in this word *d*. Say *Think of a word beginning with d*. Write it in your books. Give groups time to think, and then to spell a word beginning with *d* in their notebook (any correctly spelled word beginning with *d* is acceptable).
- Ask a group at random to say and spell their word beginning with *d*, e.g. *day*. Write *day* on the board.
- Point to the final letter of *day*, and say *Think of a word beginning with y*. Give groups time to think and write their word beginning with *y* in their notebooks.
- Ask a group at random to say and spell their word beginning with *y*, e.g. *yes*. Write *yes* on the board.
- Carry on the game, using the final letter of the previous word to supply the letter to begin the next word.
- After ten or twelve words, check to see which group has the best list of words. The best list is the group which has the longest correctly spelled words beginning with the correct letters.
- Say *Well done. See you again soon.*

Unit 3 Problems and accidents

LESSON 1 *Read this, Nina*

Language

Functions: Asking for extra information

Grammar: *Which ...?* and other *wh-* words

Vocabulary: *mystery, break-in (n), investigate, strange, torch, (police) statement, definitely, police station, burglar, reporter, headline*

Reading and writing: Newspaper article

Pronunciation: Falling intonation

Bring to the lesson:

- the CD (tracks 16 and 17)
- the Student's Book (pages 22 and 23)
- the Workbook (pages 100 and 101)

To start:

- Greet the students.
- Revise nouns ending in *-er*. Say a verb, e.g. *teach*. Students should give you the job, e.g. *teacher*.
- Say *Open your books at page 22, please*.

1 Say and read.

Aim: to read for gist and specific information.

- Ask students, in pairs, to look at the picture in Exercise 1. Ask *Who can you see? (Nina and Penny)*.
- Teach *headline* and then ask students to read the question.
- In pairs, students look at the picture, read the speech bubble and headline in the article and answer the question.

Note: As they answer, encourage students to use the structure *I think the article is about ...*

b)

- Ask students individually to read the complete article and answer the question in Exercise 1b.
- After reading the article, they can compare answers in pairs or small groups.

ANSWERS: *The police found the shop empty. The door was locked and there was no-one inside.*

c) **D**

- Teach *imagine*.
- Ask students to read the questions and answer them in pairs.
- Ask individuals around the class to say their ideas.

ANSWERS: (These are sample answers. Students' answers may vary.) *Someone was in the shop but that person was not a burglar. Mr. Rossi did not imagine the story. The person in the shop was the manager of the shop.*

2 Listen, say and write.

Aims: to listen for specific detail; to practice answering *wh-* questions.

a)

- Say *Listen to the CD. Who was in the shop? Why was she there?*
- Play track 16. Students listen and answer the questions.
- In pairs, students compare answers then ask students to say the correct answers to the rest of the class.

ANSWERS: *Barbara Baran. (Because) She left her bag in the shop (and she went back later and got it).*

b)

- Ask students to read the questions.
- Say *Listen to the CD again Write the answers to the questions.*
- Play track 16 again while students write the answers to the questions in Exercise 2b. If necessary, pause the track to give students time to write their answers.
- Ask students to answer the questions individually. In pairs, students check each other's work at the end.

ANSWERS: **1** *Barbara went home at 5.30 and she left her bag in the shop.* **2** *Barbara went into the shop at 10.00 (because she wanted to get her bag).* **3** *The 'Station' is Oxford Police Station.*

Note 1: In boys' schools, you may wish to change the character to Borys Baran who goes back to the shop to get his car keys.

Note 2: If students act out a conversation, it is not necessary for them to say it in exactly the same way as written in the book.

AUDIOSCRIPT TRACK 16

Policeman: Oxford Police Station. Can I help you?
Barbara: Yes. My name's Mrs Baran, Barbara Baran.
Policeman: Yes, Mrs Baran?
Barbara: The break-in ... I read about it in the newspaper. It was me! I was in the shop.
Policeman: Sorry, Mrs Baran. Which shop?
Barbara: Styles, of course.
Policeman: Calm down, Mrs Baran. Are you saying you broke into Styles?
Barbara: No, of course not. I work there.
Policeman: You work there?
Barbara: Yes. And I went home at 5.30 yesterday and left my bag in the shop. So I went back later and got it. I'm so sorry.
Policeman: You went into the shop at 10.00 because you wanted to get your bag?
Barbara: Yes, yes.
Policeman: Could you come to the Station, please, Mrs Baran? We need to take a statement.
Barbara: Yes, of course. Right away.

3 Look and say.

Aim: to re-tell a story.

- a)
- Say *Look at the pictures and put them in the correct order.*
 - Students do this individually and then compare answers in pairs.

Note: If students find it difficult to put the pictures in the correct order, they should read the article again and listen to track 16 again.

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

- b)
- In pairs, students tell the story shown in the pictures in the correct order.
 - After they work in pairs, ask individuals to say their sentences to the class.

Note: In some classes, it may be helpful to ask students to say sentences about each picture before they do their pair work. It may also be helpful to write very short prompts about each picture on the board, e.g. **1** *Barbara/5.30/bag/shop*; **2** *Barbara/shop/10/get/bag*, etc.

ANSWERS: (Sample sentences)

- Barbara went home from work at 5.30. She left her bag in the shop.*
- Barbara went back to the shop at 10.00 at night to get her bag.*
- Enrico saw someone in the shop with a torch.*
- Enrico thought the person in the shop was a burglar and phoned the police.*
- Barbara read the article about the break-in in the newspaper and phoned the police.*
- Barbara told the policeman about her bag.*

4 Listen and say. D

Aim: to practise the falling intonation in *wh-* questions.

- a)
- Say *Listen and repeat the questions.*
 - Play the first part of track 17. If necessary, pause the track after each question to give students time to repeat.
- b)
- Say *Listen again. Say the questions after the first voice.* Check the students understand they have to listen and supply the questions themselves, not wait to repeat a question.
 - Play the second part of track 17 as students say the questions.

Note 1: Give the students a clear visual so that the students say their sentences at the same time.

Note 2: Monitor the students and check they are using falling intonation. If necessary, draw an arrow on the board to show which direction (higher to lower) their voices should be moving.

AUDIOSCRIPT TRACK 17

I was in the shop.	Do you like my friend?
Which shop?	Which friend?
I saw him in the restaurant.	I was in the shop.
Which restaurant?	I saw him in the restaurant.
I like our teacher.	I like our teacher.
Which teacher?	That TV programme's very good.
That TV programme's very good.	Do you like my friend?
Which TV programme?	

Homework: Workbook pages 100 and 101

Final activity:

- Play *Hangman* with the students using words from earlier in the book.
- Students continue playing in small groups.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

- D 1** 1 *policeman* 2 *reporter* 3 *shop assistant* 4 *burglar*
 5 *waiter*
- 2** 1 *f* 2 *e* 3 *b* 4 *g* 5 *c* 6 *d* 7 *a*
- 3** 1 *The police.* 2 *Enrico Rossi.* 3 *Barbara Baran.* 4 *Enrico Rossi.*
 5 *Barbara Baran.* 6 *Penny.*
- 4** *Train/Police; wrote/read; Sit /Calm; live/work; to a restaurant/ home; coat/bag; 12:00/10.00; shop/Station; photo/statement*
- D 5** 1 *I like the T-shirt. Which T-shirt?*
 2 *I read an interesting book last weekend. Which book?*
 3 *I went to a very good university. Which university?*
 4 *He learned three new words. Which words?*

Unit 3

Problems and accidents

LESSON 2 Why are you late, Yasser?

Language

Functions: Apologising (revision)

Grammar: Irregular past – negative (1); *Why/Because* (revision)

Vocabulary: *oversleep, accident, hurt (v), bruise (v), break (a leg)*

Pronunciation: Intonation in apologies

Reading and writing: Notes

Bring to the lesson:

- the CD (tracks 18 to 19)
- the Student's Book (pages 24 and 25)
- the Workbook (pages 102 and 103)

To start:

- Greet the students.
- Write the word snake (without underlining the words) on the board and ask students to copy it:
headlinearticlennewspapermysteryburglarlocked
- Ask students, in pairs, to find six words in the snake.
- Say *Open your books at page 24, please.*

1 Look, say and listen.

Aim: to listen to a dialogue for specific information.

- a)
- Ask students to look at the picture in Exercise 1. Say *Who can you see? Where are they?*

ANSWER: *Yasser, Omar, Rakan and their teacher. They are at school.*

b)

- Say *Listen to the dialogue. How is Yasser's cousin now?*
- Play track 18 and students answer the question.

ANSWER: *He is fine now. (He bruised himself badly but he didn't break anything.)*

c)

- Ask students to read the questions. Check that they understand what to do.
- Ask them to listen and tick the correct answers.
- Play track 17 and students do the task.
- In pairs, students check the answers.

ANSWERS: 1 b 2 a 3 a 4 b

Extra activity:

- You may wish students to identify the language connected to Yasser's cousin's accident. Play track 17. Students should say *Stop!* when they hear the phrases: *had an accident, fell down the stairs, hurt himself, not badly, took him to hospital; he bruised himself badly, he didn't break anything.*

AUDIOSCRIPT TRACK 18

Teacher: Now, where's Yasser?
Omar: I don't know, Teacher.
Teacher: Come in! Ah, Yasser...
Yasser: I'm sorry, Teacher. I'm sorry I'm late.
Teacher: *Why* are you late, Yasser?
Yasser: Because I ... I overslept, Teacher. I'm, sorry.
Teacher: *Overslept*, eh? Enjoying yourself yesterday evening, were you? Staying up late?
Yasser: No, Teacher, no. It was nothing like that.
Teacher: Well, what happened? Tell me.
Yasser: It was my little cousin, Teacher. He stayed with us last night. He had an accident. He fell down the stairs and hurt himself.
Teacher: Oh dear. Not badly, I hope.
Yasser: Well, my father and I took him to hospital. We were there till four o'clock this morning. That's why I overslept. And, Teacher, I'm sorry ... I didn't do my homework.
Teacher: That's alright, Yasser. It doesn't matter. I accept your apologies and how is your cousin now?
Yasser: He's fine, thank you. He bruised himself badly, but he didn't break anything. He's fine!

2 Listen and say. **D**

Aim: to practise intonation in apologies.

- a)
- Say *Listen and repeat*.
 - Play Track 19. Pause to give students time to repeat.
- b)
- Say *Listen and repeat again*.
 - Play track 19. Pause to give students time to repeat.

AUDIOSCRIPT TRACK 19

I'm sorry.	It doesn't matter.
That's OK.	I'm very sorry I woke you up.
I'm very sorry.	That's OK. It doesn't matter.
That's alright.	I'm sorry I didn't do my homework.
I'm sorry I'm late.	That's alright. It doesn't matter.

3 Match the pictures and the sentences.

Aim: to practise words connected with accidents and health.

- Ask the students to look at the pictures and read the sentences.
- Students match the pictures and the sentences in pairs.

ANSWERS: 1 B 2 D 3 C 4 A

4 Read and write.

Aim: to write a note/text a message of apology.

- a)
- Ask students to read the speech bubble and message.
 - Ask comprehension questions, e.g. *Why did Samy write a note to Jamal?* (Samy didn't go to the match.) *Why didn't Samy go to the match?* (He had a lot of homework.)
 - Get students to identify Samy's apology (*Sorry I didn't come to the match.* and the reason: *I had a lot of homework.*)
- b)
- Ask the students to write four messages in their notebooks.
 - Students write notes to apologise for the situations in the sentences.
 - At the end of the writing, students sit in pairs and read their notes to each other

ANSWER: *Students' own answers.*

Homework: Workbook pages I02 and I03

Final activity:

- Arrange students in groups of three or four for a game of *Alphabet Words*. One student in each group should be the writer.
- Write any letter from the alphabet on the board (except *q* and *x*) e.g. *f*. Point to the letter. Say *Think of a word beginning with f*. Write it in your books.
- Give groups time to think, and then to write a word beginning with *f* in their notebooks (any correctly spelled word beginning with *f* is acceptable).
- Carry on the game in the same way. Write other letters from the alphabet on the board. Give groups time to think and write a word beginning that letter in their notebook.
- After ten or twelve words, check to see which group has the best list of words. The best list is the group which has the longest correctly spelled words beginning with the correct letters.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

- 1 1 *She didn't have chips for breakfast.*
 2 *The goats didn't eat the grass.*
 3 *We didn't take our passports to the airport.*
 4 *She didn't do her homework.*

- D** 2 1 *He didn't overeat. He overslept.*
 2 *He didn't fall down a mountain. He fell down the stairs.*
 3 *He didn't hurt the cat. He hurt himself.*
 4 *He didn't go to the doctor's. He went to hospital.*

3 1 c 2 e 3 d 4 a 5 b

- E** 4 1 a *I'm sorry I didn't write to you.*
 b *That's OK. It doesn't matter.*
 2 a *I'm very sorry I'm late.* b *That's alright.*

- 5 1 *I'm sorry I broke the watch.* 2 *I'm sorry I forgot the map.*
 3 *I'm sorry I burnt the cake.* 4 *I'm sorry I didn't cut the grass.*
 5 *I'm sorry I broke the cup.* 6 *I'm sorry I didn't read the book.*

- 6 1 *She hurt her head.* 2 *He hurt/bruised his leg.* 3 *He broke his leg.*
 4 *He burnt his hand.* 5 *She cut her hand.*

Unit 3

Problems and accidents

LESSON 3 *Poor Uncle Jim*

Language

Functions: Narrative past

Grammar: Irregular past – negative (2)

Vocabulary: *steering wheel, ambulance, bandages, halfway through*

Pronunciation: Word stress

Reading and writing: E-mails

Bring to the lesson:

- the CD (tracks 20 to 21)
- the Student's Book (pages 26 and 27)
- the Workbook (pages 104 and 105)

To start:

- Greet the students.
- Play track 20 again while the students listen and repeat the poem *I'm sorry I'm late*. If the students learned the poem for homework, ask them to recite it. A good way to do this is in a chain. One student says the first line, a second student says the second line, and so on.
- Say *Open your books at page 26, please*.

1 Read and answer.

Aims: to read and understand the sequence of e-mails; to retell a narrative

- a) **D**
- Ask students to briefly read Omar and Fred's e-mails. Ask *Where was Uncle Jim when he had his accident?*
 - Students read the e-mails and tick the correct box.

ANSWER: *In his car.*

b)

- Ask students to read the four e-mails and put them in the correct order.
- Students do the task in pairs.

ANSWERS: A 2 B 1 C 4 D 3

2 Look and say.

Aim: to retell a narrative.

- Ask students to look at the pictures. Use the pictures to teach *traffic lights, hit* (simple past tense also *hit*), *steering wheel, ambulance, bandages*.
- Ask the students to read the introductory sentence which students should use to start their stories. In pairs, students then retell the story.

ANSWERS: (These are sample answers. Students' answers may vary.)

- 1 *On Saturday, Fred's uncle Jim was in his car driving to the supermarket. He stopped at the traffic lights.*
- 2 *A red car came and drove into the back of Uncle Jim's car.*
- 3 *The red car hit Uncle Jim's car and Uncle Jim hurt his head on the steering wheel.*
- 4 *An ambulance arrived and took Uncle Jim to hospital.*
- 5 *In hospital the doctor came and saw Uncle Jim.*
- 6 *The doctor put bandages on Uncle Jim's head.*

3 Look! **D**

Aim: to highlight the use and omission of *the* with places.

Note: We use *the* when we refer to a particular place, e.g. *We played in the park*. We omit *the* when we refer to a place in

general without having a specific place in mind, e.g. *The ambulance took Uncle Jim to hospital.*

- Ask students to read the *Look!* box.
- Students may copy the sentences into their notebooks.

4 Read and listen.

Aims: to complete a text with the correct lexical and grammar forms; to read for specific information.

- a)
- Say *Read Yasser's e-mail to Fred. Underline the correct words.* Students do the task individually.
- b)
- Say *Listen and check.*
 - Play track 20. Students listen to the e-mail and underline the correct words to complete the e-mail.
 - Ask individual students for the answers.

ANSWERS: 1 *fell* 2 *didn't hurt* 3 *hospital* 4 *late* 5 *English*
6 *angry* 7 *Wednesday*

- c)
- Ask students to read the e-mail again and answer the question.
 - Students read the e-mail individually then compare answers to the question in pairs.

ANSWER: *He was too tired.*

AUDIOSCRIPT TRACK 20

Hi Fred

Your father told me about your uncle's accident. How awful! And we had a problem here. My younger cousin fell down the stairs on Tuesday evening. He didn't hurt himself badly, but he had some nasty bruises. My dad and I were with him at the hospital until four in the morning. Then I overslept and I was late for school. I arrived half way through my English lesson and the teacher was angry. I explained about the accident and everything was alright. I didn't do much work on Wednesday. I was too tired!

Write to me soon.

With best wishes,
Yasser

Pronunciation corner

Aims: to practise the pronunciation of words in this unit; to identify word stress.

- a)
- Say *Listen to the CD and repeat the words.*
 - Play track 21.
 - Students listen and repeat.

b)

- Say *Listen to the CD and repeat the words again.*
- Play track 21.

c)

- Remind students how to do this task. Write *apologise* on the board. Say *apologise* with the stress on the second syllable and at the same time underline the stressed syllable in *apologise*.
- Say *Listen to the CD again and underline the stress in the other words.*
- Play track 21 again while students underline the stressed syllables in the words.
- Students check their answers in pairs.

ANSWERS: 1 *apologise* 2 *accident* 3 *ambulance*
4 *bandages* 5 *burglar* 6 *investigate* 7 *mystery*

AUDIOSCRIPT TRACK 21

1 apologise	apologise	2 accident	accident
3 ambulance	ambulance	4 bandages	bandages
5 burglar	burglar	6 investigate	investigate
7 mystery	mystery		

Extra activity:

- Ask students to copy the sentences into their notebooks.

Homework: Workbook pages 104 and 105

Final activity:

- Practise words connected with *accidents* and *health*. Write *h _ _* on the board. Say *hit* and write the letters in the word, *hit*.
- Write *h _ _ t* on the board. When a student says *hurt* ask him/her to come and write the missing letters in the word.
- Students continue with similar items in pairs (e.g. *fall, burn, bruise, break, doctor, hospital, ambulance, accident, bandage*).
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

E 1 *1 ambulance* 2 *steering wheel* 3 *traffic lights* 4 *bandage*

2 *1 Dear* 2 *Thank you* 3 *I'm sorry* 4 *hope* 5 *well* 6 *Love*
7 *don't apologise* 8 *sorry* 9 *awful* 10 *best wishes*
11 *you get better soon*

3a 1 *T* 2 *F* 3 *T* 4 *F* 5 *F* 6 *T* 7 *F*

D 3b 1 *They didn't climb a tree. They climbed a mountain.*
2 *He didn't break his arm. He broke his leg.*
3 *He didn't go home. He went to hospital.*

D 4 1 *newspaper* 2 *accident* 3 *hospital* 4 *awful* 5 *serious*
6 *police*

Unit 3

Problems and accidents

LESSON 4 SAUDI REVIEW

Language

Revision of language in Unit 3.

Grammar study: The past simple tense – negatives of irregular verbs, e.g. *bought*

Bring to the lesson:

- the CD (track 22)
- the Student's Book (pages 28 and 29)

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

Unit 3 Problems and accidents

LESSON 4 REVIEW

1 Read and say.

2 Listen, repeat and say. **4** Listen to the sentences in the negative.

3 Match and number.

GRAMMAR STUDY

the past simple tense – negatives of irregular verbs

present	past simple	negative of past simple
find	found	didn't find
break	broke	didn't break
do	did	didn't do
fall	fell	didn't fall
leave	left	didn't leave
sleep	slept	didn't sleep
tell	told	didn't tell

2 Listen, repeat and say. **4** Listen to the sentences in the negative.

2a Listen and repeat the sentences in the negative.

Nino did her homework on Monday.

Nino didn't do her homework on Monday.

She did her homework on Tuesday.

2b Correct the sentences in Exercise 2a. ...

Monday / Tuesday

1 Wednesday / Thursday

2 house / garden

3 hospital / school

4 glass / plate

3 Match and number.

1 bike 2 taxi

3 train 4 boat

5 ambulance 6 car

- b)
- Ask students to cover the sentences in Exercise 1 while looking at the pictures.
 - In pairs, students tell the story of why Yasser was late for school.
 - Monitor students while they speak, helping as necessary and noting errors.
 - Ask a few pairs to say their sentences to the class.

Note: When monitoring students' oral work, focus on problems which are common to most students. Make a note of common errors and then deal with them after the oral work. Involve the whole class in the process of correcting the mistakes.

Extra activity:

- In pairs, students retell the story about Barbara Baran and the mystery break-in. Discuss the story with the whole class so they remember the details, before students retell the story in pairs.

To start:

- Greet the students.
- Write the following two columns of words on the board (please don't copy the numbers after the second column).
- Ask students, in pairs, to match the words that go with the verbs.
 - 1 do downstairs (3)
 - 2 have homework (1)
 - 3 fall late (5)
 - 4 reply to an accident (2)
 - 5 stay up an e-mail (4)
- Ask individuals to say which verbs and words match.
- Say *Open your books at page 28, please.*

1 Read and say.

Aims: to read and put a story in the correct order; to retell a story.

- a)
- Say *Read the sentences. Number the pictures in the correct order.*
 - Students read the sentences about Yasser individually and number the pictures.
 - In pairs, they should check each other's work.

Grammar study:

Aim: to contrast the form of irregular past simple verbs in affirmative and negative forms.

- Ask students to read the *Grammar study* box.
- They should ask questions if they have any problems.
- Ask students to read and complete the missing words.
- Check answers with individual students.

ANSWERS: 1 didn't break 2 did 3 didn't fall 4 leave 5 slept 6 didn't sleep 7 told 8 didn't tell

2 Listen, repeat and say.

Aim: to practise affirmative and negative forms of irregular past tense verbs.

- a)
- Ask the students to read the example sentences in Exercise 2a in preparation for the oral work.

- Say *Listen and repeat the sentences in the negative.*
- Play track 22. If necessary pause the track to give the students more time to repeat.

Note: When doing this kind of activity, it is useful to give the class a clear visual cue (e.g. the 'Say' cue as shown in the photograph on the inside back cover, so all students start speaking at the same time. Alternatively, you can use spoken cues, e.g. by saying the first word of the sentence.

b) **D**

- Ask the students to read the example sentences in Exercise 2a in preparation for the oral work. They use the prompts in 2b to correct the sentences.
- In pairs, students correct the sentences from Exercise 2a. The first student says the negative sentence from 2a. The second student uses the prompt and corrects the information.
- Say sentences from Exercise 2a in the negative and ask individuals to correct them using the information in the prompts in 2b.

Extra activity:

- In pairs, students swap roles and swap sentences.

ANSWERS:

- 1 A: *Reema didn't sleep late in Wednesday.*
B: *She slept late on Thursday.*
- 2 A: *Rakan didn't find a mouse in his house.*
B: *He found a mouse in his garden.*
- 3 A: *Ibrahim didn't drive Omar to hospital.*
B: *He drove Omar to school.*
- 4 A: *Reema didn't break a glass last night.*
B: *She broke a plate last night.*

AUDIOSCRIPT TRACK 22

- Nina did her homework on Monday.
Nina didn't do her homework on Monday.
- 1 Reema slept late on Wednesday.
Reema didn't sleep late on Wednesday.
- 2 Rakan found a mouse in his house.
Rakan didn't find a mouse in his house.
- 3 Ibrahim drove Omar to hospital.
Ibrahim didn't drive Omar to hospital.
- 4 Reema broke a glass last night.
Reema didn't break a glass last night.

3 Match and number. **D**

Aim: to practise methods of transport.

- Students match the different methods of transport to the correct pictures.
- Students check each other's work in pairs.

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

Homework

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

Final activities:

- Play the game *Ready and waiting*.
- Ask students to think of 10 or 15 new words from Unit 3 and write them on the board. As students say them (*accident, ambulance, article, locked, manager, burn, hurt, break, hit, fall, investigate, problem, police station*), ask other students to use the words in sentences.
- List the words on the board.
- Ask a volunteer student to go out of the room. When the student has left, ask another student to erase a word on the board. When he/she has done this, the class calls *Ready and waiting!* and the student outside returns into the class.
- The student who was outside has to say which word is missing from the board. Repeat this procedure three or four times. It is a good way to get students to study new vocabulary without knowing this is what they are doing.
- Students continue playing in small groups.
- Say *Well done. See you again soon.*

Unit 4 Mysteries

LESSON 1 *I was driving my car*

Language

Functions: Narrative past

Grammar: Past continuous (1)

Vocabulary: *mirror, knock (n), mysterious*

Pronunciation: /əʊ/ /ɔ:/

Reading and writing: Formal written statement; past continuous

ANSWER: (Sample answer) *It is 11:30 at night. We can see some cars at traffic lights. A woman and her daughter are crossing the road.*

- b)
- Ask students individually to read the police statement and answer the question.
 - Students compare answers in pairs.

ANSWERS: *He doesn't remember anything after he hit his head.*

Bring to the lesson:

- the CD (track 23)
- the Student's Book (pages 30 and 31)
- the Workbook (pages 106 and 107)

Unit 4 Mysteries

LESSON 1 *I was driving my car*

1 Speak and read.

a) On Saturday, Fred and Brenda were on their way to work. They were stuck in traffic. Look at the picture. What can you see?

2 Read Uncle Jim's statement to the police.

At 10 o'clock on Saturday morning I was driving my car on the M1 in the opposite direction to the traffic lights on Richmond Road. Inside the supermarket, we had not yet started. Two children were crossing the road. They were a car in front of me. I hit a red car. I saw a red car. It was coming up behind me. There was a black car and my head hit the steering wheel. I don't remember anything about the accident. The last thing I remember was waking up in an ambulance. It's all very mysterious.

b) Check with another pair.

3 Say and write.

a) What were you doing at 8 o'clock this morning?

I was having my breakfast.

b) Ask and answer three questions.

4 Match the words and the pictures.

1 ambulance
2 bonnet
3 steering wheel
4 traffic lights
5 police station
6 burger

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

Pronunciation corner:

a) Listen and repeat the words.

see saw boat bought cold door drove go more bought

b) Listen again.

c) Write the words in the columns.

see	boat	bought	cold	door	drove	go	more	bought

- c)
- Explain the task. Students read the police statement and compare the information with the picture. They should find seven mistakes in the picture.
 - If helpful, draw a table on the board like the one below to show the answers. Students copy the table into their notebooks.
 - You could demonstrate the task by asking students to find the colour of the car in Uncle Jim's statement and the colour of his car in the picture.
 - In pairs, students write the differences between the statement and the picture in the table in their notebooks.
- d)
- Each pair compares and checks their responses with another pair.

ANSWERS:

Statement	Picture
1 It was 10:00 on Saturday morning	1 It was 11:30 at night.
2 Uncle Jim's car is red.	2 Uncle Jim's car is green.
3 Uncle Jim had a passenger.	3 Uncle Jim was the only person in the car.
4 The traffic lights were red.	4 The traffic lights were green.
5 Two children were crossing the road.	5 A mother and her daughter were crossing the road.
6 There wasn't a car in front of Uncle Jim.	6 There was a black car in front of him.
7 A red car was coming up behind him.	7 A blue car was coming behind him.

- Greet the students.
- Ask *What happened to Uncle Jim?* and get students to look at the pictures and quickly read the e-mails on page 26 of Lesson 3, Unit 3.
- With books closed, in pairs, students say what they remember about Uncle Jim and his accident.
- Ask individuals to say sentences about the accident to the rest of the class.
- Say *Open your books at page 30, please.*

1 Speak and read.

Aims: to discuss and read about an accident; to practise the past continuous.

- a)
- Ask students to look at the picture in Exercise 1.
 - In pairs, students describe what they can see in the picture.

2 Say and write.

Aim: to practise the past continuous.

- a)
- Students read the example question and answer.
 - In pairs, one student asks three more questions about different times of the day (they must refer to the past, not the future) and his or her partner answers.

- Students swap roles and have a similar exchange.
- Go round the class listening to the students.
- Ask individual students to say the sentences.

ANSWERS: *Students' own answers.*

Note: The focus of this task is to practise the form and use of the past continuous. It is helpful to be flexible about any errors you hear as you are listening to students' pair work. If the error is minor, you may wish to ignore it. If the error is with the past continuous, you should correct the mistake immediately. If you think a lot of pairs are making the same mistake, you may wish to discuss it with the whole class at the end of the pair work, rather than directly with the pair you are listening to.

- b)
- Ask students to write the sentences.
 - Students check each other's work in pairs.

ANSWERS: *Students' own answers.*

3 Speak. **D**

Aim: to practise the past continuous.

- Ask students to sit in small groups of six to eight students.
- Ask students to read the example sentences. The idea is that they build up a story which gets longer and longer. Each new speaker should repeat the previous sentences before adding their sentences.

Note: This task practises the use of the past continuous. The task is designed to be lively and interesting to the students and should be done at a fast pace.

ANSWERS: *Students' own answers.*

4 Match the words and the pictures. **D**

Aim: to practise recent vocabulary.

- a)
- Ask students to match the words and the pictures.
 - In pairs, students check each other's answers.

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

Pronunciation corner

Aim: to practise the sounds /əʊ/ and /ɔ:/.

- a)
- Say *Listen to the CD and repeat the words.*

- Play track 23.
- Students listen and repeat.

b)

- Say *Listen and repeat the words again.*
- Play track 23 once more.

c)

- Remind students how to do this task.
- Students write the words in the correct column.
- Students check their answers in pairs.

ANSWERS:

so	saw
<i>boat</i>	<i>bought</i>
<i>cold</i>	<i>door</i>
<i>drove</i>	<i>more</i>
<i>go</i>	<i>taught</i>

AUDIOSCRIPT TRACK 23

so	so	door	door
saw	saw	drove	drove
boat	boat	go	go
bought	bought	more	more
cold	cold	taught	taught

Homework: Workbook pages 106 and 107

Final activities:

- Divide the class into small groups.
- Write short jumbled words (known to the students) on the board, e.g. *iht* (hit), *sacor* (cross), *helwe* (wheel), *critaff* (traffic), *nadgabe* (bandage), etc.
- The team that says the word first gets a point.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

1 1 *were playing football* 2 *was having* 3 *were walking*
4 *was riding* 5 *was reading* 6 *was painting* 7 *was eating*

2 *Students' own answers.*

E 3 *What was Yasser doing at 11 o'clock on Thursday morning?*
What were the students studying at 10:30?

4 1 *was* 2 *was walking* 3 *was riding* 4 *was sitting*
5 *ran in front of* 6 *turned* 7 *hit* 8 *didn't hurt himself*
9 *destroyed*

D 5 *boat know goat snow road home*

D 6 *door horse floor wore saw taught*

Unit 4 Mysteries

LESSON 2 Where's Davey?

Language

Functions: Past ability

Grammar: *could / couldn't*; ability (1)

Vocabulary: *towards, escape (v), reward (n), clean (v), ground (n), fault (n), catch (bird)*

Reading and writing: *could / couldn't*

Bring to the lesson:

- the CD (track 24)
- the Student's Book (pages 32 and 33)
- the Workbook (pages 108 and 109)

Unit 4 Mysteries
LESSON 2 Where's Davey?

1 Say, read and match.

a) Look at the picture. What is happening?
b) Read and check. Were you correct?
c) Match the story (1–5) and the pictures.

2 Listen and say.

a) Look at the poster. Who wrote it? Why?
b) Listen to the phone conversation. Why is Nina happy?

3 Write.

Complete the sentences. Use *could* or *couldn't*.

ANSWER: (Sample answer) *Nina is looking at Davey's cage. She is sad because Davey's cage is empty.*

- b)
- Ask students to read the dialogue and check if they guessed the correct answer to 1a.
- c)
- Ask students to read the speak bubbles. Help with vocabulary if necessary.
 - Students individually read and match the dialogue to the pictures.
 - In pairs, students check each other's work.

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

2 Listen and say.

Aim: to listen to a dialogue for gist and specific information.

- a)
- Tell students to look at the poster on the right side of page 32. Ask *Who do you think wrote the poster? Why did this person write the poster?*
 - Ask students to look at the picture and describe it.
- b)
- Say *Listen to the phone conversation. Why is Nina happy?*
 - Play track 24 and students listen and answer the question.
 - Students say the answer.

ANSWERS: a *Nina or her mother probably wrote it. Because Davey is lost and Nina wants to find him. b* *Because the woman has got Davey. / Because she found and caught Davey.*

To start:

- Greet the students.
- Say *Open your books at page 32, please.*
- Write so and saw on the board. Underline the sounds /əʊ/ and /ɔ:/ in the words.
- Give pairs or small groups of students two minutes to write down any words they know which contain the sounds /əʊ/ and /ɔ:/.
- Bring individual students to the front of the board. Ask students in the class to say example words containing /əʊ/ and /ɔ:/ and the student at the board points at the correct headword: so or saw.

1 Say, read and match.

Aims: to practise *could* for past ability; to read and match dialogue to pictures.

- a)
- Ask students to look at the picture and say what is happening.
 - Listen to answers from individuals in the class.

- c)
- Ask students to individually read the sentences in Exercise 2c and put them in the correct order. If they are not sure of the correct answers, tell them to refer to the conversation between Nina and the woman.

- Play track 24 again so students can hear the conversation and compare it with the order of their sentences.
- Students confirm the answers in pairs.

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

Extra activity:

- In some classes you may wish to ask the students, without using their books, to say how the woman caught the bird. In other classes you might want students to work in pairs and tell the story.

AUDIOSCRIPT TRACK 24

Nina: Hello.

Voice: Is that Oxford 287366?

Nina: Yes, it is.

Voice: Did you put a notice in the shop window about a lost parrot?

Nina: No, but my mum did.

Voice: Well, I've got good news. I've got him.

Nina: You've got him!

Voice: Yes. He was sitting in the tree in my garden. I couldn't catch him at first, but I put some bird food on the ground and he came down and ate it. Then I could catch him. Tell me your address and I can bring him round.

Nina: Oh, thank you, thank you! This is the happiest day of my life!

Mum ... that was a woman on the phone. She's got Davey!

3 Write.

Aim: to practise *could* and *couldn't* for past ability.

- Ask students to read the sentences.
- Students individually complete them with *could* and *couldn't* according to the other information in the sentence.
- In pairs, students check each other's work.

ANSWERS: 1 couldn't 2 couldn't 3 could/could 4 could

Extra activity:

- Students copy the sentences into their notebooks.

Homework: Workbook pages 108 and 109

Final activity:

- Arrange students into groups of three or four.
- Students should choose one of their group to be the writer.
- Tell them they have three minutes to write as many words connected to birds as they can remember.
- Say *Go!* and then say *Stop!* after three minutes.
- The group with the most correctly spelled words connected to birds is the winner.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

1 1 *Lost* 2 *escaped* 3 *towards* 4 *Phone* 5 *reward* 6 *information*

2 1 *could escape* 2 *could fly* 3 *couldn't catch* 4 *couldn't see*
5 *could bring*

3 1 *Could Davey escape?*
2 *Could Penny catch Davey?*
3 *Could Nina see Davey?*
4 *Could you do your homework yesterday?*

D 4 1 *fault* 2 *cleaning* 3 *close* 4 *flew* 5 *escaped* 6 *notice*
7 *reward* 8 *phoned* 9 *address*

Unit 4 Mysteries

LESSON 3 When I was ten

Language

Functions: Past ability

Grammar: *could / couldn't*; ability (2); past continuous (2)

Vocabulary: (fly a) kite, (sea) captain, diary, crewman, shout, lifeboat, ship, anybody, nobody

Pronunciation: /kəd/ /kʊd/

Reading and writing: *could/couldn't*; narrative past story

Bring to the lesson:

- the CD (track 25)
- the Student's Book (pages 34 and 35)
- the Workbook (pages 110 and 111)

Unit 4 Mysteries

LESSON 3 When I was ten

1 Listen, say and write. *Work in pairs.*

a) Listen to the sentences.

Could you speak English when you were ten?
Yes, I could.
No, I couldn't.
I could speak Arabic when I was ten.
I could fly a kite but I couldn't swim.
Could you cook when you were ten?
Yes, I could.
No, I couldn't. I couldn't cook when I was ten.

b) Listen again and repeat.

c) Ask your partner. Then put ✓ or ✗ about you.

(partner's name)	You
Speak English	<input type="checkbox"/>
Speak Arabic	<input type="checkbox"/>
Read Arabic	<input type="checkbox"/>
Swim	<input type="checkbox"/>
Ride a bike	<input type="checkbox"/>
Cook	<input type="checkbox"/>
Fly a kite	<input type="checkbox"/>
Write an e-mail	<input type="checkbox"/>

d) Write sentences about yourself or your partner.

- I could speak Arabic when I was ten.
- ...couldn't cook when he/she was ten.
-
-
-
-

2 Say and read.

a) Look at the pictures. In pairs, what can you see? Who is the man?

b) Read the story.

c) Look at the pictures and read the story again. Put the pictures in the correct order.

d) What do you think happened to the Mary Celeste and the people on her?

To start:

- Greet the students.
- Ask students to say as much about the story of Davey's escape and return to Nina as they can remember.
- Say *Open your books at page 34, please.*

1 Listen, say and write.

Aim: to practise *could* for past ability in questions and negatives.

- a)
- Ask students to look at the picture in Exercise 1, ask *Who can you see? Where is he? (Dave Watson. In class at the international school.)*
 - Ask students to read the question and the responses below, then ask *Could you speak English when you were ten?* Invite responses.
 - Say *Listen to the sentences and play track 25 as students follow the text in their books.*

- b)
- Say *Listen again and repeat.* Play track 25, pausing for students to repeat.

AUDIOSCRIPT TRACK 25

Could you speak English when you were ten?
Yes, I could.
No, I couldn't.
I could speak Arabic when I was ten.
I could fly a kite but I couldn't swim.
Could you cook when you were ten?
Yes, I could.
No, I couldn't. I couldn't cook when I was ten.

Note: Remember to break any long phrases in sentences into short sections, so it is easier for students to listen and repeat.

- c)
- Ask students to read the table. Check they understand the task.
 - If helpful, copy the first three sentences of the table on the board. Demonstrate the task by getting students to ask you the questions. Answer them with short answers and put a ✓ or a ✗ in the box as applicable.
 - In pairs, students ask and answer questions using the phrases in the table.
 - Listen to the students as they work and note any common errors.
 - Discuss and correct common errors at the end of the exercise.
 - Listen to a few sample sentences from students around the class.

ANSWER: Students' own answers.

- d)
- Read the example sentences with the class. Point out that the second sentence is about their partner.

- Ask students to write sentences about what they and their partner could or couldn't do when they were ten. They may use the phrases from the table to guide them.
- As the students work, go around and help or correct them.
- When students have finished writing, they should check each other's work.

ANSWER: *Students' own answers.*

2 Say and read.

Aims: to read for detail; to discuss the story of the *Mary Celeste*.

- a)
- Ask students to read the questions and look at the pictures and map.
 - In pairs, students ask and answer the questions.
 - Listen to the students' ideas but don't correct any factual mistakes at this point.

ANSWER: (Students' answers may vary) *It's a traditional ship. It's called the Mary Celeste. The man is probably the captain of the ship.*

- b)
- Say *Read the story. How many people were on the ship? When did the captain last write in his diary?*
 - Students read the passage and find the information. After a few minutes, students compare answers in pairs.
 - Use the map to discuss with students where the *Mary Celeste* sailed.
 - Help students with the meaning of some of the new words, e.g. *captain, diary, lifeboat*.

ANSWERS: **1** *There were eight people on the ship. The captain last wrote in the ship on 24th November 1872.*

Note: Remind students to write important new items of vocabulary into their notebooks. You should write them on the board for students to copy. Try to incorporate the word within sentences, e.g., *The captain sailed the ship to New York* rather than just the word *captain*.

- c)
- Ask students to read the text again and put the pictures in the correct order.
 - Students do the task in pairs then compare their answers with those of another pair.

Note: The sentence about Mr. Briggs writing in his diary is near the end of the passage. However, please note that in the story of the *Mary Celeste*, Mr. Briggs writes in his diary before the crew of the second ship found the empty *Mary Celeste* and took a small boat across to investigate.

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

Extra activity:

- With the text covered, students retell the story of the *Mary Celeste* in pairs. They should use the pictures to help them remember and guide the story.
 - Individuals say their sentences to the class. Students listen and correct any mistakes speakers may make.
- d)
- Write this incomplete sentence on the board: *I think the people on the Mary Celeste ...*
 - Say *What do you think happened to the Mary Celeste?*
 - Using the prompt sentence on the board to help them, students suggest what may have happened.

ANSWER: *Students' own answers.*

Homework: Workbook pages II0 and III

Final activity:

- Play *Hangman* with the students using words from earlier in the book (check that they remember the rules).
- Students continue playing in small groups.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

- 1a** **1** *He could swim when he was three.*
2 *He could paint when he was three.*
3 *He couldn't count when he was three.*
4 *He couldn't read when he was three.*

- 1b** **1** *Could he swim? Yes, he could.*
2 *Could he paint? Yes, he could.*
3 *Could he count? No, he couldn't.*
4 *Could he read? No, he couldn't.*

D **2** **1** *ship* **2** *lifeboat* **3** *captain* **4** *kite* **5** *diary*

D **3** **1** *kite* **2** *diary* **3** *ship* **4** *captain* **5** *lifeboat*

4 **1** *Nobody* **2** *nobody* **3** *anybody* **4** *anybody* **5** *Nobody*

D **5** **1** *ship* **2** *New York* **3** *diary* **4** *sailing*
5 *didn't find any people* **6** *mystery*

Unit 4 Mysteries

LESSON 4 SAUDI REVIEW

Language

Revision of language in Unit 4.

Grammar study: The past continuous tense, e.g. *I was looking.*

Bring to the lesson:

- the CD (tracks 26 to 27)
- the Student's Book (pages 36 and 37)

To start:

- Greet the students.
- Copy these words on the board: *bird, bruise, cage, captain, car, crew, fall, hurt, parrot, ship, steering wheel, traffic lights, sail.*
- Students put the words into five related groups of three words.
- Students do the task in pairs.
- Ask the class to give the correct groups.

ANSWERS: 1 *bird, cage, parrot* 2 *bruise, fall, hurt* 3 *captain, crew, sail* 4 *car, steering wheel, traffic lights* 5 *doctor, hospital, nurse*

- Say *Open your books at page 36, please.*

1 Correct. D

Aim: to read, find and correct mistakes in a text.

- a)
 - Set the context. Reema's friend, Manal, sent Reema an e-mail with eight language mistakes.
 - In pairs, students correct the mistakes.
 - Each pair compares their work with another pair.

ANSWERS: 1 *were cleaning/was cleaning* 2 *was feel/was feeling* 3 *fly out/flew out* 4 *I can't/I couldn't* 5 *mum say/mum said* 6 *were sitting/was sitting* 7 *weren't/wasn't*

2 Ask, answer and write.

Aim: to revise and contrast *can* and *could*.

- a)
 - Ask students to read the speech bubbles and look at the table below.
 - In pairs, students use the information in the table and ask and answer questions about Omar.
 - Ask pairs to perform their dialogues to the class.

ANSWERS:

- | | |
|---|-------------------------|
| 1 <i>Could Omar speak English when he was six?</i> | <i>No, he couldn't.</i> |
| <i>Can Omar speak English now?</i> | <i>Yes, he can.</i> |
| 2 <i>Could Omar cook when he was six?</i> | <i>No, he couldn't.</i> |
| <i>Can Omar cook now?</i> | <i>No, he can't.</i> |
| 3 <i>Could Omar write Arabic letters when he was six?</i> | <i>Yes, he could.</i> |
| <i>Can Omar write Arabic letters now?</i> | <i>Yes, he can.</i> |
| 4 <i>Could Omar tell the time when he was six?</i> | <i>No, he couldn't.</i> |
| <i>Can Omar tell the time now?</i> | <i>Yes, he can.</i> |
| 5 <i>Could Omar ride a bike when he was six?</i> | <i>Yes, he could.</i> |
| <i>Can Omar ride a bike now?</i> | <i>Yes, he can.</i> |
| 6 <i>Could Omar clean his teeth when he was six?</i> | <i>Yes, he could.</i> |
| <i>Can Omar clean his teeth now?</i> | <i>Yes, he can.</i> |

- b)
 - Students write sentences about Omar in their notebooks.
 - In turn, ask individuals to write correct responses on the board.

ANSWERS:

- Omar couldn't speak English when he was six but he can speak English now.*
- Omar couldn't cook when he was six and he can't cook now.*
- Omar could write Arabic letters when he was six and he can write them now.*
- Omar couldn't tell the time when he was six but he can tell the time now.*
- Omar could ride a bike when he was six and he can ride a bike now.*
- Omar could clean his teeth when he was six and he clean them now.*

Grammar study:

- Ask students to read the *Grammar study* box.
- Students copy the *Grammar study* box into their notebooks.

3 Read and say. **D**

Aim: to complete sentences with the correct present or past or simple or continuous tense.

- Ask students to read the sentences.
- Students individually underline the correct verb tense.
- In pairs, they check each other's work.

ANSWERS: **1** was feeling/ate **2** is feeling/is drinking
3 were feeling/watched **4** had/are feeling

- In pairs, students say the correct sentences, each student saying half the sentence.

ANSWERS: **1** Reema was feeling hungry last night/so she ate a sandwich at nine o'clock. **2** Fred is feeling thirsty/so he is drinking a glass of water now. **3** Omar and Rakan were feeling bored last night/so they watched TV. **4** You had headache this morning/but you are feeling fine now.

Pronunciation corner

Aim: to practise the sounds /ɔ:/ and /əʊ/.

- a)
- Say *Listen to the CD and repeat the words.*
 - Play track 26.
 - Students listen and repeat.
- b)
- Say *Write the words in the columns.*
 - Students write the words in the correct column.
 - Students check their answers in pairs.
- c)
- Say *Listen and repeat the words again.*
 - Play track 26 for students check their answers.

ANSWERS:

know	fork
notice	caught
kilo	thought
wrote	fault

AUDIOSCRIPT TRACK 26

know know caught caught thought thought
fork fork kilo kilo wrote wrote
notice notice fault fault

4 Read, listen and say. **E**

Aim: to listen to and read a poem for pronunciation, stress and rhythm practice.

- a)
- Ask students to look at the picture and say sentences about the *Mary Celeste*.
 - Ask students to look at the poem and read it silently to themselves.
- b)
- Say *Listen to the CD.*
 - Play track 27. Students listen and follow the poem in their books.
- c)
- Say *Listen again and repeat.*
 - Play the track again, pausing for students to repeat.
 - Say *Listen again. Say the poem at the same time.*
 - Play the track again and students say the poem with the CD.

AUDIOSCRIPT TRACK 27

There was a ship called the *Mary Celeste*.
It was sailing from New York to Italy.
There was a ship called the *Mary Celeste*.
A mysterious ship on the open sea.
Another ship saw the *Mary Celeste*,
after she left New York for Italy.
They shouted to the people on the *Mary Celeste*,
but nobody answered across the sea.
So the crew took a boat to the *Mary Celeste*
to the Marie Celeste, across the sea.
There was nobody there on the *Mary Celeste*.
What happened to the people is a mystery.

Homework:

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

Final activity:

- In pairs, students play a spelling game.
- They should choose words from Unit 4 and ask their partner *How do you spell ...?*
- Say *Well done. See you again soon.*

Unit 5 Climate change

LESSON 1 You're all correct!

Language

Functions: Talking about climate change

Grammar: *too much / many*

Vocabulary: *climate, lifestyle, electricity, rubbish, gas, carbon dioxide CO₂, heat (n) (v), Japan, Earth*

Reading and writing: *too much / many*; Technical explanation

Bring to the lesson:

- the CD (track 28)
- the Student's Book (pages 38 and 39)
- the Workbook (pages 112 and 113)

To start:

- Greet the students.
- If you asked students to learn the poem on page 37, ask them to say it with their books closed.
- Say *Open your books at page 38, please.*

1 Read. D

Aim: to set the scene for the topic of climate change.

- Teach *climate* and *climate change*.
- Ask students to look at the picture. Ask *Who can you see? What are they doing? (Rakan, Omar, Yasser and their teacher. They are looking at a quiz.)*
- Say *Look at the article. What is happening all over the world this week?*
- Students read and answer the question.

ANSWERS: *Students are studying the world's changing climate.*

Extra activity:

- You may wish to ask students to read the article and underline the three countries in the text. (*Saudi Arabia, Britain and Japan.*)

2 Read, listen and say.

Aim: to read and listen for detail.

- a)
- Ask students to read the *Climate Change Quiz*. Help with vocabulary, e.g. *electricity, rubbish*.
 - Say *Do the quiz. Tick the correct sentences*. Students read and complete the quiz individually.
 - Ask a few individuals which sentences they think are true but don't confirm or correct their ideas at this point.
- b)
- Say *Listen. Which sentences in the Climate Change Quiz are correct?*
 - Play track 28 while students tick the correct sentences in the quiz.
 - Students compare their answers in pairs.
 - Establish from the class that all sentences are correct.

ANSWERS: *All the sentences in the quiz are true.*

- c)
- Students read the sentences in Exercise 2c.
 - Say *Look at the quiz and listen again. Are the sentences true or false?*
 - Play track 28 again while students listen and tick the sentence true or false according to the information in the conversation.
 - After the listening, students compare answers in pairs. If they disagree, play the track for a third and last time.

AUDIOSCRIPT TRACK 28

Teacher: Now then, everybody. Let's look at the climate change quiz. Omar, which ones do you think cause climate change?

Omar: I think 1, 3 and 4, Teacher.

Teacher: I see, Omar. And what about you, Yasser?

Yasser: I think 2, 4 and 5.

Teacher: And you, Rakan?

Rakan: I think 1, 3 and 5.

Teacher: Well ... you're all wrong. But together, you're all correct! Because all of these cause climate change.

Omar: Why, Teacher?

Teacher: It's because of ...

ANSWERS: 1 F 2 F 3 F

Extra activity:

- Ask the students to read the dialogue in pairs.

3 Say, read and write.

Aim: to describe how and why the Earth's climate is changing.

- Ask students to look at the diagrams in Exercise 3. Use the illustrations to teach *diagram*. Also teach *heat* and *carbon dioxide* (CO_2).
- Check that students understand what is happening. In some classes you may need to do this in Arabic.
- Say *Talk about the diagrams. What is happening in them?*
- In pairs, students describe what is happening.
- Ask individuals to say sample sentences.

ANSWERS: (Sample answers) *In the first diagram heat is escaping from the Earth. In the second diagram heat cannot escape from Earth because of carbon dioxide. This makes the world hotter.*

Note 1: When sample answers are given in the answer key, the intention is to show an example of the kind of answer students should give. When students answer, they should provide the same kind of content in their answer, but don't correct a correct answer just because students don't use exactly the same words as the sample answer.

Note 2: In the text here and in other places in the book, students see CO_2 to refer to carbon dioxide. In chemistry and other sciences, carbon dioxide is written CO_2 ; where C is for carbon, O is for oxygen and ₂ for *dioxide* (meaning *two atoms of oxygen*). It may be helpful to explain this information to students before they read the teacher's explanation of climate change.

- Say *Read what the teacher says about the diagrams and climate change.*
 - When students finish, ask *Were you correct about the diagrams?*
- In pairs, students read the text and fill in the gaps, using words from the box.
 - Monitor the class as they work and answer any questions about vocabulary.
 - One pair of students compares their work with another pair.

ANSWERS: 1 heats 2 should 3 escape 4 cannot 5 climate

4 Complete the sentences. Use *much* or *many*.

Aim: to consolidate the use of *much* and *many*.

- Ask students to read the sentences before completing them with *much* or *many*.
- Students can do this exercise in pairs or check each other's work at the end.
- Monitor the activity. Give help where needed.

ANSWERS: 1 much 2 many 3 much 4 much 5 many 6 much

Homework: Workbook pages I12 and I13

Final activity:

- Play *Hangman* with the students using words from earlier in the book.
- Students continue playing in small groups.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

1 1 T 2 T 3 F 4 T 5 F 6 T 7 F 8 T 9 T

2 1 planes 2 cutting down 3 rubbish 4 driving 5 electricity

3 1 *There's too much rain in Oxford.*
 2 *There are too many people in the boat.*
 3 *There's too much homework in the evenings.*
 4 *There are too many cars in the cities.*

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

D 5 *The mistakes and corrections are:*

<i>moon</i>	<i>Earth</i>
<i>too much</i>	<i>too many</i>
<i>too many</i>	<i>too much</i>
<i>electricities</i>	<i>electricity</i>
<i>throwing in</i>	<i>throwing away</i>
<i>too many</i>	<i>too much</i>
<i>too much</i>	<i>too many</i>
<i>grass</i>	<i>trees</i>

Unit 5 Climate change

LESSON 2 We should use less electricity

Language

Functions: Recommending.

Grammar: *should / shouldn't* (1); *fewer / less* (1)

Vocabulary: *recycle, plastic, glass (uncountable), oil, petrol, spaceship*

Reading and writing: Describing a process

Pronunciation: /ə/ /ʊ/ *should / shouldn't*

Bring to the lesson:

- the CD (tracks 29 and 30)
- the Student's Book (pages 40 and 41)
- the Workbook (pages 114 and 115)

To start:

- Greet the students. Arrange the class into small groups.
- Ask *What things are made of paper? What things are made of wood?*
- Students list as many items as they can that are made of wood and made of paper.
- Say *Go!* At the end of three minutes say *Stop!*
- The winning group has the longest list of objects.
- Say *Open your books at page 40, please.*

1 Say and write.

Aim: to describe a process.

- a)
- Ask students to look at the pictures. Give a short period for this and, if necessary, revise words such as *carbon dioxide (CO₂)*, *escape*, *cut down*, *throw away*.
 - Ask *What is happening in the pictures? Say sentences.*

- In pairs, students make a sentence for each picture.
- When students finish, ask one or two individuals to say sentences to the class about each picture.

ANSWERS: (Sample answers) **1** *Trees take in CO₂.* **2** *We cut down trees.* **3** *We make paper.* **4** *We use paper.* **5** *We throw away paper.* **6** *We cut down more trees.*

- b)
- In pairs, students read the sentences and fill in the gaps with the correct words from the box.
 - Ask the class to give the correct answers.

ANSWERS: **1** *CO₂* **2** *escapes* **3** *make* **4** *write* **5** *throw* **6** *cut*

Note: With verbs like *cut down* and *throw away*, the second part of the verb can be placed equally correctly before or after the object. *We cut down trees/We cut trees down.*

2 Read, say and listen.

Aim: to practise countable and uncountable nouns with *less/much* and *fewer/many*; to listen for gist and detail.

- a)
- Teach *suggestions* and revise *recycle*.
 - Draw students' attention to the title *How do we stop climate change?* then ask them to read the suggestions.
- b)
- In pairs, students complete the sentences with suggestions why we *should* or *shouldn't* do each of the things.
 - Point at each sentence on the board and listen to students' ideas.

ANSWERS: (Sample answers) **1** *We shouldn't cut down so many trees because there aren't many trees in the world.* **2** *We should drive fewer cars because there too many cars on the roads.* **3** *We should use less electricity because carbon dioxide escapes when we make electricity.* **4** *We should recycle our rubbish because we make too much rubbish.*

- c)
- Say *Listen to the CD and repeat the sentences.*
 - Play track 29 and ask students to repeat after the track. They should focus on the strong and weak pronunciation of *should*.

AUDIOSCRIPT TRACK 29

We shouldn't cut down so many trees.
We should drive fewer cars and fly fewer planes.

We should use less electricity.
We should recycle our paper, plastic and glass and use it again.

- d)
- Ask *Who can you see in the picture? What's happening?* (*Miss Jennings, Nina, Elena, Lucy. The class is having a lesson about climate change.*)
 - Say *Listen. Miss Jennings read an article last night. What does she think about the article?*
 - Play track 30. Students listen and answer the question.
 - Students compare answers in pairs.
 - Confirm the answer with the class.

ANSWER: *Miss Jennings thinks it's an interesting article.*

- e)
- Ask the class to read the sentences.
 - Say *Listen to the CD. Are the statements true or false?*
 - Play track 30 again while students listen and tick the sentences as true or false according to the information in the dialogue.
 - Students compare answers in pairs.
 - Play track 30 again, then ask individuals if each sentence is true or false.

ANSWERS: 1 T 2 F 3 F

AUDIOSCRIPT TRACK 30

Lucy: I understand about trees and paper, Teacher. But why should we drive fewer cars?

Miss Jennings: Good question, Lucy. Because cars use petrol and when we use petrol, we produce carbon dioxide. Now, what do we make petrol from? Yes, Lucy?

Lucy: Oil, Teacher.

Miss Jennings: Yes, Lucy. And how much oil is there in the world?

Lucy: Lots, Teacher.

Miss Jennings: Yes, lots ... now. But not for ever. One day there isn't going to be any more oil. So we should drive and fly less now.

Lucy: I understand, Teacher.

Miss Jennings: Look. After class yesterday I found this on the Internet. It says we should think of the Earth as a spaceship.

Nina: A spaceship, Teacher? Why?

Miss Jennings: Here, read it. It's very interesting.

3 Put the words into the correct columns. D

Aim: to categorise words as *countable* and *uncountable*.

- Write a plus sign (+) and a minus sign (–) on the board. Say *fewer, less, many, much* and ask students to match *fewer, less, many, much* to the sign which gives their meanings (+ = *many, much*; – = *fewer, less*).
- Write *fewer, less, many, much* in this order on the board.

- Point at each word and ask students to match the word with countable or uncountable nouns (*many* and *fewer* go with countable nouns and *less* and *much* go with uncountable nouns).
- Say *Put the words in the correct columns.*
- Students can do this work in pairs or individually and then check their responses in pairs at the end.
- Monitor and help when and where needed.

Note: The countable nouns under *fewer* in the table are given the singular to have the same grammatical form as the uncountable nouns. Please note that when we use countable nouns after *fewer* and *many* they must be plural, e.g. *fewer planes, many cars, fewer quizzes, more trees*, etc.

ANSWER:

fewer	less
plane	electricity
car	oil
quiz	paper
spaceship	petrol
tree	plastic

Homework: Workbook pages I14 and I15

Final activity:

- Arrange students in groups of three or four for a game of *Word Chain*. One student in each group should be the writer.
- Write a short word on the board, e.g. *bed*. Point to the final letter and say *Think of a word beginning with d. Write it in your notebooks*. Each group writes a word beginning with *d* in their notebook.
- Ask a group to say and spell their word beginning with *d*, e.g. *door*. Write the word on the board.
- Point to the final letter of *door*, and say *Think of a word beginning with r*. Give groups time to write their word beginning with *r* in their notebooks.
- Carry on the game for more words.
- After 10 words stop the game to see which group has the longest, correctly spelled list of words beginning with the correct letters.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

1 1 CO₂ 2 cut 3 escapes 4 above 5 wood 6 throw 7 need
8 recycle

D 2 1 light 2 wool 3 petrol 4 cheese 5 wood 6 paper
7 chips 8 heat

3 1 should go 2 shouldn't play 3 should go 4 shouldn't sail
5 should eat 6 shouldn't touch

4 1 less 2 less 3 fewer 4 fewer 5 less 6 less 7 fewer

D 5 1 Oil 2 CO₂ 3 Paper, plastic and glass 4 CO₂ 5 electricity

Unit 5 Climate change

LESSON 3 Spaceship Earth

Language

Functions: Recommending

Grammar: Indefinite pronouns; *should / shouldn't* (2)

Vocabulary: *limited, energy, coal, waste (v), valuable, (radio) studio, expert, top (n)*

Reading and writing: Logical argument

Bring to the lesson:

- the CD (track 31)
- the Student's Book (pages 42 and 43)
- the Workbook (pages 116 and 117)

The screenshot shows the Student's Book page for Unit 5, Lesson 3, 'Spaceship Earth'. It includes a reading passage about the Earth being a spaceship, a listening exercise with a dialogue between Dr. Robson and a presenter, and several writing exercises. The exercises include completing a summary, listening again to choose correct sentences, and reading and writing tasks. The page also features a small image of a spaceship and a photo of a person.

To start:

- Greet the students.
- Arrange the class into small groups. One group member should be a writer.
- Write *fewer* and *less* on the board.
- Tell the students to list countable nouns under *fewer* and uncountable nouns under *less*. They may use words from Lessons 1 and 2 of this unit, but they should not just copy Exercise 3 on page 41.
- Say *Go!* At the end of three minutes say *Stop!*
- The winning group has the highest total of countable nouns under *fewer* and uncountable nouns under *less*.
- Say *Open your books at page 42, please.*

1 Read, say and write.

Aim: to read and summarise key vocabulary.

- a) **D**
- Ask students to look at the photo in Exercise 1, read the title and

and guess the name of the object in the photo (the Earth with a spaceship in the foreground).

- Teach *space* (as in *the area outside the Earth's atmosphere where the sun, planets and stars are*). Also teach (if necessary at this point) *spaceship* and *space traveller*.
- Ask students to look at 1a. Say *Read about Spaceship Earth. What should we think about before we drive?*
- Students read the text individually then, in pairs, they check each other's answers.

ANSWER: *Is the journey really necessary?*

- b)
- Explain *summary* and check that students understand the words in the box.
 - In pairs, students read the sentences and fill in the gaps using words from the box.

ANSWERS: 1 *spaceship* 2 *air* 3 *clean* 4 *energy* 5 *waste*

2 Speak and write.

Aim: to practise vocabulary of electrical items.

- a) **D**
- Ask students to look at the photos in Exercise 2. In pairs, they should say the words they know. Help students with words they don't know (from left to right: *light bulb, TV, computer*).
 - In pairs, students discuss things in their house that use electricity.
 - Monitor their work and supply words for objects they do not know how to say in English.
- b) **D**
- Students write their lists in their notebooks.

Note: There are many different items that use electricity in a house. Concentrate on the more common and important ones (in addition to the photos), e.g. *fridge, freezer, cooker, microwave, air conditioner, fan, heater, mobile phone (charger), CD player, DVD player, MP3 player, vacuum cleaner, hairdryer, (electric) razor, radio, washing machine, etc.*

- c)
- Pairs of students compare their lists and expand on or correct them.

Extra activity:

- As a class, ask students to say their words and write them on the board. As students say the words, ask other students to write them on the board (with the help of the class).
- When the list is finished, students may copy it into their notebooks.

3 Listen, say and write.

Aims: to use *should(n't)* to make recommendations; to listen for detail; to revise *nothing, something* and *everything*.

- a)
- Say *Look at the photograph in Exercise 3. What can you see?*
 - Ask the class to give responses. (Answer: a radio station/studio.)
 - Use the context of the photo to teach (*radio*) *studio, expert, presenter* and *interview*.
 - Write these prompt words on the board: *presenter/have interview/radio studio/with/expert on climate change*.
 - Encourage the students to produce the sentence: *The presenter is having an interview in a radio studio with an expert on climate change*.
- b)
- Ask *What shouldn't you do with a plastic bag?* Get ideas from the class before they listen to the interview.
 - Play track 31 and students listen and answer the question.
 - Students compare answers in pairs.

ANSWERS: *You shouldn't throw it away.*

- c)
- Ask students to read the five sentences in Exercise 3c.
 - Say *Listen again. Which sentences does Dr. Robson not say? Choose two sentences.*
 - In pairs, students read the sentences again and choose two sentences before you play the track again. Don't correct or confirm answers at this point.
 - Play track 31 again and students tick two sentences that are not mentioned in the interview.
 - Ask students to identify the two sentences that Dr. Robson didn't say.

ANSWERS: *Dr. Robson didn't say: 4 We should walk from home to school. 5 We shouldn't use plastic bags again.*

- d)
- Ask students to read the sentences.
 - Say *Listen again and underline the correct words.*
 - Play track 31 again as students underline the words Dr. Robson said.
 - In pairs, students check each other's work.

ANSWERS: **1** *everyone/something* **2** *everything* **3** *nothing*

AUDIOSCRIPT TRACK 31

Presenter: In the *Young World* studio today we have Dr. Linda Robson. Dr. Robson is an expert on climate change. What do you have to say to our young listeners, Dr. Robson?

Dr. Robson: Climate change is happening and it's happening quickly. The world is getting warmer. And everyone can do something to stop this, everyone can help.

Presenter: What can we do?

Dr. Robson: Think carefully about everything you do. Little things – don't waste paper. Write on both sides. Don't waste electricity – turn the lights off when you leave the room at home and at school. Don't waste water – turn the taps off. When you get a plastic bag from the shop, don't throw it away. Use it again. Don't think 'There's nothing I can do'. We can all do something.

Extra activity:

- Students in pairs read the interview. They then swap roles and read the opposite character.

4 Read and write.

Aims: to practise *should* and *shouldn't*; to summarise learning about climate change.

- Ask students to read the sentences individually.
- In pairs, students discuss the sentences. They tick the correct sentences and correct the incorrect sentences.
- Discuss answers with the class.

ANSWERS: **3** ✓ **4** ✗ *We should recycle our plastic.* **5** ✓

Homework: Workbook pages I16 and I17

Final activity:

- In groups of four or five, students say sentences about how we can look after the Earth. The first student says, for example, *We shouldn't cut down too many trees*. The second student says, for example, *We shouldn't throw away too much rubbish*. The third says, for example, *We should drive fewer cars*. And so on. Each student in the group repeats what the previous student has said and adds another item.
- The group with the most remembered sentences can stand up and say them to the class.
- Say *Well done. See you again soon*.

WORKBOOK ANSWERS:

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

2

We should ...	We shouldn't ...
<i>walk or cycle when we can.</i>	<i>waste energy.</i>
<i>turn taps off.</i>	<i>always drive cars.</i>
<i>use plastic bags again.</i>	<i>throw away plastic bags.</i>
<i>keep our air clean.</i>	<i>burn so much coal.</i>

3 **1** *C* **2** **A** **3** **B** **4** **A** **5** *C* **6** *A*

D **4** **1** *plane* **2** *carbon dioxide* **3** *car* **4** *table* **5** *petrol*
6 *spaceship*

5 **1** *petrol* *CO₂ bad* **2** *clean important plants*

Unit 5 Climate change

LESSON 4 SAUDI REVIEW

Language

Revision of language in Unit 5.

Grammar study: Countable and uncountable nouns, *too many, too much*

Bring to the lesson:

- the CD (track 32)
- the Student's Book (pages 44 and 45)

To start:

- Greet the students.
- Arrange the students into groups of four or five. Each student should choose a unit from Units 1–5 of *Lift Off!* 3.
- From their unit each student should choose and write three new words, keeping the words secret from the others in the group.
- Students then dictate their words to the others in the group, who should write them with the correct spelling.
- Say *Open your books at page 44, please.*

1 Match and say. D

Aim: to practise verbs and nouns which go together.

- a) b)
- Ask students to match and say the verbs and the nouns they go with.
- In pairs, students check each other's work.

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

Extra activity:

- Put students in small groups. One of the students is the writer.

- Tell students to use the phrases from Exercise 1 in sentences.
- Give students three or four minutes to write the sentences.
- Ask some 'writers' to say their group's sentences. The rest of the class listens and confirms or corrects the sentences.

2 Read and complete.

Aim: to read for gist and sequence.

- Ask students to read the incomplete dialogue and the questions in the box. Help them if necessary with the meaning of any of the words.
- Students complete the dialogue between Reema and Dr. Muneera. If necessary, use the example to demonstrate the task.
- In pairs, students write the questions from the box in the correct place in the dialogue.

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

Extra activity:

- Students read the dialogue aloud in pairs. In boys' classes, you can change the name *Reema* to *Omar*.

3 Underline the correct word in each sentence.

Aims: to contrast sentences with *should(n't)* and *must(n't)*.

- Ask students to read the sentences.
- Say *Underline the correct words.*
- Students underline the correct words according to the context of the sentences. They can do this as individuals.
- In pairs, students check each other's work.

ANSWERS: 1 must 2 should 3 should 4 must 5 shouldn't 6 must

Extra activity:

- You may want to make the difference in meaning between *should* and *must* clearer to your students. With some classes you can do this by asking (in English) *What does 'should' mean in Arabic? and What does 'must' mean in Arabic?*
- Ask for the Arabic equivalents to check that students understand.

- In other classes, give this explanation in English. Say: *We use 'must' in sentences to say there is a rule to follow or when something bad can happen. For example, you must drive on the right in Saudi Arabia. You mustn't drive on the left. We use 'should' when it is a good idea or the best thing to do or not to do something. For example, to help stop climate change, we should use less electricity.*

Grammar study:

Aim: to revise *countable* and *uncountable* nouns and some of the rules attached to them.

- Ask students to read the *Grammar study* box.
- Students should ask questions if anything is unclear.

Extra activity:

- You may wish students to copy the *Grammar study* box in their notebooks.

4 Complete with *fewer, less, too many* or *too much*.

Aim: to practise countable and uncountable nouns with *fewer, less, too many* or *too much*.

- Ask students to read the sentences.
- Use the example to check that students understand what to do.
- Students fill in the gaps in the sentences appropriately with *fewer, less, too many* or *too much*
- In pairs, students check each other's work.

ANSWERS: 1 *too many* 2 *too much* 3 *fewer* 4 *too many* 5 *less* 6 *too much*

5 Read, listen and say. E

Aim: to listen to and read a poem for pronunciation, stress and rhythm practice.

- a)
- Ask students to look at the poem and read it silently to themselves. They can ask if they have problems with any words.
- b)
- Say *Listen to the CD*.
 - Play track 32. Students listen and follow the poem in their books.
- c)
- Say *Listen again and repeat*.
 - Play track 32 again. Pause the track after each line to give students time to repeat.
 - Say *Listen again. Say the poem at the same time*.
 - Play the track again. Students say the poem at the same time as the CD.

Extra activity:

- Ask students to learn the poem for homework. In the next lesson ask a few individuals to say the poem to the class.

AUDIOSCRIPT TRACK 32

The world is getting warmer	We should try to stop producing too much carbon dioxide.
The weather's getting strange,	Is your journey necessary?
It's our lifestyle that is causing our rapid climate change.	Don't drive or take a plane,
We're using too much petrol,	Why not walk or ride a bike,
too much gas and oil, too.	take a bus or catch a train?

6 Match and number. D

Aim: to revise vocabulary from the unit.

- Ask students to look at the photos.
- Say *Match the pictures and the words*.
- Students write the correct number for each picture. They can do this in pairs.

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

Homework:

Any exercises not completed in the Workbook pages 110 – 115.

Final activity:

- Write these words from the unit and their meanings on the board. Do not write the numbers in brackets. The meanings are in the wrong order.

Words	Meaning
1 carbon dioxide	Things we don't want and throw away. (7)
2 climate	A person who knows a lot about something. (4)
3 tap	To use money, time, energy and other things in a bad way. (5)
4 expert	We use this thing to turn water on and off. (3)
5 waste	A kind of gas. (1)
6 studio	A meeting when one person asks another person answers. (8)
7 rubbish	We make films and TV and radio programmes in this place. (6)
8 interview	The usual weather in a place. (2)

- In pairs or small groups, students match the words to the correct meaning. (Note: The correct answers are given in brackets after each meaning – don't write these on the board until students have done the activity).
- Say *Well done. See you again soon*.

Unit 6 Different places

LESSON 1 *Old places*

Language

Functions: Expressing possibility

Grammar: *possibly / probably*

Vocabulary: *activity, bird of prey, Hawk Conservancy, prehistoric, parallel, desert (n), religious, trade (n)*

Reading and writing: Tourist attractions; reading for general and specific information

Pronunciation: *probably, possibly*

Bring to the lesson:

- the CD (track 33)
- the Student's Book (pages 46 and 47)
- the Workbook (pages 118 and 119)

To start:

- Greet the students as in previous lessons.
- If you asked students to learn the poem on page 45, ask them to say it with their books closed.
- To introduce the topic of the lesson, ask students to imagine that they are at an English language school in England. What kind of places would they like to visit on a school trip? Write their suggestions on the board. (Examples: *cities, museums, zoos, parks.*)
- Say *Open your books at page 46, please.*

1 Look, read and say.

Aims: to read and understand an activities programme; to read for specific information; to introduce vocabulary.

a) **D**

- Ask students to look at the picture in pairs. *Who can they see? Where are they?*

ANSWERS: *Julian, Fahad and Claudio. They are at the Bournemouth English School.*

- Ask students to read the dialogue between Julian and Fahad. Check they understand *activities programme*. (They should be able to guess from the pictures on page 46.)
- b)
 - Ask students to read the activities programme. Ask *Which is the longest trip?*
 - Tell the students to look through the activities programme as quickly as they can to find the information they need. They don't need to understand every word at this stage.

ANSWER: *The trip to London.*

c)

- Ask students to read the instruction and questions 1 and 2.
- They should then read the text about Fahad and look back at the activities programme.
- Encourage them to look at the pictures and use their dictionaries to help with new vocabulary. If they still have problems, they can ask you for help.
- In pairs, students discuss which two or three trips they think Fahad would choose and why. They also discuss which two trips *they* would choose and why.
- Ask the class for some suggestions and have them tell you their reasons.

Note: Two important reading skills that you should encourage the students to develop are: 1 Guessing the meaning of new vocabulary from the context/pictures. 2 Using dictionaries.

Extra activity:

- Ask some questions to check new vocabulary, e.g. *Is a historic city old or modern?*

- Remind students to write important new words in their notebooks.

2 Look!

Aim: to introduce *probably* and *possibly*.

- Ask students to read the *Look!* box and copy it into their notebooks.

3 Read, listen and say.

Aims: to read for general and specific information; to practise the use and pronunciation of *probably* and *possibly*; to introduce vocabulary.

Note: When students have to read a more challenging text, it is a good idea to encourage them to first look at the title (if there is one), photographs and any other clues to help them predict what the text is about before they read it. Establishing this habit is of great benefit.

Also, encourage students to read a text quickly at first, in order to get a general idea of content. They shouldn't worry about understanding every word at this stage, but they should try and guess meanings, where possible, from the context. In subsequent readings they can read for detail and use dictionaries to help them understand new vocabulary.

- a)
- Ask students to look at the photograph. What can they see? (*The standing stones of Al-Rajajil*.)
 - Why do the students think the stones are there? Elicit some opinions.
 - Ask students to read the question in Exercise 3a.
 - Tell them to read the article as quickly as they can to find the answer.
 - Ask the class *Do we know why prehistoric people built Al-Rajajil?*

ANSWER: *No, we don't.*

- b)
- Ask students to read the question and sentences in Exercise 3b.
 - They should read the article again and answer the question.
 - They can use their dictionaries or ask you to help with new vocabulary.

ANSWER: 3

Extra activity:

- Check students' understanding of important new vocabulary in the text, e.g. *parallel, desert, religious, trade, archaeologist*.
 - Ask students to say sentences which include the words.
 - Help them as necessary.
- c)
- Say *Listen to the CD and repeat. Play track 33.*
 - Pause for the students to repeat.

- Ensure students copy the pronunciation patterns.
- If it helps, write these sentences on the board and underline the stress as you say the words: *They were possibly a trade centre. They were probably a meeting place.*
- Repeat the track again as necessary.

- d)
- Students discuss the question in pairs using *probably* and *possibly*.
 - Have a feedback session and elicit suggestions from the class.

AUDIOSCRIPT TRACK 33

possibly possibly
probably probably
They were possibly a trade centre.
They were probably a meeting place.

Extra activity:

- In pairs, students talk about what they are *probably* and *possibly* going to do at the weekend.

Homework: Workbook pages 118 and 119

Final activities:

- In small groups, students produce an activities programme for four days in an imaginary school. The programmes can be displayed on the classroom wall.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

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

2 1 *I'm having* 2 *an activities programme* 3 *probably*
4 *standing* 5 *fewer* 6 *place* 7 *prey* 8 *don't know*
9 *don't need*

D 3 *meeting place trade centre religious centre*

4 1a *Farm Animals* b *Animals of the Forest*
2a *Birds of the World* b *Hawks*
3a *Mountain Walks* b *Short Forest Walks*
4a *Explore London* b *Explore English Villages*

Unit 6

Different places

LESSON 2 I'm turning the lights off

Language

Functions: Giving reasons

Grammar: Infinitive of purpose; phrasal verbs

Vocabulary: *turn off, pick up, publish, glasses (spectacles)*

Reading and writing: Infinitive of purpose

Bring to the lesson:

- the CD (track 34)
- the Student's Book (pages 48 and 49)
- the Workbook (pages 120 and 121)

To start:

- Greet the students as in previous lessons.
- Ask students to tell a partner what lights their family turned on yesterday evening. (*We turned on the living room light. We ...*)
- Say *Open your books at page 48, please.*

1 Say, listen and read.

Aims: to introduce the topic; to listen for specific information; to introduce and practise Infinitive of purpose.

Note: We use *to* + infinitive to talk about why we do something, e.g. *He bought a car to drive to work.*

a) **D**

- Ask students to look at the picture in pairs and answer the questions. Don't correct them at this stage.

ANSWER: *She is turning off the light to save electricity.*

b)

- Say *Listen to the CD. Why is Penny going to the kitchen?* Play track 34.
- Elicit the answer from the class.

ANSWER: *to make a cup of tea*

- If necessary, play the last line again for the students to repeat in order to ensure that they use the correct grammar.

c)

- Ask students to read questions 1 and 2.
- Say *Listen again and answer the questions.* Play track 34 again.
- Students answer the questions in pairs.
- Choose two students to write the answers on the board.

ANSWERS: **1** *to save energy* **2** *to do her homework*

d)

- Ask students to match the beginnings and endings of the sentences.
- They should check each other's answers in pairs.
- Say the beginnings of the sentences and elicit the endings from individual students.

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

Extra activity:

- In pairs, students say the beginnings of sentences for their partner to complete, e.g. *She went to the supermarket ... to buy some eggs.*

AUDIOSCRIPT TRACK 34

- Penny:** What are you doing, Nina?
Nina: I'm turning the lights off, Mum.
Penny: Why?
Nina: To save energy.
Penny: But I can't read my newspaper. Why do you want to save energy?
Nina: To stop climate change. Miss Jennings says we shouldn't waste electricity. And it's a waste of money!
Penny: Mmm ... I agree. We should turn off the lights when no one's in the room, but not when I'm reading my newspaper!
Nina: OK, Mum. Do we need the lights on in the hall?
Penny: No. No, we don't.
Nina: Anyway, I'm going upstairs to do my homework.
Penny: And I'm going to the kitchen to make a cup of tea. Would you like one?

2 Say, read and write.

Aim: further practice of infinitive of purpose.

- Ask students to read the instructions and look at the example in the speech bubble.
- In pairs, they should use the pictures to help them write the endings of the sentences.

ANSWERS: 1 to do her homework 2 to catch a train
 3 to watch the TV 4 to buy some bread 5 to play football
 6 to read the newspaper

3 Write. D

Aim: to introduce/consolidate phrasal verbs and their opposites.

Note: Students will have met most of these phrasal verbs. Ask the class if they can suggest sentences using the phrasal verbs in 1 to 6. (Don't worry about the phrasal verbs in the word box.) Teach any that they are not sure of, e.g. you could teach *put on* by miming putting on a hat.

- Choose a student and ask him/her to *stand up* and then *sit down*.
- Write *stand up* and *sit down* on the board and point out that *up* is the opposite of *down*.
- Tell students that the small words (such as *up* and *down*), which follow the main verbs, may help them to find the opposites in Exercise 3.
- Students do the exercise and check each other's work in pairs.

ANSWERS: 1 take off 2 go out 3 come back 4 go to bed
 5 put down 6 wake up

Extra activity:

- Play a mime game to practise the phrasal verbs.
- Demonstrate miming by, for example, pretending to put on glasses and asking *What am I doing?*
- Divide the class into small groups.
- Members of the groups take it in turn to mime a phrasal verb.
- The other students in the group should guess which verb they are miming.

4 Read the e-mail. D

Aims: to introduce the theme of the next lesson; to provide a further example of *possibly*.

- Tell students to read the e-mail.
- Ask *Who wrote the e-mail? What's she doing at school this week? Is she definitely coming to Riyadh?*

ANSWERS: Nina./A project about people's favourite places./No, she isn't.

Extra activity:

- In pairs, students take turns to ask and answer questions about the e-mail.
- They should answer their partner's questions without looking in their books.

Homework: Workbook pages I20 and I21

Final activity:

- Ask the students to bring photos/pictures of their favourite place to the next lesson (cities, villages, mountains, etc.).
- If possible, bring a few pictures yourself.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

- 1 Sample answers:
 1 to sail a boat. 2 to borrow / read a book.
 3 to buy some tomatoes. 4 to fly a kite.
 5 to see / go on the London Eye.
- 2 1 Fahad's studying in Bournemouth ...
 2 People go to Stonehenge ...
 3 We cut down trees ...
 4 Davey flew out of the window ...
 5 Nina went to London ...
 6 You can take medicine ...
- D 3 1 on 2 off 3 up 4 down
- 4 1 took off 2 picked up 3 put down 4 went 5 went
 6 woke up 7 stood up 8 put on 9 went out
 10 came back in 11 went to bed
- D 5 1 c 2 e 3 f 4 a 5 d 6 b

Unit 6 Different places

LESSON 3 Favourite places

Language

Functions: Describing places

Grammar: Irregular past review

Vocabulary: cool, bee, honey, traditional, ski, crowded, palace

Reading and writing: Irregular past questions; writing an account of an event

Bring to the lesson:

- the CD (track 35)
- the Student's Book (pages 50 and 51)
- the Workbook (pages 122 and 123)
- photos/pictures of places of interest

Unit 6 Different places

LESSON 3 Favourite places

1 Read and say.
Match two photographs to each description of a place.

Reema
Last summer my father took us to Taif. Taif is a city in the west of Saudi Arabia. It's 1200 metres above sea level so it's beautifully cool. People call it the 'Garden of the Hejaz' because of all the fruit and flowers. The bees love the flowers and make really wonderful local honey. There are more than 400 parks in and around the city. There are beautiful, old traditional houses among the modern buildings. Also, with all its traditional souks, it's a great place for shopping! Yes, Taif's certainly my favourite place in Saudi Arabia.

Barbara
My favourite place is a small town called Zakopane in the south of Poland. We went there last year. It's very near the Tatra mountains. It's great to go walking in the mountains in the summer, and you can ski there in the winter – but it's very cold! People from the Tatra mountains still wear traditional clothes, and the clothes that other Europeans wear. And the local food is delicious, especially the local cheese. The only problem is that there are a lot of tourists, particularly in the school holidays. But it doesn't matter! There's so much to do and see.

Elena
Florence is a city in Italy. I went there two years ago. The Italians call it Firenze. It's a very old city, and it's full of museums, art galleries, palaces and markets. My favourite market is the Central Market – they sell wonderful food there. And my favourite place is Palazzo Vecchio (Old Palazzo). And it is old, too. They built it more than 700 years ago. Florence is one of the busiest cities in Italy, very crowded, very noisy, but so exciting! And the restaurants? Yes, it's definitely my favourite place.

2 Say and write.
a) What is your favourite place? What can you see and do there?
• Where is it?
• What can you see there?
• What can you do there?
• Why do you like it?
...My favourite place is _____

3 Write and listen.
a) Put the words in the questions into the correct order. Use capital letters where necessary.
1 father where her summer last did Reema's take ?
Where did Reema's father take her last summer?
He took her to Taif.
2 go to when Zakopane Barbara did ?
She went there last year.
3 Florence they build did the old palace when in ?
They built it more than 700 years ago.
4 year when did Reema go to last ?
Yes, she didn't go last year. She went two years ago.
Two she did ago go years ?
Yes, she did.

b) Listen and check.
c) Close your books.
Listen to the questions again. Say the answers.

Where did Reema's father take her last summer?
He took her to Taif.

see Workbook pp122-123 Unit 6 - Lesson 3 51

To start:

- Greet the students as in previous lessons.
- If you have brought photos/pictures to the lesson, show them to the class and ask the students which place they like best and why.
- Say *Open your books at page 50, please.*

1 Read and say.

Aims: to read and understand descriptions of places; to introduce vocabulary.

- Ask students to look at the photographs. Which countries are these places in?
- Elicit suggestions but don't tell students whether they are correct or not.
- In pairs, students read about the places and match two photographs to each description.
- They can use their dictionaries to help with new vocabulary.

ANSWERS:

Reema's description: 3, 4
Barbara's description: 1, 6
Elena's description: 2, 5

Extra activity:

- In pairs, students choose a place – Taif, Zakopane or Florence – for a holiday for these people:
1 A person interested in art and history.
2 A person who likes plants and shopping.
3 A person who likes doing exercise.

2 Say and write.

Aim: to practise speaking and writing an account of an event.

- a)
● In pairs, students tell each other about their favourite place. When did they last go there? What did they do there? If they have brought photos or pictures to the lesson they can show them to their partner.

Note: This is a freer activity where fluency is more important than accuracy. Students need opportunities to build up their confidence in speaking activities without worrying too much about making mistakes. It is better, therefore, not to correct the students as they are speaking, but to go around the class, make a note of any major errors you hear and go over them with the whole class after the activity.

- b)
● Tell students to write about their favourite place using the questions to help them.
● In pairs, students check each other's work.
● Monitor the activity, checking the students' spelling, capitalisation, punctuation and grammar.

ANSWERS: a b Students' own answers.

3 Write and listen.

Aims: to practise word order in past simple questions; to practise using capital letters; to respond to spoken questions in the past.

a)

Note: If students need to review the past simple question form with *did*, write the prompt: *you/go* on the board. Say *Where did you go?* Write a few more prompts and elicit questions from the class.

- Ask students to read the instructions in Exercise 3a. Check that they understand the task.
- In pairs, students should order the words and add capital letters to the questions.

b)

- Say *Listen to the CD and check.* Play track 35.
- Students listen and check their work.

ANSWERS:

- 1 *Where did Reema's father take her last summer?*
- 2 *When did Barbara go to Zakopane?*
- 3 *When did they build the Old Palace in Florence?*
- 4 *Did Elena go to Florence last year?*
- 5 *Did she go two years ago?*

- Go through the questions again and ask the class which words should have capital letters.

c) **D**

- Tell students to read the example and then close their books.
- Say *Listen to the questions again and say the answers.* Play track 35.
- Pause for students to answer.

AUDIOSCRIPT TRACK 35

- 1 *Where did Reema's father take her last summer?*
- 2 *When did Barbara go to Zakopane?*
- 3 *When did they build the Old Palace in Florence?*
- 4 *Did Elena go to Florence last year?*
- 5 *Did she go two years ago?*

Homework: Workbook pages I22 and I23

Final activity:

- Write the headings *Taif*, *Zakopane* and *Florence* on the board.
- Ask students to tell you anything they can remember about these places. Write notes under the appropriate heading. e.g.:
Taif
beautifully cool
wonderful honey
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

- 1 **Taif:** 1 T 2 F 3 T 4 F
Zakopane: 1 T 2 F 3 F 4 T
Florence: 1 T 2 T 3 F 4 T

D 2

	Taif	Zakopane	Florence
1	✓		✓
2	✓		
3			✓
4		✓	
5		✓	✓

- 3 1 *had* 2 *went* 3 *blew* 4 *ran* 5 *caught* 6 *put* 7 *flew*
 8 *came* 9 *saw* 10 *bought* 11 *thought*

- 4 1 *When did you go?*
 2 *Where did you go?*
 3 *What did you see?*
 4 *What did you eat?*
 5 *What was your favourite activity?*
 6 *How many photos did you take?*
 7 *What did you buy?*

LESSON 4 SAUDI REVIEW

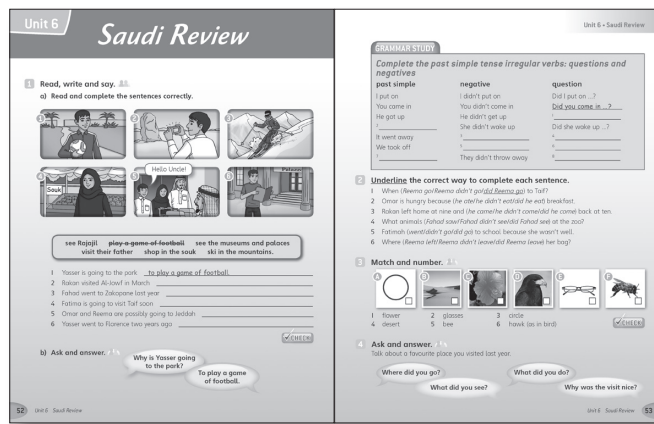
Language

Revision of language in Unit 6.

Grammar study: Past simple tense irregular verbs: questions and negatives, e.g. *Did you say?; didn't buy*

Bring to the lesson:

- the Student's Book (pages 52 and 53)



To start:

- Greet the students as in previous lessons.
- Ask the students which activity they liked best in Unit 6 and why.
- Say *Open your books at page 52, please.*

1 Read, write and say.

Aim: to revise infinitive of purpose.

- Ask students to look at the pictures. Who can they see and where are they? (*Yasser in a park. Rakan at Al-Jowf. Fahad on a mountain. Fatima in a souk/market in Taif. Omar, Reema and lbahim at the airport. Yasser in Florence.*)
 - In pairs, students choose and write the endings of sentences 1 to 6 using the pictures to help them.
 - They should check their answers with another pair.

ANSWERS: 1 *to play a game of football* 2 *to see Rajajil.*
3 *to ski in the mountains.* 4 *to shop in the souk.*
5 *to visit their father.* 6 *to see the museums and palaces.*

b)

- Tell students to read the example in Exercise 1b.
- In pairs, they should ask and answer questions using the sentences in Exercise 1a as prompts.

ANSWERS:

First student

Why did Rakan visit Al-Jowf in March?

Why did Fahad go to Zakopane

last year?

Why is Fatimah going to visit Taif soon?

Why are Omar and Reema possibly

going to Jeddah?

Why did Yasser go to Florence two

years ago?

Second student

To see (the stones of) Rajajil.

To ski in the mountains.

To shop in the souk.

To visit their father.

To see the museums and

palaces.

Grammar study:

Aims: to revise and consolidate past simple irregular verbs: questions and negatives.

- Ask students to read and complete the *Grammar study* box.
- They should ask questions if they have any problems.

Extra activity:

- Ask students to copy the *Grammar study* box into their notebooks either in class or for homework.

ANSWERS: 1 *Did he get up ...?* 2 *She woke up*
3 *It didn't go away* 4 *Did it go away?* 5 *We didn't take off*
6 *Did we take off ...?* 7 *They threw away*
8 *Did they throw away ...?*

2 Underline the correct way to complete each sentence.

Aim: to recognise correct past simple forms.

- Tell students to read the example and underline the correct verb form in each sentence.
- Check with the class by asking individual students to read out the correct sentences.

ANSWERS: 1 *did Reema go* 2 *he didn't eat* 3 *he came*
4 *did Fahad see* 5 *didn't go* 6 *did Reema leave*

3 Match and number. D

Aim: to revise vocabulary.

- In pairs, students match the words and pictures. They should write the correct numbers in the boxes.
- They should check with another pair.

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

4 Ask and answer. D

Aim: to practise talking about favourite places.

- Ask students to read the instruction and example questions in Exercise 4.
- Tell them to find a new partner.
- In pairs, they should talk about a favourite place they each visited last year.
- They should ask and answer as many questions as they can.
- If time allows, when most students have finished speaking, tell them to find a different partner and repeat the activity.

Homework:

Any exercises not completed in the Workbook pages 118 – 123.

Final activity:

- Write the words below on the board.
- Ask students if they can remember the words that followed these words in Unit 6.

trade _____
standing _____
birds of _____
meeting _____
parallel _____
sea _____

(Answers: centre, stones, prey, place, lines, level)

- Say *Well done. See you again soon.*

LESSON 1 *The three banks*

Language

Functions: Describing material**Grammar:** *It's made of***Vocabulary:** *bank, bin, rot (v), naturally, disappear, gold***Reading and writing:** made of; sequencing (process)**Pronunciation:** /g/ /k/

Bring to the lesson:

- the CD (tracks 36 and 37)
- the Student's Book (pages 54 and 55)
- the Workbook (pages 124 and 125)

To start:

- Greet the students as in previous lessons.
- Ask the students what they or their family do with old bottles. Ask *Do you think what you do is a good idea? Have you got any better ideas?*
- Say *Open your books at page 54, please.*

1 Say, listen and write.

Aims: to introduce the topic of recycling; to introduce/practise *made of*; to introduce vocabulary.

- a)
- Ask students to look at the picture in pairs. Ask *What is Charlie looking at? What are they for?*
 - Elicit suggestions from the class. Teach *bank*.

ANSWERS: *Charlie is looking at recycling banks. They are for recycling rubbish.***Note:** This would be a good opportunity to remind students that some words in English can have more than one meaning. Can they remember another meaning of *bank*?

- b)
- Ask the students to read the question in Exercise 1b.
 - Say *Listen to the CD and answer. Play track 36.*
 - Ask *Which bank does the school not have?*

ANSWER: *A wood bank.*

Extra activity:

- Ask the students to read Mr. Norris's last sentence again. What do they think *disappears* means? What do they think *rots naturally* means?
- Help them if necessary, but encourage them to guess the meanings.

AUDIOSCRIPT TRACK 36

- Charlie:** What are those new bins in the playground, sir?
Mr. Norris: They're for recycling, Charlie.
Charlie: Recycling what, sir?
Mr. Norris: Well, there are three of them. One's a bottle bank, one's a plastic bank and one's a paper bank. You must be careful to put the correct things into the correct bin.
Charlie: So anything made of plastic goes into the plastic bank ...
Mr. Norris: And anything made of glass goes into the bottle bank ...
Fred: And anything made of paper goes in the paper bank.
Mr. Norris: Quite right, Fred.
Charlie: What about things made of wood, sir?
Mr. Norris: We don't need a wood bank, Charlie. We don't need to recycle wood.
Charlie: Why not?
Mr. Norris: Because wood rots naturally. In a few years wood disappears back into the earth.

- c)
- Tell students to read Exercise 1c and look at the speech bubble.
 - Give them time to think about their answers.
 - Ask individual students in which bank you must put the items.
 - Each time a student answers, ask *Why?*

ANSWERS: **Glass bottles** *The bottle bank./Because a glass bottle is made of glass.* **Plastic bottles** *The plastic bank./Because a plastic bottle is made of plastic.* **Newspapers** *The paper bank./Because a newspaper is made of paper.*

Note: It is also correct to use plurals in response to *Why?* For example, *Because glass bottles are made of glass.*

d)

- Ask students to read the example in the speech bubbles.
- In pairs, students ask and answer about the items in the pictures.
- Monitor the activity and make sure the students are copying the model in their books.

ANSWERS: **1** *What's a table made of? A table's made of wood.* **2** *What's a pen made of? A pen's made of plastic.* **3** *What's a notebook made of? A notebook's made of paper.* **4** *What's a pencil made of? A pencil's made of wood.* **5** *What's a window made of? A window's made of glass.* **6** *What's a magazine made of? A magazine's made of paper.*

e)

- Ask students to read the example and complete the sentences.
- Check with the class by asking individual students to read out the completed sentences.

ANSWERS: **1** *'s made of wood.* **2** *'s made of plastic.* **3** *'s made of paper.* **4** *'s made of glass.* **5** *'s made of wood.* **6** *'s made of paper.*

f)

Note: *A/the:* If you wish, explain to students that we can use *a* when we are talking about an object in general as in Exercise 1e, but we use *the* when we are talking about specific objects as in Exercise 1f.

- Ask students to read the example and write questions and answers.
- Students check each other's work in pairs.

ANSWERS: **2** *What's the sweater/jumper/T-shirt made of? Blue wool/cotton.* **3** *What're the shoes made of? Brown leather.*

2 Match the sentences and the pictures.

Aim: to read and order a process.

- Ask students to read the question and sentences 1 to 6.
- In pairs, they should match sentences 1 to 6 with pictures A to F.

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

Extra activity:

- Students cover the sentences.
- In pairs, they try to remember the recycling process of old bottles. They can use the pictures to help.

Pronunciation corner **D**

Aim: to help students hear and say the sounds /g/ and /k/.

Note: Help students to understand the difference between the sounds /g/ and /k/ by telling them to put their hands on their throats. They should feel the vibration of the voiced sound /g/ but not the unvoiced sound /k/.

- Say *Listen to the words on the CD.* Play track 37.
- Say *Listen again and repeat.* Play track 37 again.
- Pause after each word for students to repeat.
- Check that the students are pronouncing the sounds /g/ and /k/ correctly.
- Say *Listen again and write the words in the correct column.*
- Play the track again.
- Pause to give students time to write the words.
- Check the students' work by writing *cold* and *gold* on the board as headings and asking individual students to write the other words below the correct headword.

ANSWERS:

cold	gold
<i>class</i>	<i>glass</i>
<i>coat</i>	<i>goat</i>

AUDIOSCRIPT TRACK 37

cold gold class glass goat coat

Homework: Workbook pages I24 and I25

Final activity:

- Divide the class into small groups.
- Students take it in turns to choose something they can see and say a sentence using *It's/They're made of* and a colour, e.g. *It's made of brown wood.*
- The other members of the group must guess the object(s).
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

D 1 *Plastic bank – plastic bag/pen Bottle bank – bottle/glass Paper bank – newspaper/notebook*

D 2 **1** *bins* **2** *recycling* **3** *plastic* **4** *wasn't* **5** *naturally* **6** *disappears* **7** *correct* **8** *rubbish*

3 **1** *What's the bag made of? It's made of paper.*
2 *What are the bottles made of? They're made of glass.*
3 *What's the coat made of? It's made of wool.*
4 *What are the bowls made of? They're made of plastic.*
5 *What's the desk made of? It's made of wood.*
6 *What are the boots made of? They're made of leather.*

D 4 *Students' own answers.*

5 **1** *CD* **2** *window* **3** *(walking) boots* **4** *chair*

6 **1** *bank* **2** *centre* **3** *small* **4** *heat* **5** *hot*

LESSON 2 *What's it for?*

Language

Functions: Describing purpose; giving advice**Grammar:** *What's ... for? It's for + -ing***Vocabulary:** *planet, matters (n), verse, conserve, scissors, mobile (phone), fridge***Reading and writing:** Describing purpose; giving advice; a poem

- the CD (track 38)
- the Student's Book (pages 56 and 57)
- the Workbook (pages 126 and 127)

Unit 7 Our world

LESSON 2 What's it for?

1 Say and write.

a) Look at the pictures. What can you see? Find seven differences.

b) In which picture is the family doing more to stop climate change? Why?

2 Read, listen and say.

a) Read the poem.

b) Listen to the poem.

c) Listen again and repeat.

Planet Earth
Be careful with our Planet Earth.
Don't make matters worse!
Learn these words and don't forget
To do what's in this verse:
Don't throw away your plastic bags.
Use them one more time.
Or put them in the plastic bank
And don't forget this rhyme:
Turn off the taps, turn off the lights,
Save electricity.
You shouldn't waste, you should conserve.
So say these words with me.
Be careful with our Planet Earth.
Don't make matters worse!
Learn these words and don't forget
To do what's in this verse:

3 Write questions and answers.

1 bottle bank / recycle bottle
2 scissors / they / cut paper
3 fridge / to keep food cold
4 mobile phone / they / talk to your friends
5 dictionary / to look up words

4 Write your advice.
Order the words and punctuate the sentences.

1 should / you / off / the / turn / lights
You should turn the lights off.

2 water / you / off / the / should / turn
You should turn the water off.

3 recycle / should / your / your / rubbish
You should recycle your rubbish.

4 paper / you / both / should / write / on / the / sides / of
You should write on both sides of the paper.

5 to / shouldn't / school / you / drive
You shouldn't drive to school.

6 should / your / outside / garden / the / in / your / clothes / dry
You should dry your clothes outside in the garden.

ANSWERS: (The students may use different words.)**Picture 1**

The clothes are in the dryer.
The light is on.
The tap is on.
The rubbish bin is full.
There are no recycling bins.

There is writing on one side of
the paper.
A boy is getting into a car.

Picture 2

The clothes are in the garden.
The light is off.
The tap is off.
There is no rubbish bin.
There are recycling bins in the
garden.

There is writing on both sides
of the paper.
A boy is waiting at the bus
stop.

- b)
- Ask the students to read the questions in Exercise 1b.
 - Give them time to think about their answers.
 - Elicit answers from the class.

To start:

- Greet the students as in previous lessons.
- Ask the class to tell you some of the ways in which our lifestyles are causing climate change.
- They may look back at earlier units if they wish.
- Say *Open your books at page 56, please.*

1 Say and write.

Aims: to talk about stopping climate change; to give advice using *should/shouldn't*; to order words in sentences and add punctuation and capitals.

- a) **D**
- Tell the students to look at the pictures and find seven differences.
 - Elicit the answers from the class. Help with vocabulary if necessary.

ANSWERS: (Sample answers) *The family in Picture 2. Because they are saving energy, saving water and paper and recycling rubbish.*

- c)
- In pairs, students give the family in Picture 1 some advice using *You should .../You shouldn't ...*
 - Monitor the activity.

- d)
- Ask students to read the instructions in Exercise 1d.
 - They should order the words and punctuate the sentences.
 - Students check each other's work in pairs.

ANSWERS: 2 *You should turn the water off.* **3** *You should recycle your rubbish.* **4** *You should write on both sides of the paper.* **5** *You shouldn't drive to school.* **6** *You should dry your clothes outside in the garden.*

2 Read, listen and say. D

Aim: to read and listen to a poem for pronunciation, stress and rhythm practice.

- a)
- Ask students to read the poem silently.
 - They can use their dictionaries or ask you to help with new vocabulary.
- b)
- Say *Listen to the poem*. Play track 38.
 - Students listen to and follow the poem in their books.
- c)
- Say *Listen again and repeat*. Play track 38 again.
 - Pause to give students time to repeat.

Extra activity:

- Students practise reading the poem aloud in pairs. They should say alternate lines (or verses if they prefer). Student 1: *Be careful with our Planet Earth*. Student 2: *Don't make matters worse!* etc.

AUDIOSCRIPT TRACK 38

Planet Earth

Be careful with our Planet Earth.

Don't make matters worse!

Learn these words and don't forget

To do what's in this verse.

Don't throw away your plastic bags.

Use them one more time,

Or put them in the plastic bank

And don't forget this rhyme.

Turn off the taps, turn off the lights,

Save electricity,

You shouldn't waste, you should conserve,

So say these words with me.

Be careful with our Planet Earth.

Don't make matters worse!

Learn these words and don't forget

To do what's in this verse.

3 Write questions and answers.

Aims: to introduce and practise *What's a/What are ...s for? It's/They're for + -ing*; to order and punctuate sentences.

- If necessary, teach the words *fridge* and *scissors*.
- Point out that the *c* is silent in *scissors*.
- Say the words and get the students to repeat them. Do this a few times.
- Tell students to read the example in Exercise 3.
- Check students' understanding by asking a few questions about objects in the classroom, e.g. *What's a pen for? (It's for writing.) What's a book for? (It's for reading.)*

- Students complete the exercise.
- They should check each other's work in pairs.

ANSWERS:

2 *What are scissors for? They're for cutting paper.*

3 *What's a fridge for? It's for keeping food cold.*

4 *What are mobile phones for? They're for talking to your friends.*

5 *What's a dictionary for? It's for looking up words.*

Homework: Workbook pages I26 and I27

Final activity:

- Tell students to close their books.
- They have a minute to write down any important words connected with climate change.
- Ask individual students to write their words on the board. (They shouldn't repeat any words that are already there.)
- Make a note of the words for the next lesson.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

1 *Mrs. Baran had a busy morning. She had a lot to do. First, she put all the lights on in the house. Then, she threw some old bottles in the rubbish bin and put some old magazines in the recycling bin. Next, she washed the clothes. It was a sunny day so she put the clothes out in the garden to dry. She forgot about Jack's sweater so she washed it quickly and put it in the tumble dryer. Suddenly, she remembered that she needed to go shopping so she wrote a list on the other side of an old piece of paper. Then, she put on her coat and walked to the shops.*

2 1 *You should turn off the light.*

2 *You should recycle rubbish.*

3 *You should turn off the TV.*

4 *You shouldn't use scissors.*

5 *You should turn off the tap.*

6 *You shouldn't drive.*

E 3 1 *Planet* 2 *matters* 3 *words* 4 *verse* 5 *throw away*
6 *bank* 7 *rhyme* 8 *Turn off* 9 *electricity* 10 *conserve*

D 4a 1 *What's a washing machine for?*

2 *What's a whiteboard for?*

3 *What's a map for?*

4 *What's a cage for?*

D 4b a *It's for writing on.*

b *It's for keeping birds or animals in.*

c *It's for washing clothes.*

d *It's for planning a journey.*

D 4c 1 c 2 a 3 d 4 b

Unit 7 Our world

LESSON 3 Mount Pinatubo

Language

Functions: Sequencing

Grammar: Sequencing adverbs

Vocabulary: man-made, volcano, Mount, erupt, ash, tonne, serious, flood (n), drought, visa, Embassy, finally

Reading and writing: sequencing.

Pronunciation: Rhyming words

Bring to the lesson:

- the CD (tracks 39 and 40)
- the Student's Book (pages 58 and 59)
- the Workbook (pages 128 and 129)
- the list of the words students wrote on the board in the last lesson

To start:

- Greet the students as in previous lessons.
- If you noted down the words from the final activity in the last lesson, spend a few minutes playing a word game.
- Tell students you are going to give them the first and last letters of the words that they wrote on the board last lesson. Say *It starts with ... and ends with ...* Can they remember the word?
- Say *Open your books at page 58, please.*

1 Read and say.

Aims: to read for general and specific information; to order events based on understanding a text; to introduce *First ...* and *Then ...*; to introduce vocabulary.

Note: Remind students to look at the title, photographs and any other clues to help them predict what a text is about. Advise them to read it quickly the first time in order to get a general idea of content and not to worry about understanding every word. Later, they can read more closely for detail.

- a)
- Tell students to look at the photos. Ask *What can you see?*
 - Don't worry if they can only describe the photos in general terms.
 - Ask students to read the text and answer the question in Exercise 1a.
 - Tell them to read the text quickly, as they are only looking for general information.
 - Ask the class if all climate change is man-made.

ANSWER: *No, it isn't.*

- b)
- Ask students to read the text again and find words that match the definitions. Encourage them to use the pictures and the context to help them find the words. They can use their dictionaries to check. They can also use their dictionaries to help with any other vocabulary. Be prepared to help with questions about any of the words in the text.

ANSWERS: 1 *flood(s)* 2 *drought*

- c)
- In pairs, students should read the events and then number them in the correct order.

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

Extra activity:

- Ask students to close their books.
- Write these jumbled words on the board: *nma-adme, anovolc, euprt, sah, tnneo, usserio, lcuod, odflo, gduhtro*.
- Divide the class into teams.
- Tell students they must make words from the letters and be ready to explain the meaning. (All the words are connected with today's lesson.)
- Give the teams time to find the words and discuss the meaning.
- In turn, a member from each team puts up their hand, says a word, spells it and explains what it means. Other team members mustn't help at this point.
- Teams score a point if both the spelling and the definition are correct.
- If a student gets a spelling or definition wrong, the other team can try to correct it for an extra point.

- At the end of the game, students should write the correct words in their notebooks.

ANSWERS: *man-made, volcano, erupt, ash, tonne, serious, cloud, flood, drought.*

Look! **D**

Aim: to draw attention to the sequencing adverbs in the text.

- Ask students to read the *Look!* box.
- Tell them to look back at the text about Mount Pinatubo and find the sentences.

2 Read, listen and say. **D**

Aim: to introduce and practise further sequencing adverbs.

- a)
- Write the following sentences on the board. *Yesterday I went to school. First I studied history. Then I studied English. Then I had a break. Then I studied maths. Then I went home.*
 - Ask *Is this good English?* (Say *Well done!* if students say that the grammar is correct.) If they cannot see any problems, underline all the examples of *Then*.
 - Ask the class again if there are any problems. They should tell you that *Then* is repeated too many times.
 - Ask the students to look at Exercise 3a and read Fred's e-mail.
 - Erase the last three examples of *Then* in the sentences on the board.
 - Choose a student to replace these words using Fred's e-mail to help them. (*The last three examples of Then should be replaced with Next, After that and Finally.*)
- b)
- Say *Listen to the CD and repeat the sentences.* Play track 39.
 - Pause to give students time to repeat.

AUDIOSCRIPT TRACK 39

First we must get some passport photos.
Then we must take the passports to the Embassy.
Next we must get our plane tickets.
After that we must do our shopping.
Finally we arrive in Riyadh.

3 Say.

Aim: to practise using sequencing adverbs in conversations.

- Tell students to look at the example.
- In pairs, they should ask and answer about what they did on different days last week.
- They should try to include as many sequencing adverbs as they can (*first, then, next, etc.*).

Extra activity:

- Choose individual students and ask them to tell the class what their partner did on a particular day. *First he/she ... Then ...*

Pronunciation corner

Aim: to match words that rhyme.

- a)
- Tell the students to read the instruction.
 - Demonstrate the activity by asking them to find a word in the second column that rhymes with *should* (*wood*).
 - In pairs, students continue to match the words that rhyme.
- b)
- Say *Listen to the CD and check.* Play track 40.
 - Students listen and check their work.

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

- c)
- Say *Listen again and repeat.* Play the track again.
 - Pause to give students time to repeat.

AUDIOSCRIPT TRACK 40

1 should	wood
2 said	bed
3 made	played
4 couldn't	shouldn't
5 some	Mum
6 worse	nurse
7 break	take
8 water	daughter

Homework: Workbook pages I28 and I29

Final activity:

- Students close their books and, in pairs, they think of as many pairs of rhyming words as they can.
- Elicit pairs of words from the class and write them on the board.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

D 1 1 c 2 a 3 b

D 2 1 a kind of gas 2 ash

3 1 volcano 2 erupted 3 gas 4 air 5 cloud 6 around
7 serious 8 heat 9 cooler 10 floods 11 drought

4 *River/Mount fell/rose a small/an enormous/a large
thousand/million fire/sun hotter/cooler droughts/floods
flood/drought*

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

6 *First/Then/Next/After that/Finally*

E 7 1 sad 2 broke 3 food 4 hit 5 hurt

LESSON 4 SAUDI REVIEW

Language

Revision of language in Unit 7.

Grammar study: Sequencing adverbs, e.g. *First, After that*

Bring to the lesson:

- the CD (tracks 41 and 42)
- the Student's Book (pages 60 and 61)

Unit 7 Saudi Review

1 Name, listen, say and repeat. Listen to the audio and do the exercises.

a) Name the pictures. Use *It's a ...* and *They're ...*

Number one. It's a bag.

b) Listen and number the correct words.

A is a magazine B forks
 C glasses D a window
 E a bag F books

c) Say sentences about the things in Exercise b.

d) Listen and repeat.

2 Order the words and punctuate the sentences.

1. for / a / words / for / dictionary / looking
 A dictionary is for looking up words.

2. chair / a / sitting / for / a / can
 You should sit on a chair.

3. those / behind / for / glasses / are
 Glasses are behind those.

4. recycling / bottles / a / bottles / for / a / bank
 A recycling bank is for bottles.

5. the / across / travelling / of / for / boat / year / is
 It's a boat across the sea.

3 LOOK!

First, they take the bottles to the bottle bank.
 Then, they take the bottles to the recycling centre.
 Next, they break the bottles into small pieces.
 Then, they heat the pieces of glass.
 Finally, when the glass is very hot, they can make new bottles.

Or in this order:
 Then, they take the bottles to the recycling centre.
 Next, they break the bottles into small pieces.
 Then, they heat the pieces of glass.
 Finally, when the glass is very hot, they can make new bottles.

Or in this order:
 Next, they break the bottles into small pieces.
 Then, they heat the pieces of glass.
 Finally, when the glass is very hot, they can make new bottles.

4 Correct. Find ten more mistakes and correct them.

Dear Nina, I have had an interesting lesson about climate change yesterday. Our teacher told us about a volcano called Mount Pinatubo in the Philippine Islands. When the volcano erupted in 1991, 800 people died. But there was another problem. Scientists say that between 15 and 20 million tonnes of sulphur dioxide were sent into the air and it formed an enormous cloud. This cloud trapped heat around the world. The heat from the sun could not get through and the world's climate got colder. In 1992 North America had the coldest, wettest winter for many years. The next year there were serious floods but in Africa the things were different. South Africa had less rain than usual. There was a very serious drought. Email me and tell me about one of your lessons. Write back please. M-A-N-Y. Mimi

5 Read and play.

a) Choose ten words from Brigitte's e-mail. Write them on a piece of paper.

b) Ask your friend to spell the words.

Spell 'many' please. M-A-N-Y. Yes, correct.

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

AUDIOSCRIPT TRACK 41

- They're made of plastic. We use them for eating with.
- It's made of paper. It's for reading.
- They're made of glass. They're for drinking from.
- It's made of plastic. It's for carrying things in.
- They're made of paper. They're for writing in.
- It's made of glass. It's for looking through.

c)

- Ask students to look at the picture and read what Lucy and Nina are saying.
- In pairs, they should ask and answer questions in the same way about the objects in Exercise 1b.
- Monitor the activity and make sure the students copy the language in the model.

d)

- Say *Listen to the CD and repeat*. Play track 42.
- Pause to give students time to repeat.

AUDIOSCRIPT TRACK 42

The magazine is made of paper ... so it should go in the paper bank.
 The forks are made of plastic ... so they should go in the plastic bank.
 The glasses are made of glass ... so they should go in the glass bank.
 The window is made of glass ... so it should go in the glass bank.
 The bag is made of plastic ... so it should go in the plastic bank.
 The books are made of paper ... so they should go in the paper bank.

- Greet the students as in previous lessons.
- Ask what students can remember about Mount Pinatubo. Help them with vocabulary if necessary.
- Say *Open your books at page 60, please*.

1 Name, listen, say and repeat.

Aims: to revise vocabulary; to revise *It's/they're made of ...*; to revise *It's/they're for + -ing*; to revise *should*

- a)
- Tell students to read the instructions and the example in Exercise 1a.
 - In pairs, students name the objects in the photographs.
 - One student should say a number and the other student should name the object.

ANSWERS: 1 *It's a bag.* 2 *It's a window.* 3 *They're glasses.*
 4 *It's a magazine.* 5 *They're forks.* 6 *It's a notebook.*

b)

- Say *Listen to the CD and number the correct words*.
- Play track 44. Students listen and fill in the numbers.
- Play the track again if necessary.

2 Order the words and punctuate the sentences.

Aims: to practise describing purpose; to practise ordering words and punctuating sentences.

- Ask students to read the instruction and study the example.
- They should do the exercise individually then check each other's work in pairs.

ANSWERS:

- 1 A dictionary is for looking up words.
- 2 A chair is for sitting on.
- 3 What are those scissors for?
- 4 A bottle bank is for recycling bottles.
- 5 A boat is for travelling across the sea.

3 Look! D

Aim: to show students how the order of sequencing adverbs can vary.

- Ask students to read the *Look!* box.

Extra activity:

- Tell students to make a list of activities that they did on one day last week.
- They should then tell a partner what they did using the sequencing adverbs in the *Look!* box (*First, then, etc.*).
- Students should repeat this several times, each time changing the order of the adverbs but always starting with *First* and ending with *Finally*.

4 Correct.

Aims: to correct spelling mistakes; to revise vocabulary from the unit.

- Ask the class if they remember who Manal is. (*Reema's friend*.)
- In pairs, students read Manal's e-mail and correct her spelling mistakes.
- Ask students to tell you the mistakes and their corrections and write them on the board.

ANSWERS: 1 ~~tolde~~/told 2 ~~poep~~le/people 3 ~~prober~~m/problem
4 ~~ari~~/air 5 ~~worl~~d/world 6 ~~wett~~ist/wettest 7 ~~yeer~~/year
8 ~~chang~~/change 9 ~~usul~~/usual 10 ~~wy~~shes/wishes

5 Read and play. E

Aim: to practise spelling words and saying the letters.

- a)
 - Students write ten words from Manal's e-mail on a piece of paper. They should not show them to their partner.
- b)
 - In pairs, they ask each other to spell the words. They should use the model provided.

Homework:

Any exercises not completed in the Workbook pages 124 – 129.

Final activity:

- Play a true or false game.
- Give students time to write a few sentences about Unit 7 that are either true or false. (They shouldn't make the sentences too easy!)
- Divide the class into small groups.
- In turn, students should read their sentences aloud and members of the group have to say whether they are true or false, e.g. *Plastic rots naturally.* (*False*)
- Say *Well done. See you again soon.*

Unit 8 Spare time

LESSON 1 *It looks like a lamp*

Language

Functions: Describing appearance; sequencing

Grammar: *looks like*; sequencing adverbs (revision)

Vocabulary: *lamp, feed (v), spare time, pole, lid, duck, rabbit, pour*

Reading and writing: Describing appearance

Bring to the lesson:

- the CD (tracks 43 and 44)
- the Student's Book (pages 62 and 63)
- the Workbook (pages 130 and 131)

To start:

- Greet the students as in previous lessons.
- Write *spare time* on the board. Do any of the students know what it means?
- Explain if necessary.
- Divide the class into small groups and have the students tell each other what they do in their spare time.
- Say *Open your books at page 62, please.*

1 Say, listen and write.

Aims: to listen for specific information; to introduce *It looks like ...* to introduce vocabulary.

- a) **D**
- Ask students to look at the pictures in pairs. *Who can they see? What do they think is in the box?*

ANSWERS: *Lucy, Miss Jennings, Nina and Elena./Students' own suggestions.*

- b)
- Say *Listen. What did Lucy buy?* Play track 43.
 - Ask the question again.

ANSWER: *A bird feeder.*

- Can the students guess the meaning of *bird feeder*?
- c)
- Ask students to read the sentences 1 to 4.
- Say *Listen again and tick true or false.*
- Play the track again. Students tick T or F.
- In pairs, they check their answers and correct the false sentences.

ANSWERS: **1** F *Nina doesn't know what the present is.* **2** T
3 F *Lucy's grandma feeds the birds in the winter/when the weather's cold.* **4** F *She's going to put the feeder outside her living room window.*

AUDIOSCRIPT TRACK 43

Miss Jennings: Good morning, everybody.

Everybody: Good morning, Miss Jennings.

Miss Jennings: Lucy, what's that next to your desk?

Lucy: It's a present for my grandma. I bought it on the way to school. I'm going to give it to her this evening.

Nina: What is it, Lucy?

Miss Jennings: Don't be nosy, Nina.

Lucy: That's OK, Miss Jennings. I don't mind. Could I show it to her?

Miss Jennings: Of course, Lucy, we can all see.

Lucy: Here, look!

Nina: But what is it? It looks like a small spaceship!

Elena: No it doesn't. It looks like a lamp.

Lucy: Well, it isn't a spaceship, and it isn't a lamp. Let me tell you. In the winter, when the weather's cold, my grandma likes feeding the wild birds. This is a bird feeder. She can put it outside her living room window and watch the birds feeding in her spare time.

Nina: But how does it work?

Lucy: Look ...

2 Read, say and listen.

Aims: to revise sequencing adverbs; to listen to instructions.

- a)
- Ask students to look at the pictures and read the instructions A to E.
- b)
- Students match the pictures and the instructions.
- c)
- Say *Listen to the CD and check*. Play track 44.
 - Students check their answers.
 - Play the track again if necessary.

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

Extra activity:

- In pairs, students take turns to say the instructions again, using sequencing adverbs. (*First, then, etc.*) They should use the pictures to help them.

AUDIOSCRIPT TRACK 44

First, you put the pole in the ground. Next you put the bowl onto the pole. Then you put the feeder onto the bowl, and after that you pour the bird food into the feeder. Finally, you put the lid onto the feeder.

3 Say and write. D

Aim: to practise saying and writing *It looks like ...*

- Tell students to look at the picture of Elena.
 - Ask *What does she say about the bird feeder?*
 - Students answer *It looks like a lamp.*
- a)
- Ask students to look at the pictures and talk about what they can see with a partner.
 - Tell them to start their sentences with *It looks like a/an ...*
- b)
- Students write sentences about the pictures using *It looks like a/an ...*
 - Go round the class and check their work.

- At the end of the activity, ask students for some suggestions about the pictures.

ANSWERS: Sample answers:

- 2 *It looks like a young woman. It looks like an old woman.*
3 *It looks like a vase. It looks like two heads.*

Note: Students might be interested to know that we call pictures like these optical illusions.

4 Write.

Aim: to practise sequencing adverbs.

- Ask students to look at the pictures and underline the correct words in the instructions 1 to 4.
- To check, choose four students to each say an instruction in turn.

ANSWERS: 1 *First* 2 *Then* 3 *Next* 4 *Finally*

Homework: Workbook pages I30 and I31

Final activity:

- In pairs, students close their eyes and draw some lines and shapes on a piece of paper.
- They then look at what they and their partners have drawn and say *It looks like ...*
- You could ask to see any interesting drawings and hold them up for other students to say what they think they look like.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

D 1 1 for 2 to 3 looked 4 wild birds 5 when she's not busy
6 on to

2 1 *It looks like a rabbit!* 2 *It looks like a stone!* 3 *It looks like a castle!* 4 *It looks like a tiger!* 5 *It looks like a very small horse!*
6 *It looks like a flower!*

3 A 4 B 5 C 2 D 3 E 1

4 (*The order of the adverbs can vary. Also, it is possible to omit you.*) Sample answers:

- 1 *First, (you) put a teabag into a cup.*
2 *Then, (you) pour very hot water into the cup.*
3 *Next, (you) leave it for three minutes.*
4 *After that, (you) take the teabag out.*
5 *Finally, (you) pour some milk into the tea, but not too much!*

D 5 1 lamp E 2 pole C 3 vase F 4 rabbit D 5 duck G 6 lid A
7 ground B

Unit 8 Spare time

LESSON 2 Stonehenge

Language

Functions: Agreeing; expressing possibility

Grammar: *So do I.../Neither do I...; may*

Vocabulary: *flat (adj), Briton, huge, weigh, midsummer, observatory*

Reading and writing: Possibility; tourist information

Pronunciation: Agreeing

Bring to the lesson:

- the CD (tracks 45 and 46)
- the Student's Book (pages 64 and 65)
- the Workbook (pages 132 and 133)

- Encourage students to use the context and picture to help them to understand new words. They can also use their dictionaries or ask you for help.

ANSWERS:

- 1 It's between 3,500 and 4,500 years old.
- 2 How did they build Stonehenge? Why did they build Stonehenge?
- 3 No, they didn't.

Extra activity:

- Ask students to tell you the new words they looked up in their dictionaries.
- Can they explain the meaning?
- Encourage students to help each other with the more difficult explanations.
- Remind the class to write important new vocabulary in their notebooks.

2 Listen, underline and say.

Aims: to introduce agreeing, to listen for specific information; to provide examples of *may* and *Neither do I*.

- Ask students to read the instructions and the sentences in Exercise 2a.
- Say *Listen to the CD and underline the correct words*. Play track 45.
- Students listen and underline the correct words.
- Repeat the track if necessary.

ANSWERS: 1 *Claudio agrees with him.* 2 *Claudio agrees with him.*

To start:

- Greet the students as in previous lessons.
- Write *Stonehenge* on the board. Do students remember where it is or what it is? (*A prehistoric circle of standing stones in England.*)
- Say *Open your books at page 64, please.*

1 Read and say.

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

- Ask students to read the instructions and the questions in Exercise 1.
- In pairs, they should read about Stonehenge and find the answers to the questions.
- Tell students to read the text quickly first to get an idea of what it's about. They should then go back and read it more slowly.

Extra activity:

- Write the word *observatory* on the board.
 - Ask students to listen to the CD again and tell you what this word means.
 - Help them as necessary.
- Say *Why do you think they built Stonehenge?*
 - Elicit some ideas from the class.
 - You may like to write the students' suggestions on the board.

AUDIOSCRIPT TRACK 45

Fahad: That was a really interesting trip, Claudio, wasn't it?

Claudio: Yes. I really enjoyed it. Why do you think they built Stonehenge, Fahad?

Fahad: Mmm ... I don't know. I think it was probably an observatory where they studied the planets and stars.

Claudio: I do, too.

Fahad: I don't think we may ever know.

Claudio: No, neither do I.

Fahad: Do you know, we've got standing stones in Saudi Arabia too? They're called Al-Rajajil. Here, let me show you some photos.

3 Read, choose, listen and say.

Aim: to introduce/reinforce *So ... / Neither ...*

Note: When we use *So* and *Neither* to express agreement, we use auxiliary verbs, e.g. Person A: *I like apples.* Person B: *So do I.* ✓ not: *I like apples. So like I.* ✗ You may like to present the language as follows:

- Ask *Do you like oranges?* Find a student who says *Yes.* Say *So do I.* Write *So do I.* on the board.
- Ask *Do you like getting very cold?*
- Students will probably answer *No.* Say *Neither do I.* Write *Neither do I.* on the board.

a)

- Ask students to read the examples in the speech bubbles.
- Explain the meaning of *responses*.
- Say *Listen to the CD and tick the correct responses.*
- Play track 46. Students listen and tick **a** or **b**.

b)

- Say *Listen and check.* Play the track again.
- Students check their work.

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

c)

- Say *Listen again and repeat the responses.* Play track 46 again.
- Pause to give students time to repeat the responses.

AUDIOSCRIPT TRACK 46

Fahad enjoyed the trip to Stonehenge.

So did Claudio.

Reema likes ice cream.

So do I.

Omar doesn't like coffee.

Neither does Fred.

Lucy and Elena go to school.

So do we.

Ibrahim isn't an English name.

Neither is Ranya.

4 Look! D

Aim: to provide an example and explanation of *may* to express possibility.

- Ask students to read the *Look!* box and copy the sentences into their notebooks.

5 Write.

Aims: to practise *may*; to order the words and punctuate sentences.

- Students should write the words in the correct order, add capital letters and punctuate the sentences.
- They should check their answers in pairs.
- Ask individual students to write the correct sentences on the board.

ANSWERS: 1 *It may rain.* **2** *The parrot may escape.* **3** *I may see you tomorrow.* **4** *Fred may go to Yasser's house in December.*

Extra activity:

- Ask the students to tell you what they may do after class, e.g. *I may read a book. I may talk to my brother.*

Homework: Workbook pages I32 and I33

Final activity:

- Tell the students they should read the text about Stonehenge again and remember as much as possible.
- After a few minutes, tell them to close their books.
- Divide the class into small groups.
- Students should discuss and write down what they remember.
- One student from each group should then join a new group. Can they add any more details?
- Finally, students should open their books and compare what they wrote with the original text.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

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

D 2 1 west 2 destroy 3 larger 4 modern 5 disagree 6 rise
7 shortest

D 3 1 *Stonehenge is a famous circle of stones.*
2 *It stands on a flat, windy plain.*
3 *Maybe people studied the planets and stars here.*
4 *Some people think it was an observatory.*

4 1 *Neither do I.* 2 *So is Mum.* 3 *So does Nina.* 4 *So did Fred.*
5 *Neither are we.* 6 *So do I.*

5 1 *He may travel by train.* 2 *He may travel by car.* 3 *The hotel may be expensive.* 4 *The hotel may be quiet.* 5 *There may be a lot of traffic outside.* 6 *He may go to the Heritage Centre in his spare time.*

Unit 8 Spare time

LESSON 3 Holiday time

Language

Functions: Specifying people

Grammar: Prepositional modifiers; verb+ing

Vocabulary: *equipment, snack (n), dark, blond, fitness centre, café*

Reading and writing: Holiday facilities; specifying

Bring to the lesson:

- the CD (track 47)
- the Student's book (pages 66 and 67)
- the Workbook (pages 134 and 135)

To start:

- Greet the students as in previous lessons.
- Ask students what they think is important for a good holiday (e.g. good weather, food, shops).
- Say *Open your books at page 66, please.*

1 Say. E

Aim: to ask and answer questions about holidays.

- In pairs, students ask and answer the questions in a, b and c.

ANSWERS: *Students' own answers.*

Extra activity:

- Choose individual students to tell the class about their partner's answers.

2 Read and write.

Aims: to read a holiday brochure; to introduce and revise vocabulary.

- a)
 - Tell students to read the question in Exercise 2a.
 - They should look at the holiday brochure and find the answer.

ANSWERS: *The Island Holiday Village.*

- b)
 - Ask students to read the brochure and complete A to I with the words from the box.
 - They should use their dictionaries or ask each other for help with vocabulary.

ANSWERS: **A** hotel **B** fitness centre **C** sports shop
D swimming pool **E** post office **F** supermarket **G** park
H café **I** beach

3 Look, listen and say.

Aim: to introduce and practise using prepositions and verbs + -ing to identify people.

Note: We can use a preposition or an -ing verb to identify people, for example, *The man in the car. The woman reading the book.* (Note that with clothes we can say, for example, *the man wearing the blue shirt or the man in the blue shirt.*) We can replace **boy/girl**, etc. with **one** to avoid repetition, e.g. *Which boy? The boy one with the ...* (See Exercise 4 in the Workbook.)

- a)
 - Write the words *blond hair* and *dark hair* on the board. What do the students think the words *blond* and *dark* mean? Correct them if necessary.
 - Ask students to read the instructions in Exercise 3a.
 - In pairs, they should describe the boys in the picture.

- b)
- Say *Listen to the CD. Which boy is Fred asking about?*
 - Play the CD track 47.
 - Students listen and find the boys.

ANSWERS: *E and A*

- c)
- Students read the dialogues.
- d)
- In pairs, students ask and answer about other boys in the picture.
 - Monitor the activity and help as necessary.

AUDIOSCRIPT TRACK 47

1

Fred: Who's that boy over there?

Charlie: Which boy?

Fred: The one with the dark hair.

Charlie: There are two boys with dark hair.

Fred: The one in the red shirt. The one standing next to the table.

2

Fred: Who's that boy sitting at the table?

Charlie: There are four boys sitting at the table.

Fred: The one with the blond hair.

Charlie: There are two boys with blond hair.

Fred: The one in the green shirt. The one holding some juice.

4 Look!

Aim: to provide examples of prepositions and verbs + *-ing* to identify people.

- Ask the students to copy the sentences in the *Look!* box into their notebooks.

5 Re-write these sentences.

Aim: to practise writing sentences using prepositions and verbs + *-ing* to identify people.

- Ask students to read the instructions and examples and do the exercise.
- In pairs, they check each other's work.

ANSWERS:

- 1 *Who's the woman with Ranya?*
- 2 *Look at the man in the red car.*
- 3 *I know the boys talking to Omar.*
- 4 *I can see a girl eating ice cream.*

Homework: Workbook pages I34 and I35

Final activity:

- In pairs, students take turns to give their partner a clue about one of the places in The Island Holiday Village. Their partner has to guess the place, e.g. *You can have breakfast here. (The restaurant.)*

WORKBOOK ANSWERS:

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

- 2 1 *Look at the bird on the car.*
2 *That's my horse in the field.*
3 *Whose is the bag on the ground?*
4 *That's my brother in the dark blue coat.*

- D** 3 1 *Who's the girl talking to Elena?*
2 *Who's the man coming downstairs?*
3 *I know the student sitting at her desk.*
4 *Look at the motorbike going the wrong way!*

D 4 1 *The one* 2 *The one* 3 *The one*

- 5 1 *The one holding the map.*
2 *The one in the black T-shirt./The one wearing the black T-shirt.*
3 *The one on the chair.*
4 *The one eating grass/the grass.*
5 *The one behind the tree.*
6 *The one in the long jacket./The one wearing the long jacket.*

E 6 *café snack bar restaurant*

Unit 8 Spare time

LESSON 4 SAUDI REVIEW

Language

Revision of language in Unit 8.

Grammar study: Use of *So ...* and *Neither ...*

Bring to the lesson:

- the CD (tracks 48 and 49)
- the Student's Book (pages 68 and 69)

GRAMMAR STUDY

so and neither

be present
Fatimah is an Arabic name.
So is Fatima.
I am not thirsty.
Neither am I.

be past
Fatimah was tired last night.
So was Fatima.
Fred and Jack weren't late for school.
Neither were Omar and Rashid.

present simple verbs
Rajwa likes pizza.
So does Fatima.
Yasser and Basim don't like to surf.
Neither do Reema and Omar.

past simple verbs
Rajwa went to bed early last night.
So did Fatima.
We didn't watch TV yesterday.
Neither did I.

3 Read and complete.

- I am happy to arrive home. (I) _____
So is _____.
- Omar didn't eat his sandwich. (Rajwa)
Neither did Basim.
- The weather was cloudy on Sunday. (weather on Monday)
- Yasser didn't stay in a hotel on holiday. (Rajwa)
- Stonehenge is a famous circle of stones. (Al-Baqij)
- The fitness centre wasn't crowded yesterday. (park and café)
- I don't want to play basketball tomorrow. (Rajwa)

4 Match and number.

- 1 duck 2 beach 3 rabbit
- 4 river 5 basketball 6 volleyball
- 7 lamp 8 hole

- b)
- In pairs, students read the example and take turns to talk about the people in the pictures.
 - One student says a number and their partner describes the person.
 - They should use prepositions and verbs + *-ing* in their descriptions.
 - Monitor the activity.

AUDIOSCRIPT TRACK 48

- 1 This is a boy in blue jeans.
Which one? There are two boys in blue jeans.
He's the one holding a football.
- 2 This is a girl with long dark hair.
There are two girls with long hair.
Yes, I know. She's the one smelling the flower.
- 3 This is a boy in blue jeans.
Is he the one reading the magazine?
Yes.
- 4 This is a person with short blond hair.
Is it a boy or a girl?
A girl.
Is she the girl holding the apple?
Yes.
- 5 This girl is a girl with long black hair.
Which one? There are two.
She's the one drinking water because she's thirsty.
- 6 This person has got short dark hair.
Is it a boy?
Yes.
Is he the one wearing glasses?
Yes, he's the boy taking a photo.

To start:

- Greet the students as in previous lessons.
- Write the following word snake on the board but don't underline the words. hefgeujobobservatoryxobowlkgtlidtrfmidsummerkuj
- Ask *Who can be the first to find four words?*
- Students could then write their own word snakes for their partners to find the words.
- Say *Open your books at page 68, please.*

1 Listen, number and say. D

Aim: to revise specifying people using prepositions and verbs+ *-ing*; to revise vocabulary.

- a)
- Ask students to look at the people in the pictures.
 - Say *Listen to the CD and write the number of the person.* Play track 48.
 - Students listen and number the pictures.

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

2 Read and complete.

Aim: to complete a text about Al-Rajajil.

- Ask students what they can see in the photograph. (*Al-Rajajil*)
- Tell them to read Yasser's writing about his trip to Al-Rajajil and complete the missing words.
- In pairs, students should check each other's work.

ANSWERS: 1 *place* 2 *standing* 3 *between* 4 *builders* 5 *west*
6 *equipment* 7 *weigh* 8 *visit* 9 *possibly* 10 *certain*

Grammar study:

Aim: to reinforce the use of *so* and *neither*.

- Ask students to read the *Grammar study* box.
- They should ask questions if they have any problems.

Extra activity:

- Students copy the *Grammar study* box into their notebooks either in class or for homework.

3 Read and complete.

Aim: further practice of *so* and *neither*.

- a)
- Students complete the sentences individually.
- b)
- Students check their work.

ANSWERS: 1 *So am I.* 2 *Neither did Rakan.* 3 *So did Reema.*
4 *So was the weather on Monday.* 5 *Neither did Rashed.*
6 *So is Al-Rajajil.* 7 *Neither were the park and the café.*
8 *Neither does Rakan.*

4 Match and number. D

Aim: to revise vocabulary.

- In pairs, students match the pictures and words.
- They should then check with another pair.

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

Homework:

Any exercises not completed in the Workbook
pages 130 – 135.

Final activity:

- In pairs, students play a spelling game.
- They should choose words from Unit 8 and ask their partner *How do you spell ...?*
- Say *Well done. See you again soon.*

Unit 9 Ready to go

LESSON 1 *Let's ask him the way*

Language

Functions: Directions (revision)

Grammar: Object pronouns

Vocabulary: *kid, close* (adj)

Reading and writing: Object pronouns

Bring to the lesson:

- the CD (tracks 49 and 50)
- the Student's Book (pages 70 and 71)
- the Workbook (pages 136 and 137)

- Ask students to read the question in Exercise 1a.
- Say *Listen to the CD and answer*. Play the CD track 49.
- Elicit the answer from the class.
- Ask students to tell you another word for *near* (*close*).

Unit 9 Ready to go

LESSON 1 *Let's ask him the way*

1 Listen, say and choose. **1** Listen to the CD. When they see the policeman are they near the Embassy?

2 Listen again. Tick (T) or false (F) if these sentences are true or false.

- 1 Penny's going to the Embassy. T F
- 2 Uncle Jim's going with her. T F
- 3 Penny forgot to take the map. T F
- 4 The Embassy's in Charles Street. T F

3 Look at these sentences from the conversation. Write or what do the words in **italics** refer to? Write *Jim*.

- 1 I'm taking it with us.
- 2 Let's ask him the way.
- 3 Can you help us?
- 4 You can't miss it.

4 Look at the map of London. Read and follow the directions.

1 Listen and follow the directions from the Embassy to other streets. Tick (T) or false (F) if you can hear it or not.

2 Write. Complete with object pronouns.

- 1 Where's my map? I can't find *it*.
- 2 Where are Charles and Jack? I'm looking for *them*.
- 3 Elena was making a phone call, so Lucy waited for *her*.
- 4 Excuse *me*. Where's the bank? Can you tell *me* the way to Park Street?
- 5 Can you speak louder, please? I can't hear *you*.

ANSWER: *Yes, they are.*

- b)
- Ask students to read the sentences in Exercise 1b.
 - Say *Listen to the CD and tick true or false*. Play track 49.
 - Students listen and then in pairs, they tick T or F.

ANSWERS: 1 T 2 F 3 F 4 T

AUDIOSCRIPT TRACK 49

- 1**
- Jim:** So, Penny, you and the kids are going to London tomorrow, to the Royal Embassy of Saudi Arabia?
- Penny:** That's right, Jim.
- Jim:** Do you know the way? Do you want me to come with you?
- Penny:** Thanks, Jim. But it's OK. We can't get lost. I've got a map. I'm taking it with us.
- 2**
- Nina:** Mum, where are we?
- Penny:** I ... er ... I'm not sure. This map's no good at all!
- Fred:** We're lost, aren't we Mum?
- Nina:** Yes, Fred. I think we are.
- Fred:** Look, there's a policeman. Let's ask him the way. Excuse me, but can you help us? We're looking for Charles Street, the Royal Embassy of Saudi Arabia.
- Policeman:** Oh, you're very close. Go to the end of this street and turn left. The Embassy's on the other side of the road. You can't miss it.
- Fred:** Thank you very much.

To start:

- Greet the students as in previous lessons.
- Revise *left* and *right* by asking students to put up their left hand then their right hand.
- Ask students to tell a partner how they got to school today. Did they walk? Did they come by car/bus/taxi/train?
- Can they explain the way from their house to school? (If students have to travel a long way, tell them to explain as much as they can remember. Accuracy doesn't matter at this point.)
- Say *Open your books at page 70, please*.

1 Listen, say and choose.

Aims: to listen to directions; to introduce object pronouns.

- a)
- Ask students to look at the pictures. Where are the people in the first picture? (*At home in Penny's living room.*) Where are the people in the second picture? (*In a street (in London).*) What's Penny looking at in the second picture? (*She's looking at a map.*)

Extra activity:

- In small groups, students should imagine they are lost and act out a conversation modelled on part 2 of the audioscript. They can be themselves or characters of their choice. They should imagine they have a map which is no good and so they have to ask someone for directions.
- Monitor the activity and help students with pronunciation as necessary. Encourage students to stress important words and to use rising and falling intonation. If it's helpful, play track 49 again and tell the students to listen to the pronunciation patterns.

c)

Note: Students will have encountered object pronouns before even if they haven't studied them in class. If they need further help, demonstrate by writing the following sentences on the board. *The girl likes the flowers. She likes them.*

Explain that *The girl* is the subject of the sentence and *the flowers* are the object. We can replace *The girl* with a **subject pronoun** and *the flowers* with an **object pronoun**.

- Ask students to read the instruction in Exercise 1c.
- They should write who or what the words in italics refer to.

ANSWERS: 1 *The map.* 2 *The policeman.* 3 *Nina, Fred and Penny.* 4 *The Embassy.*

2 Look!

Aim: to reinforce subject and object pronouns.

- Ask students to read the *Look!* box and copy it into their notebooks.

3 Write.

Aim: to choose and write object pronouns.

- Ask students to complete the sentences individually.
- Say the sentences and elicit the missing pronouns from the class.

ANSWERS: 1 *it* 2 *them* 3 *her* 4 *me/us* 5 *you*

4 Read, listen, follow and say.

Aim: to revise directions.

- a)
 - Ask students to look at the map of London. Do any of the students know this area?
 - Tell them to read and follow the directions.
- b)
 - Say *Look at the map, listen to the CD and follow the directions.* Play track 50.
 - Students listen and follow the directions.
 - Say *Where are you?* Play the track again if necessary.

ANSWERS: a *Hill Street* b *Curzon Street*

AUDIOSCRIPT TRACK 50

Come out of the Embassy. Turn right. Turn right again. Walk to the end of the street. Where are you?

c)

- In pairs, students give each other directions from the Saudi Embassy to other streets. They should then ask *Where are you?*
- Monitor the activity and help as necessary.

Homework: Workbook pages I36 and I37**Final activity:**

- In pairs, students give each other directions from a place of their choice to a mystery destination. (They should tell their partner where they are starting from.)
- Can their partner tell them where they are?
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

1 1 c 2 b 3 d 4 a

2 1 to 2 of 3 street 4 me 5 on

3 a 2 b 1 c 3 d 5 e 4

D 4 1 X you 2 X it 3 ✓ 4 X us 5 X them 6 ✓ 7 ✓ 8 X us
9 X it 10 X me 11 ✓

LESSON 2 *The father of optics*

Language

Functions: Explaining a subject**Grammar:** *What's it about? It's about ...***Vocabulary:** (*photographic*) plate, image, optics, establish, major (adj), invent(OR), upside down, ray (of light), web page, development**Reading and writing:** Ordering a text; explaining a subject; definitions**Pronunciation:** Stress change (words)

Bring to the lesson:

- the CD (track 51)
- the Student's Book (pages 72 and 73)
- the Workbook (pages 138 and 139)

ANSWERS: Fred and Nina. Nina's reading a web page/working at her computer.

- b)
- Ask students to look at the picture on the web page.
 - What can they see?
 - Listen to students' suggestions but don't correct them at this point.
 - Tell students to read the title of the article. What do they think *inventor* means? Help them if necessary.
 - Ask students to read the instructions and paragraph titles in Exercise 1b.
 - Check they understand the vocabulary in the instructions and titles.
 - Ask them to read the web page and put the paragraphs in the correct order.
 - Tell them to look for the most important ideas in the paragraphs and match them with the titles.

ANSWERS: 1 B 2 D 3 C 4 A

To start:

- Greet the students as in previous lessons.
- Revise the meaning of *project* and *research*.
- Ask the students when they last did a project. How did they do their research?
- Say *Open your books at page 72, please.*

1 Say, read and order.

Aims: to read a scientific text; to order a text; to introduce: *What's it about? It's about ...*; to introduce vocabulary.

- a) **D**
- Ask students to look at the picture. Ask *Who can you see? What's Nina doing?*
 - Teach *web page* if necessary.
 - Ask students to read Fred and Nina's conversation. Ask *What's Nina's project about? (photography) What's the web page about? (An Arabic scientist.)*

Extra activity:

- Ask students to read the web page again and find the meaning of the following words: *photographic plates, image, established, major (adj), inventor, optics, upside down, ray (of light)*.
- Tell them to use the picture and the context as well as their dictionaries to help them.
- Elicit definitions from the class.
- Remind students to write important new words in their notebooks.

2 Look! **D**

Aim: to reinforce *What's it about? It's about ...*

- Ask students to read the *Look!* box and copy it into their notebooks.

3 Match and write.

Aim: to practise ... *is about* ...

- a)
- Ask students to read the instructions in Exercise 3a.
 - In pairs, students should match the titles and subjects of the books.

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

- b)
- Ask students to read the example and write sentences about the books in the previous exercise.
 - Students should check each other's work in pairs.

ANSWERS:

- 1 The Mystery of the Pyramids *is about Ancient Egypt.*
- 2 On Top of the World *is about mountain climbing.*
- 3 Birds of Prey *is about hawks.*
- 4 A Volcano Erupts *is about Mount Pinatubo.*
- 5 A Mystery of the Sea *is about the Mary Celeste.*

Pronunciation corner

Aim: to demonstrate how stress changes in words.

Note: To demonstrate the activity you could write the words *photograph*, *photographer* and *photography* on the board. Say the words and underline the stressed syllables as you say them (*pho*tograph *pho*tographer *pho*tography). Ask the students to repeat the words.

- a)
- Say *Listen to the CD and repeat.* Play track 51.
 - Pause after each line for the students to repeat.
- b)
- Say *Listen again and underline the stressed syllables.*
 - Play track 51 again.
 - Students listen and underline the stressed syllables.
 - Repeat the track as necessary.
 - To check, write the words on the board and ask individual students to underline the stressed syllables.

ANSWERS: 1 *pho*tograph *pho*tographer 2 *my*stery
*my*sterious 3 *elec*tric *elec*tricity 4 *Euro*pe *Euro*pean
5 *in*vestigate *in*vestigation

AUDIOSCRIPT TRACK 51

- 1 photograph photographer
- 2 mystery mysterious
- 3 electric electricity
- 4 Europe European
- 5 investigate investigation

Homework: Workbook pages 138 and 139

Final activity:

- In pairs, students tell each other about a good book they read or TV programme they watched on a particular day.
Student A: *I read a good book on Saturday.*
Student B: *What was it about?*
Student A: *It was about ...*
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

D 1 1 F 2 F 3 T 4 F 5 T 6 F 7 F

- 2 Book 1 *No, it's about London.*
Book 2 *No, it's about birds.*
Book 3 *No, it's about ancient monuments.*
Book 4 *No, it's about climate change.*
Book 5 *No, it's about photography.*

D 3 1 *upside* 2 *light* 3 *Rays* 4 *an image* 5 *plates* 6 *page*
7 *invented*

4 1 *park/dark* 2 *ray/may* 3 *light/sight* 4 *small/wall*

D 5 **A** *Europe; image* **B** *mystery; Italy; photograph* **C** *imagine*
D *mysterious; Italian; photographer* **E** *European*

Unit 9 Ready to go

LESSON 3 *In the air*

Language

Functions: Instructions; wishing a good experience

Grammar: Revise *should / shouldn't*; revise countables / uncountables

Vocabulary: *liquid, jet lag, stewardess, bumpy, position, enjoy, wound up (excited)*

Reading and writing: Instructions and reasons for instructions

Pronunciation: Wishing; *enjoy*

Bring to the lesson:

- the CD (tracks 52 and 53)
- the Student's Book (pages 74 and 75)
- the Workbook (pages 140 and 141)

To start:

- In pairs, ask the students to make a list of what they like and don't like about flying. (If they haven't flown before, ask them to imagine what they would/wouldn't like.)
- Elicit some ideas and write them on the board (e.g. *It's exciting. We can't sleep.*)
- Say *Open your books at page 74, please.*

1 Say, listen and read.

Aims: to listen for specific information; to provide examples of countables/uncountables; to introduce vocabulary.

- Ask students to look at the picture and answer the questions in Exercise 1a.
- Elicit answers from the class.

ANSWERS: (These are sample answers. Students' answers may vary.) *Nina, Penny, Fred, a stewardess/air hostess and Fahad. They are on a plane. They are flying to Saudi Arabia. Fahad is a surprise on the plane.*

- Teach *stewardess* and *air hostess* if necessary. (*Stewardess* means the same as *air hostess*.)

b)

- Say *Listen to the CD. What does Nina want to drink?*
- Play track 52. Elicit the answer from the class.

ANSWERS: *Apple juice and water.*

c)

- Ask the students to read the questions in Exercise 1c.
- Say *Listen again and answer the questions.* Play track 52 again.
- Elicit the answers from the class.

ANSWERS: **1** *She's bringing some food.* **2** *Fahad's on the same plane.*

d)

- Ask students to read the dialogue.
- In pairs, they should find words that match the definitions.
- Remind them to use the context to help them.

ANSWERS: **1** *jet lag* **2** *wound up*

AUDIOSCRIPT TRACK 52

Nina: How long is the flight, Mum?

Penny: It's six and a half hours, Nina.

Nina: That's a long time.

Penny: Yes, but it's a long way! Remember, drink lots of liquid, water and juice, and try to get some sleep. Then you don't get jet lag.

Nina: Sleep? I can't sleep, Mum. I'm too wound up. Is Dad going to meet us?

Penny: Yes, he's driving to the airport and I think Ibrahim's coming with him.

Nina: Great. I can't wait! Look! Here comes the stewardess. She's bringing us some food.

Stewardess: Here you are. Enjoy your meal. What would you like to drink?

Nina: Have you got any apple juice ... and some water?

Hostess: Yes, of course.

Fred: Mum ... look! Look! There's Fahad. He's on the same plane. Over here Fahad!

2 Read and speak.

Aim: to match instructions and reasons.

- a)
- Ask students to read the advice.
 - What do they think the words *liquid* and *exercise* mean?
 - Can they tell you another meaning of *exercise*?
- b)
- In pairs, ask students to match the advice with the reasons.
 - They can use their dictionaries or ask you if they need help with any vocabulary.

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

3 Read and underline.

Aim: to revise countables and uncountables.

Note: You might wish to remind students of some basic rules about countable and uncountable nouns, e.g.:

We don't use *s* with uncountables.
We use *some* with plural countables and uncountables.
We use *many* with countables and *much* with uncountables.
We usually use *any* with plural countable and uncountable questions.

- Ask students to underline the correct words in Exercise 3.

ANSWERS: 1 *some* 2 *water* 3 *much* 4 *any* 5 *a long time*

4 Read the advice again.

Aim: to revise *should/shouldn't*.

- Ask students to read the advice in Exercise 2 again.
- They should then write questions and answers using *should/shouldn't*.
- Tell students to follow the example.

ANSWERS:

2 *Should I drink lots of liquid? Yes, you should.*
3 *Should I sit down for the complete journey? No, you shouldn't.*
4 *Should I try to stay awake on long journeys? No, you shouldn't.*
5 *Should I keep my seat belt on when sitting down? Yes, you should.*

Extra activity:

- Tell pupils to close their books (so that they can't see this lesson). In pairs, they should take turns to give each other advice about flying. Can they think of any additional advice? *You should/shouldn't ...*

5 Write and listen. D

Aim: to teach a way to wish someone a good experience.

- a)
- Ask students to read the example in Exercise 5a.
 - Ask the class *What do you say to someone who is going to eat?*
 - They should answer *Enjoy your meal.*
 - Ensure they pronounce the voiced /dʒ/ sound in *enjoy*. Also, ensure the important words are stressed: *Enjoy your meal.*
 - Students do the exercise individually.
- b)
- Say *Listen and check*. Play track 53.
 - Students check their work.

ANSWERS: 1 *Enjoy your trip.* 2 *Enjoy your flight.*
3 *Enjoy your holiday.* 4 *Enjoy your day.*

AUDIOSCRIPT TRACK 53

- 1 *Enjoy your trip.*
- 2 *Enjoy your flight.*
- 3 *Enjoy your holiday.*
- 4 *Enjoy your day.*

Homework: Workbook pages 140 and 141

Final activity:

- Write these words on the board: 1 *lunch* 2 *book* 3 *walk* 4 *drive* 5 *visit* 6 *day*
- In pairs, students practise taking turns to choose a number and wish each other a good experience, e.g.:
Student A: *Four.* Student B: *Enjoy your drive.*
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

1 1 *jet lag* 2 *stewardess* 3 *airport* 4 *liquids* 5 *about*
6 *seat belt*

D 2 *flight*

D 3 1 *Should you walk about on a plane? Yes, you should.*
2 *Should you have lots of drinks? Yes, you should.*
3 *Should you shout loudly to your friends? No, you shouldn't.*

4 1 U 2 U 3 C 4 U 5 C

5 1 *any/much* 2 *some/lots of* 3 *some/lots of* 4 *many/any*
5 *many/any*

6 1 ... *because birds need food.*
2 ... *because she wants to live in Spain.*
3 ... *because he's interested in ancient monuments.*
4 ... *because you want to help stop climate change.*

LESSON 4 SAUDI REVIEW

Language

Revision of language in Unit 9.

Grammar study: Subject, object and possessive pronouns, e.g. *I, me, mine*

Bring to the lesson:

- the CD (tracks 54 – 56)
- the Student's Book (pages 76 and 77)

To start:

- Greet the students as in previous lessons.
- Ask the class to stand up. (Their books should be closed.)
- Open your Student's Book at Unit 9, turn away from the class and say *Go!*
- Students should pass an object around the class, e.g. a pen, until you say *Stop!*
- Ask the student holding the object a question about Unit 9. (Flick back through the unit to help with questions.)
- If the student says the wrong answer or cannot answer, he/she must sit down.
- Say *Go!* to start the game again.
- Say *Open your books at page 76, please.*

1 Write the sentences.

Aim: to revise *should/shouldn't* to give advice about flying.

- Ask students to look at the pictures and write sentences using *should* when they see ✓ and *shouldn't* when they see ✗.

ANSWERS: 2 You should sleep on long (plane) journeys. 3 You shouldn't sit down for the complete journey. 4 You should drink lots of liquid. 5 You shouldn't take too many bags. 6 You should keep your seat belt on.

2 Ask and answer.

Aim: to revise directions.

- Tell students to look at the map in Exercise 2 and read the example.
- In pairs, they should take turns to ask for and give directions to the places in 1 to 4.
- Pairs of students should then compare their dialogues with other pairs.

ANSWERS: 2 Turn left and then take the first turn on the right. The swimming pool is on your left. 3 Turn left and then take the first turn on the right. Turn left at the end of the street and the sports shop is on your right. 4 Turn left and then take the first turn on the right. Turn right at the end of the street and the café is on your right.

3 Underline the correct word.

Aim: to practise the use of subject/object pronouns and possessive adjectives.

- Students read the example and underline the correct word.

ANSWERS: 1 you 2 our 3 their 4 him 5 it

Grammar study

Aim: to revise subject/object pronouns and possessive adjectives.

- Ask students to read and complete the *Grammar study* box.
- They should ask questions if they have any problems.

ANSWERS: 1 her 2 he 3 its 4 us 5 our 6 you 7 them 8 their

Extra activity:

- Ask students to copy the *Grammar study* box into their notebooks either in class or for homework.

4 Write and listen. D

Aim: further practice of subject/object pronouns.

a)

Note: You might like to write the following example on the board. *The boy walked home slowly. He was very tired.* Ask the class who He refers to. (*The boy.*)

- Ask students to write who or what the underlined words in the text refer to.

b)

- Say *Listen and check*. Play track 54.
- Students listen and check their answers.
- Play the track again if necessary.

ANSWERS: 2 *Ibn al-Haytham* 3 *(the science of) optics*
4 *his book – Kitab al-Manazir (Book of Optics)* 5 *the camera obscura* 6 *rays of light*

AUDIOSCRIPT TRACK 54

Ibn al-Haytham was a famous Arabic scientist. Ibn al-Haytham was born in Basra in today's Iraq. People call Ibn al-Haytham 'the father of optics' because he studied the science of optics and wrote many books about the science of optics. His major work was *Kitab al-Manazir (Book of Optics)*. For more than 500 years *Kitab al-Manazir* was the most important book about optics. One of Ibn al-Haytham's inventions was the camera obscura. The camera obscura was a kind of ancient camera. Rays of light from a bright object outside pass through a small hole. Rays of light make an image of the object on the white wall in the room.

Pronunciation corner D

Aim: to identify words with the same sound.

a)

- Say *Listen and repeat the words*. Play CD track 55.
- Pause to give students time to repeat the words.

AUDIOSCRIPT TRACK 55

beach dark day go mind pool
basketball feed huge neither show weigh

b)

- Ask students to match the words with the same sound.
- They should write the words in the correct places in part a.

c)

- Say *Listen and check*. Play track 56.
- Students listen and check their work.

AUDIOSCRIPT TRACK 56

beach feed dark basketball day weigh
go show mind neither pool

ANSWERS: 1 *feed* 2 *basketball* 3 *weigh* 4 *show* 5 *neither*
6 *huge*

Homework:

Any exercises not completed in the Workbook pages 136 – 141.

Final activity:

- Give students a time limit to flick through the next unit. They should look at the pictures only and not read the text.
- Tell them to close their books and ask them what they think is going to happen next.
- Say *Well done. See you again soon.*

Unit 10 Back in Riyadh

LESSON 1 Welcome back!

Language

Functions: Indefinite pronouns; current activities and habitual actions

Grammar: *why/because*; general revision

Vocabulary: Giving reasons

Reading and writing: Punctuation; spelling

Bring to the lesson:

- the CD (track 57)
- the Student's Book (pages 78 and 79)
- the Workbook (pages 142 and 143)

To start:

- Greet the students as in previous lessons.
- Ask students to tell you some of the differences that Penny, Fred and Nina may find between Oxford and Riyadh.
- Say *Open your books at page 78, please.*

1 Listen and say.

Aims: to set the scene; to listen for specific information; to revise indefinite pronouns.

- a)
- Ask students to read the question in Exercise 1a.
 - Say *Listen to the CD and answer.* Play track 57.
 - Elicit the answer from the class.
 - Check that students remember the meaning of *secret*.

ANSWER: *Some important news/a secret.*

AUDIOSCRIPT TRACK 57

- 1
- Reema:** Look! There they are!
Omar: Here. Fred! Over here!
Ibrahim: Welcome back to Saudi Arabia, all of you!
Penny: Thank you, Ibrahim. Hello, Omar, hello Reema ... and hello, Dave.
Dave: Hi, Penny. It's great to see you.
Fred: And look! Here comes Fahad!
- 2
- Omar:** It's great to see you again, Fred.
Fred: And it's great to see you, Omar. I've got so much to tell you.
Omar: And I want to talk to you, Fred. I've got some important news to tell you ... but it's a secret.
Fred: A secret?
Omar: Yes, you mustn't tell anyone ... listen ...

- b)
- Ask students to read the sentences in Exercise 1b.
 - Say *Listen to the CD again and underline the correct word.*
 - Play track 57 again.
 - Students do the exercise in pairs.

ANSWERS: 1 *something* 2 *No one* 3 *no one*

- c) **D**
- Ask students to read the question in Exercise 1c.
 - Ask *What do you think Omar's secret may be?*
 - Elicit suggestions from the class but don't say whether they are correct or not.

2 Match and write.

Aim: to revise grammar from earlier units; to punctuate sentences.

a)

- Ask students to read the instruction in Exercise 2a.
- In pairs, students match the beginnings and endings of the sentences.
- Check by saying the first halves of the sentences and eliciting the second halves from the class.

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

b)

- Ask students to read the instruction in Exercise 2b.
- They should punctuate the sentences and then check with a partner.
- Ask individual students to write the correct sentences on the board.

ANSWERS:

- 2 Fred, I've got something to tell you.
3 Claudio couldn't answer all the questions in his test.
4 I'm going to the study to do some work.
5 Ibrahim's the man waiting at the airport.

3 Read and complete.

Aim: to revise present simple and present continuous verbs.

- Ask students to say why Fred (and Nina) are visiting Saudi Arabia (to see Tom Watson, his/their father).
- Students read the story and write the verbs in brackets in the correct tense
- Students check each other's work in pairs.

ANSWERS: 1 is drinking 2 is playing 3 travels 4 plays
5 is travelling 6 is flying 7 stays 8 does 9 watches
10 is waiting 11 is smiling 12 is walking

4 Say and write.

Aim: to revise *why/because*.

- Tell students to look at the first picture and read the example.
- In pairs, they should then say and write the question and answer in 2.

ANSWERS: 2 Why did the mouse run up the tree? Because it wanted to escape from the cat.

Extra activity:

- Pupils continue to ask and answer questions in pairs, using *Why ...? Because ...*
- They can ask general questions or questions about the Student's Book.

Homework: Workbook pages I42 and I43

Final activity:

- Play *Guess the word*.
- Divide the class into groups.
- Each student must think of a clue for a word of their choice.
- In turn, they should tell the members of their group the number of letters in the word and then say their clue.
- The other students must guess the word.
- Say *Well done. See you again soon*.

WORKBOOK ANSWERS:

- 1 1 X There's a boy walking towards the stones.
2 ✓
3 X There's a woman in a big/large hat.
4 X There's a bird on the hat.
5 ✓
6 X There's a boy sitting on the ground.
7 X There's a woman talking to a girl.
8 ✓

D 2 1 hawk 2 calm 3 building 4 tree 5 modern 6 he

D 3 1 lamp 2 newspaper 3 scissors 4 kite 5 table

4 1 had 2 didn't fall 3 went 4 forgot 5 caught 6 blew
7 woke up 8 were 9 ran 10 died

5 1 I'm taking 2 is doing 3 do you usually get up 4 is ringing
5 walk 6 is working

Unit 10 Back in Riyadh

LESSON 2 He's taking an exam

Language

Grammar: Revise irregular pasts; revise adverbs (manner); general revision

Vocabulary: *scholarship, congratulate, congratulations*

Reading and writing: Question tags

Bring to the lesson:

- the CD (track 58)
- the Student's Book (pages 80 and 81)
- the Workbook (pages 144 and 145)

To start:

- Greet the students as in previous lessons.
- Ask the class why people take exams (e.g. *to revise their lessons, to help them go to university, to help them get a job*).
- Say *Open your books at page 80, please.*

1 Say, read and answer.

Aim: to read for specific information.

- a) **D**
- Ask students to look at the pictures and answer the questions in pairs.

ANSWERS: *We can see the teacher, Rakan and Yasser in a classroom. There is an empty desk. Omar's writing/doing an exam.*

- b)
- Ask students to read the questions in Exercise 1b.

- They should then read the dialogue and answer the questions in pairs.

ANSWERS: **1** Omar is taking an exam about Britain and the English language. **2** A scholarship is when the best students in an exam go to a school free – they pay no money.

2 Read and write.

Aim: to revise some irregular past simple verbs.

- a)
- Ask students to read the exam questions.
- b)
- Students should complete the answers in Omar's exam.

ANSWERS: **a** caught **b** gave **c** didn't write **d** fell
e Did she hurt? **f** overslept

3 Underline the correct forms. **D**

Aim: to revise verb forms from earlier in the book.

- Ask students to underline the correct form of the verbs.

ANSWERS: **1** couldn't **2** should **3** to do **4** cutting
5 was driving/had

4 Listen, say and read.

Aim: to listen to and understand a conversation; to introduce *Congratulations!*

- a)
- Ask students to read the question in Exercise 4a.
 - Say *Listen and answer the question*. Play track 58.
 - Ask the class if Omar thinks he's going to win the scholarship.

ANSWERS: *No, he doesn't.*

- b)
- Ask students to listen again and match the questions and answers.
 - Play track 58 again.
 - Students listen and then do the matching exercise in pairs.
 - Check by asking the class the questions and eliciting the answers.

ANSWERS: 1 c 2 d 3 a 4 b

Extra activity:

- Students read and act out the conversation in Exercise 4.
- In a girls' class the boys' names in the conversation could be changed to girls' names.
- Before students start the activity, practise the pronunciation of *Congratulations!* with the class.
- Say the word with a heavy stress and rising intonation on the underlined syllable and get the students to repeat it several times.
- Then divide the class into groups of four. If it's not possible to have equal groups, some students can read two parts.
- In their groups, the students should read and act out the conversation. They should take turns to be the different characters.
- Monitor the activity and help with the pronunciation.

AUDIOSCRIPT TRACK 58

Teacher: So, that's the end of the lesson. Come in! Oh, hello Omar. How was the exam?

Omar: Very difficult, Teacher. I don't think I did very well.

Teacher: Did you answer all the questions?

Omar: Yes, I did. I finished quite quickly. Some of the other students didn't.

Yasser: You didn't tell us about the exam, Omar. Why not?

Omar: Because ... because I didn't want anyone to know. I was very nervous. I didn't want to talk about it. Now it doesn't matter. I'm sure I got a lot of the answers wrong. I'm not going to win the scholarship.

Teacher: You don't know that, Omar.

Rakan: I think your English is very good, Omar.

Omar: Thank you, Rakan. But there are other students much better than me! Still, I tried.

Teacher: Yes, you did. Congratulations! Well done!

5 Write question tags.

Aim: to revise question tags.

- Ask students to read the examples.
- They should complete the sentences with question tags using the models provided.
- Students check each other's work.

ANSWERS: 1 *wasn't it?* 2 *weren't there?* 3 *didn't I?*

Homework: Workbook pages 144 and 145

Final activity:

- In pairs, students prepare mini exams by writing five questions on a piece of paper. (They must know the answers!)
- Go around the room and check their questions and answers.
- The pairs of students then swap papers with another pair and do the mini exams.
- They should give their papers back to the students who wrote them to be marked.
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

1

People

waiter
crewman
burglar
baker
photographer
captain

Buildings

police station
snack bar
bakery
science museum
language school
fitness centre

2 1 *was eating* 2 *left* 3 *saw* 4 *He was wearing*
5 *was raining* 6 *went* 7 *bought*

D 3 1 *oven* 2 *torch* 3 *ambulance* 4 *finger* 5 *glasses* 6 *coal*

4 1 *me* 2 *them* 3 *her* 4 *us* 5 *me* 6 *it*

D 5 1 *two* 2 *wood* 3 *four* 4 *sea* 5 *blue* 6 *no*

Unit 10 Back in Riyadh

LESSON 3 Omar's good news

Language

Functions: Ask for, give and refuse permission

Grammar: Revise infinitive (of purpose); *can I/could I*; general revision

Vocabulary: *score (n), award (v), include, pocket money, committee, specially*

Reading and writing: Formal letter

Bring to the lesson:

- the CD (track 59)
- the Student's Book (pages 82 and 83)
- the Workbook (pages 146 and 147)

- c)
- Ask students to read the instruction and the definitions 1 to 4.
 - In pairs, they should read the letter again and find words that match the definitions.
 - Tell them to try to do this without using their dictionaries. (They will probably be able to guess the words from the context.)

ANSWERS: 1 *score* 2 *awarding* 3 *pocket money* 4 *committee*

Extra activity:

- Tell students that they can ask you for help with any other new vocabulary in the letter.
- They should then write all the new words in their notebooks.

Note: they should write *award* (the infinitive of the verb) rather than *awarding*.

2 Write questions and answers.

Aim: to revise infinitive of purpose

- Ask students to read the example.
- Students do the exercise individually then check their answers with a partner.

ANSWERS:

- 2 *Why is Nina in Riyadh? To visit her father.*
- 3 *Why did Ella Lewis write to Omar? To tell him about his scholarship.*
- 4 *Why does Elena go to Italy every year? To see her relatives.*

To start:

- Greet the students as in previous lessons.
- Ask students to think about a time when somebody told them some great news. Would any of them like to tell the class about it?
- Say *Open your books at page 82, please.*

1 Read.

Aims: to read a formal letter; to deduce the meaning of new words from context.

- a) **D**
- Ask students to look at the picture and read Omar and Fred's conversation.
 - What do they think Omar's 'great news' is?
 - Elicit some ideas from the class but don't tell them if their predictions are correct or not.
- b)
- Tell students to read the letter. Were they correct?

3 Listen, read and say. E

Aim: to listen to and read a poem for pronunciation, stress and rhythm practice.

- a)
- Teach the meaning of *I wrote this poem specially for you (I wrote this poem for you in particular/for your benefit)*. Use Arabic if it helps students to understand.
 - Say *Read and listen to the poem*. Play track 59.
 - Students listen to and follow the poem in their books
- b)
- Say *Listen again and repeat*. Play track 59 again.
 - Pause for the students to repeat.

Extra activity:

- Play the poem again and have the whole class read it aloud with the CD.

AUDIOSCRIPT TRACK 59

It's rhyming that keeps us together.

It seems a long time

Since we last said a rhyme.

It seems like a year, or forever!

Too long, too long

And that is all wrong!

'Cos it's rhyming that keeps us together.

Don't say that you are much

Too busy to rhyme.

Too busy to learn something new.

So join in the verse and

Don't make matters worse –

I wrote this one specially for you.

It's the end of the book.

It's the end of the term.

Let's all say this short rhyme together.

Remember this rhyme

And have a good time,

'Cos holidays are not forever!

It seems a long time

Since we last said a rhyme.

It seems like a year, or forever!

Too long, too long

And that is all wrong!

'Cos it's rhyming that keeps us together.

4 Say.

Aim: to revise *can I* or *could I* for permission.

- a)
- Make a question with *can I* or *could I*.
 - Ask the students to look at the pictures and describe what they can see.
 - Divide the class into pairs. Each pair should suggest the question a person in the picture is asking.
 - Elicit possible answers from the class.

ANSWERS: (Sample answers) **1** *Can I have a cake?* **2** *Could I borrow your camera?* **3** *Could I read the newspaper?* **4** *Can I ride your bike?*

- b)
- Students work in pairs and ask and answer questions for each of the pictures.
 - Monitor pairs as they carry out the task.

ANSWERS: (Sample answers)

1 *Can I have a cake? Yes, of course.*

2 *Could I borrow your camera? Sorry, I'm using it.*

3 *Could I read the newspaper? Yes, help yourself.*

4 *Can I ride your bike? No, you can't.*

Homework: Workbook pages I46 and I47

Final activity:

- In small groups, students ask each other questions about any of the stories / articles, etc. in the Student's Book. For example, *What did Lucy buy for her grandmother? (A bird feeder).*
- Say *Well done. See you again soon.*

WORKBOOK ANSWERS:

E 1 **1** *hurt* **2** *cut* **3** *hit* **4** *break* **5** *burn* **6** *bruise*

2 **1** *up* **2** *down* **3** *off* **4** *up* **5** *back* **6** *up* **7** *on* **8** *away*

3 **1** *So does Fred.* **2** *Neither does Fred.* **3** *So did Fred.*

4 *So does Fred.* **5** *So was Fred.* **6** *So is Fred.*

7 *Neither can Fred.*

4 **1** *parrot* **2** *ship* **3** *fire* **4** *bag* **5** *erupted* **6** *hole* **7** *Nobody*
8 *gas*

E 5 **1** *Enjoy your* **2** *Congratulations!*

Unit 10 Back in Riyadh

LESSON 4 SAUDI REVIEW

Language

Revision of language taught in the book.

Grammar study: General revision

Bring to the lesson:

- the CD (track 60)
- the Student's Book (pages 84 and 85)

ANSWERS: 2 was waiting 3 said 4 is 5 is doing 6 are taking
7 came 8 didn't tell 9 didn't want 10 came 11 am getting/got

Extra activity:

- In pairs, students take turns to say one of the definitions in Exercise 1 and, without looking at the Student's Book, their partner has to respond with the corresponding word as quickly as they can.

2 Complete.

Aims: to revise countables and uncountables; to revise vocabulary connected with climate change.

- Ask students to complete the sentences with the words in the box.
- Students check each other's work in pairs.

ANSWERS: 1 many 2 some 3 some 4 a 5 much 6 any

To start:

- Greet the students as in previous lessons.
- Write the words *scholarship committee* on the board.
- Set a time limit of three minutes.
- In pairs, students should make as many words as they can from the letters in *scholarship committee*. For example, *ship, come, team, chip*.
- Elicit words from the class and write them on the board.
- Which pair thought of the most words?
- Say *Open your books at page 84, please*.

1 Read and complete in the correct tense.

Aim: to revise verb tenses from the book.

- Ask students to say as much as they remember about the story of Omar and his scholarship.
- Students read the story and write the verbs in brackets in the correct tense.
- Students check each other's work in pairs.

3 Correct the verbs. D

Aim: to revise different verb forms.

- Ask students to correct the verbs which have mistakes.
- Tell them that the mistakes are only in the grammar.
- Students check each other's work in pairs.

ANSWERS: 2 *not saw* didn't see 3 *bought* buy
4 *wasting* waste 5 *taked* took 6 *was* did

4 Choose. D

Aim: to revise pairs of words with the same sounds but different spellings/meanings.

- Tell students to read the sentences and underline the correct spellings.
- Check the answers by asking individual students to spell the words.

ANSWERS: 1 way 2 hear 3 there 4 it's 5 Where 6 You're
7 two 8 right

Grammar study D

Aims: to prompt students to think about any important grammar they may need to revise; to give them a sense of achievement when they can tick the boxes.

- Ask students to read the instructions and complete the *Grammar study* box.
- Check they understand what to do.
- Help them if they can't remember the terms used to describe the grammar.
- If time allows, go round the class and help individuals by providing them with examples of any areas they are not sure about. Also, encourage students to help each other and to look back in the book.
- If there is an area which a number of students seem to have difficulty with, go over it with the whole class or make a note of it to be studied at a later time.

5 Read, listen and say. E

Aim: to enjoy reading, listening to and saying a final poem.

- a)
- Ask students to read the poem silently.
- b)
- Say *Listen to the poem and repeat*. Play track 60.
 - Pause at the end of each line for the students to repeat.

Extra activity:

- Give students a few minutes to read the poem silently again and try to memorise it.
- In pairs, students read a line from the poem and their partner tries to remember the line that follows.
- They should take it in turns to be the one who starts.
- Remind the students that the last words of the lines rhyme, so this can help them to remember the next line.

Student 1: *Time can pass and time can fly*

Student 2: *and now it's time to say goodbye.*

Student 1: *The time to go is very near,*

Student 2: *the end of term is ...*

AUDIOSCRIPT TRACK 60

Time can pass and time can fly
And now it's time to say goodbye.
The time to go is very near,
The end of term is nearly here.
It's time to stop our English class.
The holidays are here at last.
It's time to rest. It's time to play,
It's time to put our books away.
It's time to say to every friend,
We hope to see you soon again.

Homework:

Any exercises not completed in the Workbook pages 142 – 147.

Final activity:

- Divide the class into small groups.
- Students talk about their plans for the holiday.
- Write the words: *may*, *probably* and *possibly* on the board and remind students they can use these words.
- Say *Well done. Have a good holiday!*

Track lists

Track 1, Unit 1, Lesson 1, Exercise 1b
Track 2, Unit 1, Lesson 2, Exercise 1b
Track 3, Unit 1, Lesson 2, Exercise 4
Track 4, Unit 1, Lesson 3, Exercise 1b
Track 5, Unit 1, Lesson 3, Exercise 2b and c
Track 6, Unit 1, Lesson 3, Exercise 3c and d
Track 7, Unit 1, Lesson 4 review, Exercise 1a
Track 8, Unit 1, Lesson 4 review, Exercise 3b
Track 9, Unit 1, Lesson 4 review, Pronunciation corner
Track 10, Unit 2, Lesson 1, Exercise 2a
Track 11, Unit 2, Lesson 1, Exercise 2d and e
Track 12, Unit 2, Lesson 1, Exercise 3c and d
Track 13, Unit 2, Lesson 2, Pronunciation corner
Track 14, Unit 2, Lesson 3, Exercise 2b, c and d
Track 15, Unit 2, Lesson 4 review, 4c
Track 16, Unit 3, Lesson 1, Exercise 2a and b
Track 17, Unit 3, Lesson 1, Exercise 4a and b
Track 18, Unit 3, Lesson 2, Exercise 1b and c
Track 19, Unit 3, Lesson 2, Exercise 2a and b
Track 20, Unit 3, Lesson 3, Exercise 4b
Track 21, Unit 3, Lesson 3, Pronunciation corner
Track 22, Unit 3, Lesson 4 review, Exercise 2a
Track 23, Unit 4, Lesson 1, Pronunciation corner
Track 24, Unit 4, Lesson 2, Exercise 2b
Track 25, Unit 4, Lesson 3, Exercise 1a and b
Track 26, Unit 4, Lesson 4 review, Pronunciation corner
Track 27, Unit 4, Lesson 4 review, Exercise 4b
Track 28, Unit 5, Lesson 1, Exercise 2b and c
Track 29, Unit 5, Lesson 2 review, Exercise 2c
Track 30, Unit 5, Lesson 2, Exercise 2d and e
Track 31, Unit 5, Lesson 3 review, Exercise 3b, c and d
Track 32, Unit 5, Lesson 4 review, Exercise 5b
Track 33, Unit 6, Lesson 1, Exercise 3c
Track 34, Unit 6, Lesson 2, Exercise 1b and c
Track 35, Unit 6, Lesson 3, Exercise 3b
Track 36, Unit 7, Lesson 1, Exercise 1b
Track 37, Unit 7, Lesson 1, Pronunciation corner
Track 38, Unit 7, Lesson 2, Exercise 2b and c
Track 39, Unit 7, Lesson 3, Exercise 2b
Track 40, Unit 7, Lesson 3, Pronunciation corner
Track 41, Unit 7, Lesson 4 review, Exercise 1b
Track 42, Unit 7, Lesson 4 review, Exercise 1d
Track 43, Unit 8, Lesson 1, Exercise 1b and c
Track 44, Unit 8, Lesson 1, Exercise 2c
Track 45, Unit 8, Lesson 2, Exercise 2a
Track 46, Unit 8, Lesson 2, Exercise 2b
Track 47, Unit 8, Lesson 3, Exercise 2b
Track 48, Unit 8, Lesson 4 review, Exercise 1a
Track 49, Unit 9, Lesson 1, Exercise 1a and b
Track 50, Unit 9, Lesson 1, Exercise 4b
Track 51, Unit 9, Lesson 2, Pronunciation corner
Track 52, Unit 9, Lesson 3, Exercise 1b and c
Track 53, Unit 9, Lesson 3, Exercise 5b
Track 54, Unit 9, Lesson 4 review, Exercise 4b
Track 55, Unit 9, Lesson 4 review, Pronunciation corner
Track 56, Unit 9, Lesson 4 review, Pronunciation corner
Track 57, Unit 10, Lesson 1 review, Exercise 1a and b
Track 58, Unit 10, Lesson 2 review, Exercise 4a and b
Track 59, Unit 10, Lesson 3, Exercise 3a and b
Track 60, Unit 10, Lesson 4 review, Exercise 5b

Teacher's signs



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

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