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# LOOK UP

KSA Edition

# 6

## Teacher's Book

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## Teaching with *Look Up*

Welcome to *Look Up*, a six-level English course written specifically for young teenagers.

*Look Up* is designed to make English lessons fun and easy to teach with large high school classes:

- The scope and sequence in *Look Up* is carefully graded to provide a well-paced syllabus.
- The language practice follows a thorough, step-by-step approach.
- The organization of the units is consistent and logical.
- Supplementary materials, which require minimal preparation, help teachers to deal with a wide range of student interests and abilities.

This makes *Look Up* both straightforward and satisfying for teachers to use.

## Learning with *Look Up*

*Look Up* gives learners confidence and a sense of achievement because the practice material is clear and manageable. Students who start *Look Up* with no previous knowledge of English can expect a sound grasp of the four skills by the end of the course.

The up-to-date unit topics and clear, modern design of *Look Up* captivate the interest of young teenagers at every high school grade. The course engages students, providing the ideal vehicle for students to acquire new language.

### A story-based approach

Each level of *Look Up* has twelve units which are grouped into blocks of four. There is a separate story for each block of four units. The stories are successful because:

- The story lines explore the students' own reality, reflecting their experiences and concerns.
- The plots are dynamic and humorous, which engages students.
- They contain information and themes which link to content and information taught in other subjects at the secondary level.
- The stories are told through a wide variety of text types such as leaflets, e-mails, postcards, and instant messages, as well as the traditional dialogue format.

### Methodology

*Look Up* introduces new language in a very structured and careful way. The course was developed using a corpus to ensure that students are not required to work with any language that they have not been taught.

One or two vocabulary sets are taught in every unit of *Look Up*. The vocabulary is selected to reflect frequency and usefulness at each level. The vocabulary is previewed in the presentation stories on the first page of every unit. This is followed by practice in the unit, with further exercises in the Workbook (pages 80–103).

The approach to grammar in *Look Up* is methodical and thorough. The major tenses are broken down into their component parts. Their presentation and practice is staged carefully over each block of four units. This is complemented by detailed reference notes in the Workbook for every unit.

### Reading and writing

*Look Up* has a wider range of reading passages than other courses. Reading is not only an important skill, but it provides students with an opportunity to explore genuinely interesting facts about the world around them.

A key feature of *Look Up* is the way in which it refers to real people and to true information about the world. This is more motivating for students than learning English through invented scenarios.

The extra reading activities in the Skills Practice units feature texts that are informative and realistic. The texts deal with cultural and cross-curricular topics.

A programme of reading strategies is gradually introduced from Level 3. This teaches students to read fluently. Writing strategies are also included in the Skills Practice units.

The main writing output comes at the end of every Student's Book unit. Writing is a difficult skill to master, so the guided writing exercises in *Look Up* help students to build texts up unit-by-unit.

### Listening and speaking

There are regular opportunities for listening and speaking in the main Student's Book and Skills Practice units. Speaking and listening strategies are included in the Skills Practice units.

The presentation stories and other dialogues in the Student's Book are on the Class Audio CD. These recordings allow students to get accustomed to hearing English.

The listening texts help students to develop their listening skills with short, easy dialogues.

Each Student's Book vocabulary set is recorded so that you can drill pronunciation.

The speaking activities provide clear models and students are encouraged to speak in a variety of personalized scenarios.

The photocopiable Speaking worksheets on the Teacher's Resource CD-ROM give *Look Up* a very complete and varied speaking programme.

### Language review and assessment

The main teaching units continually recycle the language learned in earlier parts of the course. Students who require extra practice can use the Basic review worksheets.

There is a full range of Tests on the Teacher's Resource CD-ROM. Teachers can use the progress chart on page 63 to record students' progress through the year.

The 'I can' statements in the Workbook provide an opportunity for students to reflect on what they have learned so far. This helps students to become better language learners.

## Workbook

The Workbook contains twelve two-page units of additional vocabulary and grammar exercises for each Student's Book unit. The first page of each unit provides a summary of the grammar and vocabulary covered in each unit. The second page of the unit provides additional practice of the key grammar and vocabulary of each unit, as well as 'I can' statements which encourage students to develop the skill of self-assessment.

The Workbook exercises can be completed in class or for homework. Each exercise has clear direction lines which means that students do not require the teacher's help.

## Course components

*Look Up* is supported by a complete range of complementary materials.

### Teacher's Book

The Teacher's Book contains detailed lesson notes and answers for each Student's Book unit. The answers include a sample writing text for all of the *Try it out* exercises.

Each Teacher's Book unit starts with a summary of the unit's language points, as well as the reading, writing, listening, speaking functions, and the topics.

The notes include a description of the aim of every exercise in the Student's Book followed by detailed instructions and answers. There are also suggestions for Warm-up activities and ideas for Extra activities that extend the language or function that students have been working with. In addition, 'differentiation' tips for using *Look Up* in mixed-ability classes are provided for each lesson.

There are a lot of references to real-world information in the Student's Books, so the teaching notes provide additional relevant cultural facts in the Background information boxes. There are also answers for the Workbook exercises.

Each Teacher's Book unit contains the following photocopiable materials for each Student's Book unit:

### Student's MultiROM

The Student's MultiROM contains interactive practice of the grammar and vocabulary of each unit of the Student's Book. It also contains audio tracks from the Student's Book. To listen to the audio tracks either insert the disc into any regular CD player or use the media player on your computer.

### Teacher's Resource CD-ROM

The Teacher's Resource CD-ROM contains worksheets and tests. The worksheets can be printed out and photocopied. They include:

#### Basic review worksheets

There are six one-page photocopiable Basic review worksheets with answers. There is one worksheet for every two Student's Book units.

If your students need extra help with the grammar and vocabulary in the Student's Book, use some or all of the relevant Basic review exercises. Most of the worksheets provide additional practice of the Student's Book material at a basic level. Some of the worksheets review language that we assume that students have remembered from previous levels of the course, but which may in fact require consolidation.

### Speaking worksheets

There are twelve one-page photocopiable Speaking worksheets with detailed instructions and answers. Some worksheets are for pairwork and others require students to work in small groups. Some worksheets are for sharing and some are for individual use. The pages often need to be cut up before they can be used.

### Tests

There are two one-page photocopiable tests with answers for every Student's Book unit. The tests include vocabulary and grammar questions. Greater emphasis is placed on the grammar strand. Each test is scored out of 50 points. This makes it easy to monitor students' progress in the tests during each semester. Teachers can keep a record of individual students' progress using the evaluation chart on page 63.

Teachers often like to write their own tests or to adapt existing tests so the tests can be opened using Microsoft® Word, and then edited. There are two versions (A and B) of the following tests: twelve Unit tests, six Review tests, three Progress tests, and three Listening tests. To listen to the Listening test scripts either insert the disc into any regular CD player or use the media player on your computer.

### Class Audio CD

The CD is for classroom use. There is a CD track listing on page 2.

All of the presentation story texts and dialogues in the Student's Book are recorded on the Class Audio CD. It is important to use the recordings in class because they expose students to authentic pronunciation and intonation.

The listening texts are also on the Class Audio CD. The listening tasks are designed to be achievable for students of all levels as it is important to develop students' confidence as well as to develop their actual listening skills. The tasks are simple, for example checking boxes or writing numbers, so that students can focus all of their attention on what they are listening to.

The remaining texts are also recorded. Playing the Class Audio CD while students are reading will help them to develop reading fluency and will provide a pronunciation guide.



## Teacher's Website

The **Look Up** Teacher's website provides extra support. It includes a guide to the course, teaching timetables and teacher training videos. The Teacher's Book, class audio and Teacher's CD-ROM material are also available to download from the website. Visit: [www.oup.com/elt/teacher/lookupksa](http://www.oup.com/elt/teacher/lookupksa).

## Using the Student's Book

### How the main units are organized

Each Student's Book contains twelve units organized into three cohesive stories. Each unit has four pages and contains the following features:

### Lesson 1

#### Presentation text

The first activity in each unit contains a presentation text that introduces the theme, functions, structures, and vocabulary that are focused on in the unit. A wide variety of presentation formats are included, such as dialogues, e-mails, magazine articles, text messages, and instant messages.

#### Vocabulary and comprehension

After the presentation text, students work with the target vocabulary and complete comprehension exercises to ensure that they have understood the key vocabulary as well as the main content of the story introduced in the presentation text.

#### Your turn

The last activity on the first page is frequently a Your turn activity. This activity allows students to personalize the key vocabulary. For example, when adjectives related to physical appearance are introduced, students describe themselves or another individual. The Your turn activity may also offer an opportunity to predict or respond to the content of the story of the unit. For example, students may be asked to make a prediction about what will happen next in the story. Depending on your students' needs and the time available, this activity can be conducted in pairs, groups, or led by the teacher.

#### Tips for teaching Your turn activities

All of the Your turn activities can be conducted as speaking activities. Read the instructions to the class and model the activity with a student using the example in the book. Alternatively, you may wish to ask two stronger students to model any question and answer activities. Check that students understand the model and explain any difficult vocabulary before asking students to do the activity at their seats in pairs.

The Your turn activities which elicit students' opinions can be conducted as written consolidation. You may wish to write the model on the board and point out important vocabulary or grammar before asking students to write their own work.

## Lesson 2

### Grammar charts

The grammar charts present the key structures from the presentation text in an easy-to-read chart format. The components of the structure are in bold to draw students' attention to the form.

### Watch out boxes

The Watch out boxes contain useful tips related to grammar or vocabulary, including spelling rules or exceptions, irregular forms, collocations, and notes about English usage.

### Grammar exercises

Each grammar point is thoroughly practiced in subsequent activities. The grammar exercises provide practice of form as well as usage in a variety of formats including sentence and paragraph completion, and response to picture prompts.

### Vocabulary practice

In Levels 1, 2, and 3 there is frequently a second vocabulary set. This additional set helps learners to develop a larger vocabulary more rapidly. In Levels 4, 5, and 6, there is more detailed practice of the vocabulary and grammatical structures.

## Lesson 3

### Reading

The fourth page of each unit is devoted to reading practice. The page begins with an activity to familiarize the students with the reading text. It often focuses on global reading skills, such as understanding the gist or main idea of the reading text, matching illustrations to texts, choosing an appropriate title, or scanning for a key piece of information.

The students read the text again, and complete several comprehension activities that require deeper understanding of the content. These include a wide range of activity types, such as matching, True / False, multiple choice, making inferences, and ordering information.

### Reading texts

These texts represent a variety of text types, including e-mails, magazine articles, websites, posters, leaflets, and interviews. The content of the readings relates to the themes and issues presented in the story of the unit, and they also represent a range of registers from more formal articles to informal exchanges between friends. In this way, students are exposed to a range of contexts in which English is used.

### Try it out

The conclusion of each unit is a Try it out activity. This activity provides consolidation of the key language of the unit in a written format. Students have the opportunity to personalize the key language using elements of the reading text as a model.

### Tips for teaching Try it out activities

All of the Try it out activities consolidate the key language or themes of the unit in a written activity format. Read the directions and the example with the students. Review any difficult or unfamiliar language. Give students time to brainstorm the content of their Try it out piece in class. (See 'Brainstorming', page 7)

Several of the Try it out activities involve project activities, such as posters, which can be done in groups or as homework. For these projects, you may wish to prepare your own model, or once you have assigned the project, keep one or two of the best projects as models for future classes.

### Using the Skills Practice units

There are six four-page Skills Practice units in the Student's Book, one after every two units. The Skills units provide extra practice for the four key skills of reading, listening, speaking and writing. They also provide the opportunity for students to learn useful and interesting information through English. The content of the units in Look Up 6 is related to the following educational subjects: technology, geography, science, ecology, business studies and religious studies.

The writing tasks in the Skills Practice units have been designed to provide structured preparation for writing. Students begin by completing exercises which include completing sample texts, making notes and checking useful vocabulary. This prepares students to write texts of up to 50 words. Students are also encouraged to develop the habit of checking, correcting, and rewriting their work. Guidelines for correcting and marking written work are provided for the teacher.

The Reading, Listening, Speaking and Writing strategies included in the Skills units help students to prepare for more demanding exercises they will be expected to cope with in future classes and examinations.

### Tips for teaching with Look Up

The Teaching Notes include lots of suggestions for extra activities for teaching vocabulary, grammar, and the four skills. Below is a collection of teaching tips that you can use at any time with *Look Up*.

### Vocabulary

#### Activating vocabulary

Before teaching a new vocabulary set, elicit from students items that they may already know. There are usually words that students have learned in previous English classes that can be activated in this way.

Students often acquire more passive English than they realize from watching TV shows in English or from looking at English-language websites.

### Drilling vocabulary

'Drilling' is a good way of giving students the opportunity to hear and say new words. Use the Class Audio CD, or read words to the class yourself, to drill new vocabulary. Be encouraging about students' pronunciation. Vary the way in which you drill words: as a whisper, four students together, half the class together, etc.

### Recording vocabulary

It is important for students to maintain comprehensive vocabulary notebooks. Every time students come across new vocabulary, whether it is part of a set from the Student's Book or new lexis acquired through brainstorming or dictionary work, the words should be recorded.

Students need to have a separate vocabulary notebook.

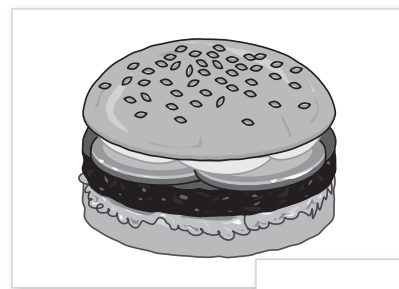
Students should record every Student's Book set in their notebook along with other related vocabulary that they acquire during the course of each unit. Language should be classified (verb, noun, adjective, etc.), exemplified in a sentence, and translated.

### Vocabulary games

Play games to help students to remember new words and to make the process of learning vocabulary enjoyable. Here are some ideas for games:

#### Flashcards

Flashcards are a great way to teach vocabulary. Write target vocabulary onto pieces of paper or card. Write one word on each and make sure the writing is large and clear. You can display these on the board or on the wall, or simply hold them up to remind students of words. On the other side of the flashcard you can put a picture of the object (as on the example below). You can display this side to elicit the word, and then turn the flashcard to reveal the correct answer.



**burger**





## Find Somebody Who

This exercise involves writing and speaking and can be used to test a variety of vocabulary and grammar points. Students circulate around the room asking each other questions in an attempt to find somebody who gives a particular answer to a question, or shares a preference with that student. This involves either the teacher or the students preparing a list of things to ask, for example *Find somebody who likes reading*, *Find somebody who can't swim* etc. Space should be provided for students to write the names of the students they find. Follow-up activities can include making a chart to illustrate the preferences or abilities of the class, or simply asking the class *Who likes reading?* etc.

## Vocab Grab

This fun and energetic exercise is great with classes who are motivated by competitive games. As you say words in Arabic, students grab cards or pieces of paper with the correct English translation written on them. This can be a team or individual game. Variations described in this book include a whole-class activity in which students grab words from the board and a group activity in which they compete to grab words from a table. It provides effective vocabulary recognition practice.

## Stop the Bus!

Another competitive exercise which requires quick thinking, this game is played by individuals. The students race to write a list of words, for example five English words beginning with a particular letter. The first to finish shouts *Stop the bus!*, all the students stop writing and you check their answers. This is excellent for engaging the attention of the whole class.

## Pelmanism

This is a classic memorisation game. Groups of students are given cards with words printed on one side; half the cards have English words, and the other half, which are a different colour, have the Arabic translations. The cards are spread out on the table and students take turns to turn over two cards, one of each colour. If the translations match, they keep the cards. The winner is the student with the most cards after they have all been collected. As the game progresses, students try to remember the position of the cards they have seen before, so they can find the matching cards. This is a great game for consolidating vocabulary. English-only variations include matching adjectives to their opposites and matching synonyms.

## Realia

Realia simply means objects from the real world. When teaching vocabulary it is a good idea to bring objects to the classroom when appropriate. Simply showing the class an object and telling them the name in English is more effective than translating the word from Arabic or using a picture of the object. Many students respond well to being able to hold the objects. You can also display realia in the classroom with labels in English.

## Brainstorming

A great way to start any lesson is by eliciting relevant vocabulary by brainstorming. Write a single word related to the topic of the lesson (e.g. Shopping, Family, Sport etc.) on the board and draw a circle around it. Ask the class to say any words or phrases which they think of in connection with the topic word, and write them in the area around it.

Students often enjoy coming to the front of the class to write brainstormed words on the board themselves. This gives students the perfect opportunity to practise spelling. It also provides a context in which to drill the pronunciation of new language.

## Grammar

### Grammar notebook

Students should maintain a grammar notebook over the three years that they study with **Look Up**. Every week, they should record in their notebook personalized examples of the grammar they are learning.

Students using Student's Book 1 should start their grammar notebook with basic information about themselves or their families using *to be*. For example: *I am ten. I'm not eleven*. The grammar record will get more sophisticated as the course progresses. Students at the end of **Look Up** 6 will be able to write relatively complex sentences using structures such as conditionals.

The grammar notebooks should be organized in a similar way to the vocabulary notebooks. Whenever students need to review the grammar they have learned so far, they can read through the personalized information in the grammar notebook.

### Error correction

Keep a note of typical errors that students make with certain structures. At regular intervals, write five sentences on the board that contain the most common errors. Ask students to copy corrected versions of each sentence.

### Posters

Make posters with pictures and sentences that exemplify new structures. You can do this as a group activity. Use the posters to review language at regular intervals.

You can play a memory game by asking some or all of the class to close their eyes. Ask them to recall the sequence of events on a certain poster, or to tell you the number of people who are doing certain actions.

### Cards

Write five sentences on pieces of different-coloured card. Make enough sets for groups of three or four students to have a set each. Cut the cards up into individual words. Shuffle the cards. Give students a time limit to put the words in all five sentences into the correct order.

This type of card game is especially effective with practicing the word order in different types of question.

## Reading and listening

### Preparing to listen or read

When we read texts or listen to people in the real world, a lot of our understanding of what we are reading or hearing comes from the context. For example, if we are in a store, we would expect a shop assistant to talk to us about something in the store that we want to buy, not about health or daily routines or places in a school.

Encourage students to develop habits that prepare them before they read or listen. Students should look for clues on the page, such as photos or the title of the text, to help them to predict the content of a text. If students are expecting certain topics to be discussed, they will find it easier to understand the first time that they read or listen to a text.

### Understanding texts

Try to avoid translating whole texts. It is important that students realize that they do not need to understand every word in a text. You can demonstrate this idea by photocopying a text and blanking out 50% of the words. It should still be possible for students to say what the text is about even if they can only see half of the words.

### Skimming (Reading / listening for gist)

Train students to think about what kind of answer the questions are asking for. Help students to 'skim': to read or to listen to a whole text without stopping to get a general idea of what it is about.

It is important that students get used to not stopping at difficult words. Help students to develop this habit by setting strict time limits for reading. Organize a reading race to motivate students to read quickly and without stopping.

Also, playing the Class Audio CD while students are reading will help them to continue reading without stopping.

### Scanning (Reading / listening for key words)

Most questions require specific answers. Train students to 'scan': to look for key words in questions and to read the text very quickly looking for lines that contain potential answers or to listen for specific information.

### Attentive listening

Listening can often be a passive activity, but for language acquisition to occur it is important that students listen attentively in class, that is, they concentrate on what is being said by their teacher and classmates. One way to encourage attentive listening is to ask students to repeat answers given by their classmates, or to ask the class to correct students' oral answers. Explain to your students that they can learn by listening to each other as well as to the teacher.

### Running reading

Reading in the classroom is an activity which usually involves long periods of sitting still and concentrating in silence. But real reading is not always like this, for example we often read notices or text messages while we are

moving. Running reading activities help students who find it difficult to concentrate for long period of time. Display a reading text on the wall of the classroom (or if possible, outside the classroom) and ask students to leave their pens and papers on their desks. They must go to the text to read, and return to their desks to complete comprehension exercises. This also develops students' memorisation skills. A variation which includes speaking involves students working in pairs, one student reading the text and then relaying the information to their partner, who writes the answers.

## Writing

### Brainstorming

It is hard to sit in front of a blank piece of paper and to write, especially in English. Always brainstorm writing ideas with students before they write a Try it out text. (See 'Brainstorming', page 7.)

### Researching and planning

Encourage students to use reference books and the Internet to find information to use in their writing texts when necessary. Show students how to make notes from their sources and how to expand the individual words in the notes into sentences. Work closely with students to help them collate their ideas into cohesive paragraphs.

### Drafting and editing

Encourage students to write a first draft of a text fairly quickly, without worrying too much about accuracy. It is better to get the ideas down on paper and then to edit the text afterwards. Editing includes error correction and thinking about text organization. Students should:

- Look at each word to check its spelling.
- Check the grammar. Is the word order correct? Have articles been used correctly? Are verb endings correct? Has the correct tense been used? Remember that one of the most common errors in English is forgetting the third person singular -s for present simple verbs.
- Make sure that the ideas in the text are presented in a clear and logical order.

Train students to write 'clean' versions of the edited texts and to submit these to you for assessment.

### Dictation

Dictation is a classic technique which involves both listening and writing skills. Read a list of words or a short text to the class and ask them to write it down. Students have to make quick decisions which can help their writing. There are many varieties of this technique which are learner-centred. For example, put students in pairs and ask one student to dictate a text to another. Develop students' ability to speak loudly and clearly in English by positioning the readers at a distance from the writers.





## Speaking

### Little and often

The hardest part of learning any language is speaking. Tell students that it is normal to feel shy, but that the only way to practice is to get used to speaking on a regular basis. Utterances do not have to be long. Only ask the most confident students to speak in front of the whole class. Most speaking in **Look Up** is designed to be done in pairs or in small groups. Students are much more likely to enjoy speaking if they can practise in the privacy of a small group of listeners.

### Error correction

It is important to allow students to make some errors when they speak. This includes problems with pronunciation as well as grammar and vocabulary choice. Developing students' fluency and confidence is more important than demanding accuracy. As students' ability and self-assurance improves, you will be able to ask for better pronunciation and accuracy.

## Classroom management

### An English-speaking environment

Use English for classroom instructions as often as you can, and ask students to use English as well. For example: *Open your books at page 10. Let's look at exercise 3. Raise your hand. Work in pairs. Ask your partner, etc.*

Students should be encouraged to use expressions such as: *How do you say ... in English? How do you spell ...? I don't understand. Please can you repeat that? Can you say that more slowly, please? Can we listen to that again, please? Can I go to the toilet?*

### Managing large classes

Large classes are easier to manage if you establish routines such as:

- Write a plan of the day's activities on the board.
- Make sure that everyone understands the task before they start. Give clear examples and ask students to provide a few as well.
- Set time limits for all activities and remind them of time limits, for example: *You have two minutes left.*
- Walk around the class, monitoring while students work.
- Get to know your students' personalities and learning styles so that you can maximize their potential in class.

### Group and pairwork

The interaction from working in small groups or in pairs is vital in a language classroom, and students quickly get used to what to expect. Here are some tips for organizing group work in large classes:

- Don't have more than five students per group.
- Set up group activities quickly by allocating students with a letter (A, B, C, etc.). Students form groups with other students who have the same letter.

- Demonstrate tasks with one pair or group at the front of the class.
- Set a time limit and keep reminding students of it.
- It is important for students to have a sense of how they have performed. Provide feedback while you are monitoring activities. Alternatively, you can assess an exercise afterwards with the whole class: students can put up their hands to indicate how many answers they shared in pairs or groups, how hard or easy the task was, etc.
- Encourage students to behave well using a points system. Award points to pairs or groups that don't make too much noise. Deduct points from pairs or groups that are too noisy or who are not speaking in English. Organize motivating treats for the student(s) with the most points every month.

### Differentiation

All classes will have an element of mixed ability, i.e. stronger and weaker students. Differentiation is a way of delivering activities to match different paces and styles of learning. Each lesson includes a selected exercise for differentiation to help the teacher to deliver the same lesson to all the students in a mixed ability class.

Look for the **Differentiation** label in the teaching notes explaining how to adapt exercises for your class.

# ▶ Starter unit

## Grammar

**Review:** past continuous affirmative and negative, past simple affirmative and negative, *must* and *mustn't*, *has / have to* and *don't / doesn't have to*, *should / shouldn't* present perfect

## Vocabulary

**Review:** food, geographical features, animals, transport, watersports, natural disasters

## Topics

**Hobbies and outdoor activities; School rules; Natural disasters**

### Warm-up (8 minutes)

- Ask students to take a blank piece of paper and make six columns on it, with the following titles at the top of each: food, watersports, geographical features, natural disasters, animals, transport.
- In pairs, students write as many words as they can think of in each column. Give them five minutes to do this.
- Ask students to count the number of words they have written. Elicit words from the pair with the most words and write them on the board. Circle any mistakes and ask students to correct them.
- Elicit more words from the rest of the class.

### 1 Aim: to review vocabulary and general knowledge taught in *Look Up KSA 5* (5 minutes)

- Ask students what topics they remember from *Look Up KSA 5*. Write their ideas on the board.
- Tell students they are going to do a memory quiz to check how much they remember from *Look Up KSA 5*. Point out that it is only to help them warm up, and that they shouldn't worry if they can't remember everything.
- Students work individually to answer the quiz questions.
- Students compare their answers with a partner, before they look at the answer key.
- Tell students to check the answers in the key at the bottom of the page. Go through the answers with the class. Ask if there are any students with nine or ten correct answers, and get them to put up their hands. Do the same with the rest of the scores.

### 2 Aim: to practise the affirmative form of the past continuous and past simple (3 minutes)

- Draw the following diagram on the blackboard



- Ask students to look at the diagram and make two sentences, using the past continuous and the past simple. Ask them to think about which tense they would use in each sentence. (*I was reading a book. Dad came home.*)
- Ask students when we use the past continuous. (*To describe a continuous action in the past.*)
- Ask students why we use the past simple in sentences with the past continuous. (*The past simple describes actions which started and finished while the continuous action was happening.*)
- Revise the structure of sentences in the past continuous and write it on the board. (Subject + was / wasn't / were / weren't + *gerund form of verb* (+ object).)
- Ask students which words they could use to join the sentences. (*While, when.*) Ask students to join the two sentences in different ways. (*While I was reading a book, Dad came home. / Dad came home while I was reading a book. / When Dad came home I was reading a book. / I was reading a book when Dad came home.*)
- Check any unknown vocabulary in the exercise.
- Students complete the sentences with the verbs in the box in the correct tense.

#### ANSWERS

- ate, were fishing
- were surfing, saw
- fell, was climbing
- dropped, was hiking
- was sleeping, called

### 3 Aim: to practise the negative form of the past continuous and past simple (3 minutes)

- Students look at the pictures in exercise 2 and write affirmative and negative sentences using the past continuous or past simple form of the verbs in brackets.

#### ANSWERS

- wasn't eating, was eating
- didn't see, saw
- wasn't wearing, was wearing
- wasn't relaxing, was hiking
- wasn't sitting, was lying

### YOUR TURN Aim: to discuss opinions of hobbies and outdoor activities (3 minutes)

- Give students one minute to brainstorm hobbies and outdoor activities (see 'Brainstorming'), Teacher's Book page 7).
- In pairs, students read the example conversation.
- They ask each other questions using *like*, *don't like*, *love*, *enjoy* or *hate* about the activities and hobbies in their lists.

#### 4 Aim: to revise *must* and *mustn't* (3 minutes)

- Ask students when we use *must*. (*To talk about rules.*)
- Ask students what form the verb takes after *must*. (*The infinitive.*)
- Ask students to look at the box of phrases and to discuss in pairs which things you must or mustn't do at school.
- Students work individually to write sentences using *must*, *mustn't* and the phrases in the box.

##### ANSWERS

- 1 You must do your homework.
- 2 You must bring a pen and a notebook.
- 3 You must listen in class.
- 4 You mustn't drop litter.
- 5 You mustn't eat in the library.
- 6 You mustn't use your mobile phone.

#### 5 Aim: to revise affirmative and negative uses of *have to* (5 minutes)

- Ask students when we use *have to*. (*To talk about obligation.*)
- Ask students what form the verb takes after *have to*. (*The infinitive.*)
- Tell students to write three affirmative sentences and three negative sentences using *have to / has to / don't have to / doesn't have to* about themselves and their families using the phrases in the box.
- Students work individually to write the sentences.
- In groups of four or six, students compare with each other what they and other members of their families *have to / don't have to do*.

#### 6 Aim: to practise *should / shouldn't* and to review natural disasters (2 minutes)

- Ask students when we use *should*. (*To give advice.*)
- Ask students what form the verb takes after *should*. (*The infinitive.*)
- Ask students to refer to their list of natural disasters from the warm-up activity. Check the meanings of the natural disasters in the box with the whole class and practise the pronunciation of these words.
- Students look at the pictures and complete the sentences with *should* or *shouldn't* and the correct word from the box.

##### ANSWERS

- 1 should, earthquake
- 2 should, forest fire
- 3 tornado, shouldn't
- 4 shouldn't, avalanche
- 5 flood, should

#### 7 Aim: to revise the present perfect and the use of *ever* (5 minutes)

- Ask students when we use the present perfect. (*To talk about experiences or events which happened at a non-specific time in the past.*)
- Ask students how we form questions in the present perfect. (*have / has + subject + (ever) + past participle + object*  
or  
*question word + have / has + subject + (ever) + past participle + object*)
- Elicit examples of the two types of question from the class and write them on the board.
- Revise the past participles of the verbs in the exercise.
- Students work individually to write questions using the prompts.

##### ANSWERS

- 1 Have you ever ridden a horse?
- 2 Who have you known for the longest?
- 3 Have you ever played football?
- 4 How long have your family lived at your address?
- 5 Have you ever flown on a plane?
- 6 Have you ever seen an oryx?
- 7 How many times have you visited Makkah?
- 8 Have you ever been in a natural disaster?
- 9 Have you ever drunk coffee?

#### 8 Aim: to review sentences in the present perfect with *for*, *never* and *since* and practise sentences in the past simple (5 minutes)

- Ask individual students around the class the questions from exercise 7 and elicit a short answer from them.
- Write the short answers on the board and revise the structure.  
(*Yes / No + subject + have / haven't / has / hasn't*)
- Ask one of the students to give a full answer in the present perfect, using the first example sentence in exercise 8 as a model. Write it on the board and revise the structure. (*subject + have / haven't / has / hasn't + verb in past participle + object*)
- Revise the meaning and use of *for*, *never* and *since*. Elicit sentences using these words from the students and write them on the board.
- Ask students to look at the last sentence in the sample answer in exercise 8 and ask them which tense it is in and why. (*The past simple, because it refers to an event which happened at a specific time in the past.*)
- Students work individually to write answers about themselves to the questions in exercise 7.

#### YOUR TURN Aim: to personalize the topic (3 minutes)

- Students work in pairs and take turns to ask and answer the questions in exercise 7.

**Grammar**

**Present passive:** affirmative, negative and information questions

**Vocabulary**

**Media (verbs)** *design edit print take photos write articles*

**Media (jobs)** *designer editor photographer printer reporter*

**Functions**

**Speaking** Talking about magazines  
Asking and answering questions about processes

**Reading and writing** A description of how food is made

**Topics**

**Work** Magazine production  
Food production

**ANSWERS / AUDIO CD TRACK 3**

- 1 A reporter writes articles. 2 A photographer takes photos.  
3 An editor edits articles. 4 A designer designs pages.  
5 A printer prints magazines.

**3 Aim: to check comprehension of the text (10 minutes)**

- Students read the letters again and circle the correct answers. *Sports World Magazine* and the Arabian Falcons football team are fictitious.

**ANSWERS**

- 1 c 2 b 3 b 4 a

**YOUR TURN Aim: to personalize the topic (10 minutes)**

- Students read the example conversation and look at the types of magazine listed in the box.
- Give students three minutes to have their own conversations about their favourite type of magazine.

**DIFFERENTIATION**

If you think your students will struggle to spontaneously give reasons for their favourite magazines, you can help them by doing some extra preparation for this exercise. Write the different types of magazine from the wordpool (*clothes, computers and gaming* etc.) on the board. For each type, elicit some of the things you would expect to see or read about in the magazines. Students can then use those ideas in their conversations.

Examples of magazine content:

Clothes: beautiful and fashionable clothes

Computers and gaming: new and exciting computers and games

Cars/planes: the fastest, most expensive or newest cars or planes

Nature: beautiful country scenes; interesting facts about animals; information about climate change and the environment

Religion: advice about how to be a good Muslim

Science: all the newest scientific discoveries and ideas

Sports: interviews with famous sports stars

**Lesson 1****Objectives**

- Target Language: Media verbs and jobs; introduction of present passive.
- Skills: Reading and listening to emails; speaking about magazines.

**Warm-up (5 minutes)**

- Hold up the Student's Book and discuss how students think books are made. Ask: *Who writes books?* (An author.) *Who wrote this book?* (Susan Iannuzzi and James Styring.) *Who produces books?* (A publishing company.) *Who produced this book?* (Oxford University Press.) *Who takes the photos for books?* (A photographer.)

**1 Aim: to present new grammar, vocabulary, functions and topics in context (10 minutes)**

- Play the CD. Students read and listen to the e-mails.
- Students practise reading the e-mails aloud.

**AUDIO CD TRACK 2****2 Aim: to present and practise media vocabulary (10 minutes)**

- Students find the words from the box in the second e-mail.
- Students match the jobs with the verb–noun collocations and write present simple sentences to explain each person's role.
- Play the CD. Students listen and check.
- Play the CD again. Students listen and repeat.

## Lesson 2

### Objectives

- Target Language: Presentation of present passive (affirmative, negative and information questions).
- Skills: Asking and answering questions using the present passive.

### Warm-up (5 minutes)

- Revise irregular verb past forms. Ask your students to spend a couple of minutes reading the irregular verbs list on page 104. Then in pairs they test each other's memory. One student looks at the page and says an infinitive form. The other student must say the correct past form without looking at the page.

### 4 Aim: to present the present passive affirmative and negative (5 minutes)

- Go through the grammar chart and the rules with the class. Explain that with singular subjects, we always use *is* and with plural subjects we always use *are*. Point out that some subjects are uncountable, in which case we use *is*. We use the past participle form of the main verb after *is / are*.
- Ask: 'The magazine is sent to the shops.' *Who sends the magazines to the shops?* (We don't know.) 'The magazine isn't made here.' *Who makes the magazines?* (We don't know.)
- Draw a diagram on the board to show how active sentences become passive. The person who does a passive action is called the 'agent':

**Active:**    *Reporters*        *write*                *the articles.*  
                 subject            verb                   object

**Passive:**    *The articles*        *are written*        *by the reporters.*  
                 subject            verb                   agent

- Help students to transform the passive sentences in the grammar chart into active sentences: *They send the magazines to the shops. They don't make the magazine here. The reporters write the magazine. I don't write the magazines.*

### Watch out

- Review past participles. Refer students to page 104 in their books.

### 5 Aim: to practise writing present passive sentences (5 minutes)

- Look at the example: the object of an active sentence (*cars*) becomes the subject of this passive sentence. *Be* goes before the main verb and *on + place* comes at the end.
- Students then reorder the words in the other sentences. Point out that sometimes passive sentences end *in / at / on + place*, or *in / at + time* or *by + agent*.

#### ANSWERS

- 1 Planes are flown by pilots.
- 2 These computers are made in the U.S.
- 3 Homework is given by teachers.
- 4 French isn't taught in my school.

- 5 Pizzas aren't made in banks.
- 6 Milk is produced on dairy farms.

### 6 Aim: to practise present passive affirmative and negative verb forms (3 minutes)

- Look at the example sentences.
- Students complete the exercise.

#### ANSWERS

- 1 is made; isn't made
- 2 are sold; aren't sold
- 3 isn't grown; is grown
- 4 aren't taught; are taught
- 5 is needed; isn't needed
- 6 is used; isn't used

#### DIFFERENTIATION

If some students find learning grammar interesting and are comfortable with the passive, they may be interested to know why we sometimes say who performed the action (using *by*), and sometimes don't. Write the following sentences on the board and ask students whether they think we do or don't need to say who performed the action.

- 1 The 2012 football World Cup was won by Spain.
- 2 Rice is grown in many countries in Asia by farmers.
- 3 The window was broken by somebody.
- 4 The articles aren't written by me.

In number 2, we don't need to include *by farmers*, because this isn't important information. In numbers 1 and 4 we should include *by Spain* and *by me* because this is important information. In number 3, because we don't know who performed the action, we usually just say *The window was broken*.

### 7 Aim: to practise the unit vocabulary (3 minutes)

- Students read the e-mail again and order the stages.
- Students read their answers in pairs.

#### ANSWERS

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

### 8 Aim: to transform active sentences into the passive (5 minutes)

- Students read the example and then transform the active sentences in exercise 7 into the passive.

#### ANSWERS

- 2 The photos are taken.
- 3 The articles are edited.
- 4 The pages are designed.
- 5 The magazines are printed.
- 6 The magazines are sent to the shops.

### 9 Aim: to present information questions in the present passive (5 minutes)

- Go through the grammar chart with the class. Focus on the word order in questions.

### 10 Aim: to practise present passive information questions (3 minutes)

- Read the example. Students complete the three questions.
- Check the answers with the class.

#### ANSWERS

- 1 is, made
- 2 are, sent
- 3 is, made



**11 Aim: to practise forming present passive information questions (5 minutes)**

- Students read the example. Then they write the questions.

**ANSWERS**

- What are chips made from?
- What languages are spoken in your country?
- How is Ramadan celebrated?
- Where are tractors used?
- Where is coffee grown?
- What information is written on an application form?
- When are school tests given?
- How are newspapers produced?

**YOUR TURN Aim: to ask and answer present passive information questions (6 minutes)**

- Students read the example question and answer. They spend a few minutes thinking about how to answer the questions in exercise 11. Then they ask and answer the eight questions in exercise 11.

**ANSWERS**

Students' own answers

## Lesson 3

### Objectives

- Target Language: Consolidation of present passive (affirmative, negative and information questions).
- Skills: Reading and listening to a text; writing a description of a food process.

### Warm-up (3 minutes)

- Focus on the pictures in exercise 13. Ask: *What do you think this lesson is about?* Elicit a few ideas from the class. Elicit any words the students know which correspond to the pictures, for example *bread, oven, mix*, and write them on the board.

**12 Aim: to find specific information in the text (10 minutes)**

- Students read the text and find the answer.

**AUDIO CD TRACK 4**

**ANSWER**

Three (flour, yeast and water)

**13 Aim: to order pictures in the bread production process (5 minutes)**

- Students look at all of the pictures and order them.
- Students compare answers in pairs.

**ANSWERS**

a 9      b 7      c 3      d 1      e 4  
f 8      g 5      h 2      i 6      j 10

**DIFFERENTIATION**

Sometimes students who are fast finishers can make mistakes because they work too quickly or do not check their work. If your students complete this exercise by writing in the book, encourage them to use pencil rather than pen so they can revise their answers. Remind them that they may have to change their answers a number of times in order to find all the correct answers. Encourage fast finishers to compare their answers in pairs or groups and, if they have completed the exercise differently, to work together to find the correct answers.

**14 Aim: to check comprehension of the text and to review the unit grammar (10 minutes)**

- Students read the example. Then they write present passive answers.

**ANSWERS**

- It is grown on farms.
- It is taken to a mill.
- Yeast and water are added to the flour.
- It is put into special bread tins.
- It is cooked for 30–40 minutes.

**15 TRY IT OUT Aim: to write a description of how a pizza is made (17 minutes)**

- Discuss the task and read the sample answer below.
- Students can put any other ingredients on top of the base.

**SAMPLE ANSWER**

*First, you have got to make the pizza base. A pizza base is similar to bread but it is quicker to make. Yeast, water, oil and salt are added to the flour. The ingredients are mixed. Then they aren't touched for 30 minutes.*

*Next, the ingredients are made into a pizza base. Chicken, cheese and tomatoes are put on top of the base. Then the pizza is baked at 200°C.*

## Unit 1 Workbook answers

### Workbook: Extra practice pages 80–81

- are produced; aren't produced
  - is made; isn't made
  - isn't played; is played
  - aren't sold; are sold
  - are grown; aren't grown

- What are cars made from?
  - How is ice cream eaten?
  - Where are polar bears found?
  - When is Iftar eaten?

- reporter
  - photographer
  - editor
  - designer

**Grammar**

**Past passive:** affirmative, negative and information questions

**Vocabulary**

**Jobs** baker driver editor farmer gardener inventor  
manager programmer sailor teacher

**Functions**

**Speaking** Planning a magazine  
Asking and answering questions about favourite things

**Reading and writing** A history quiz

**Topics**

**Work** Magazine production  
Food production

**History**

**Lesson 1****Objectives**

- Target Language: Jobs; introduction of past passive.
- Skills: Reading and listening to conversations; planning a school magazine.

**Warm-up (10 minutes)**

- Discuss the roles in producing a magazine. What roles would students prefer? Why?

**1 Aim: to present new grammar, vocabulary, functions and topics in context (10 minutes)**

- Students look at the pictures. Elicit that the characters are Nasser and Talal.
- Play the CD. Students read and listen to the conversation.
- Students practise reading the conversation aloud.

**AUDIO CD TRACK 5****DIFFERENTIATION**

Invite confident speakers to come to the front of the class and perform the dialogue from exercise 1 for the class. Encourage attentive listening by asking the rest of the class to listen carefully to the dialogue as it is being performed. If they hear a mistake, they should raise their hand. After the performance, ask students who have raised their hands what mistakes they heard. Make sure you also praise the students who perform the dialogue and encourage the rest of the class to clap at the end of the performance.

**2 Aim: to check comprehension of the text (10 minutes)**

- Students read the example and complete the sentences with names from the text. They check answers in pairs.
- Discuss how the characters have collaborated with other people.

**ANSWERS**

- 1 Nasser    2 Faisal    3 Faisal    4 Tariq  
5 Saud    6 Tariq    7 Saud's dad

**YOUR TURN Aim: to personalize the unit topic (15 minutes)**

- Students read the example conversation. In pairs, they have similar conversations to plan a school magazine.

**Lesson 2****Objectives**

- Target Language: Presentation of past passive (affirmative, negative and information questions).
- Skills: Asking and answering questions using the past passive.

**Warm-up (3 minutes)**

- Prepare for the past passive in this lesson by revising the past forms of the verb *be*. Write the affirmative and negative present simple forms of the verb on the board, and elicit the past simple forms.

*Be: present simple affirmative*

I am  
You are  
He / She / It is  
We are  
You (plural) are  
They are

*Be: present simple negative*

I'm not  
You aren't  
He / She / It isn't  
We aren't  
You (plural) aren't  
They aren't

**3 Aim: to present the past passive affirmative and negative (5 minutes)**

- Go through the grammar chart. Point out that the constructions are exactly the same as the present passive, except that we use *was* and *were* instead of *is* and *are*.

**4 Aim: to practise the past passive (5 minutes)**

- Students look at the example. Then they complete the text with the correct past passive forms of the verbs.

**ANSWERS**

- 1 was taken    2 was sent    3 was baked  
4 was produced    5 wasn't produced    6 were grown  
7 weren't grown    8 were bought    9 was cooked

### 5 Aim: to practise forming past passive sentences (5 minutes)

- Students look at the example and write pairs of sentences using the affirmative and negative forms of the verbs.

#### ANSWERS

- Our computers were designed in Japan. They were sold in a computer shop in Riyadh.
- Television wasn't invented in 1975. It was invented in 1925.
- These cars weren't made in Saudi Arabia. They were made in Germany.
- The King Abdul Aziz History Centre was built in Riyadh. It wasn't built in Jeddah.
- My shoes were made in the U.S. They weren't made in Italy.
- The books were given to your brother. They weren't given to your sister.

### 6 Aim: to present and practise jobs vocabulary (8 minutes)

- Students complete the chart with the jobs words.
- Check the spellings with the class. Play the CD while students listen and repeat.

#### ANSWERS / AUDIO CD TRACK 6

- |                            |                         |
|----------------------------|-------------------------|
| 1 bake, baker              | 2 programme, programmer |
| 3 drive, driver            | 4 manage, manager       |
| 5 farm, farmer             | 6 garden, gardener      |
| 7 photograph, photographer | 8 teach, teacher        |
| 9 edit, editor             | 10 sail, sailor         |
| 11 invent, inventor        |                         |

### 7 Aim: to practise jobs vocabulary (5 minutes)

- Students complete the definitions and check in pairs.

#### ANSWERS

- |            |          |           |              |
|------------|----------|-----------|--------------|
| 1 inventor | 2 driver | 3 teacher | 4 farmer     |
| 5 sailor   | 6 editor | 7 baker   | 8 programmer |

### 8 Aim: to present information questions in the past passive (3 minutes)

- Go through the grammar chart with the class. Make sure that students realize that the constructions are exactly the same as with information questions in the present passive, except we use *was* and *were*.

#### Watch out

- Point out that we need to add *by* at the end of information questions with *Who ...?*

### 9 Aim: to practise past passive information questions (4 minutes)

- Students read the example and then write three past passive information questions.

#### ANSWERS

- When was your favourite book written?
- Who was your favourite class taught by?
- Where were your favourite shoes made?

#### DIFFERENTIATION

Your students may need extra practice to help them understand the use of these passive questions, before they are ready to use them in conversation. You can help them by writing the name of a few products on the board, and writing the words *Who*, *Where*, *When*. For each product, also write a verb. In pairs or small groups, students write the appropriate questions, using the verbs and the question words, for each product. When they have finished, ask groups for their questions (there may be more than one correct question for each) and write them on the board. Finally, elicit the correct answer to each question.

For example:

Product: an iPhone 5; Verb: design

*Who was it designed by?* (It was designed by Apple.)

*Where was it designed?* (It was designed in the U.S.)

*When was it designed?* (It was designed in 2012.)

### YOUR TURN Aim: to ask and answer personalized past passive information questions (7 minutes)

- Students read the example question and answer. They each choose and ask a question. If students haven't got a favourite or if they don't know the answer, their partner can ask a different question.

## Lesson 3

### Objectives

- Target Language: Consolidation of past passive (affirmative, negative and information questions).
- Skills: Listening to a history quiz; writing a quiz.

### Warm-up (3 minutes)

- Focus students on the pictures in exercise 10. Elicit the words for the objects in the pictures and write them on the board.

### 10 Aim: to do a quiz (12 minutes)

- Students look at the quiz quickly. Ask: *What is this?* (The Quran.) Identify the four other objects in the photos. (*old telephone, computer, bicycle, FIFA World Cup trophy*.)
- Give students ten minutes to do the quiz individually. Explain any difficult vocabulary to the whole class.

#### DIFFERENTIATION

If you want to give your students extra speaking practice, ask them to do this exercise in groups of five. The students take turns to read the questions, as well as the possible answers, for one of the sections of the quiz (Islam etc.) to the group. The other students must listen and choose an answer. This will also engage the students in the topic of the lesson while giving them extra exposure to the grammar of the unit.

## 11 Aim: to practise listening skills and to check the quiz answers (10 minutes)

- Tell students that they are going to hear two characters doing the quiz.
- Play the CD. Students listen without writing anything. Ask students to tell you who won the quiz. (*It was a draw, with five points each.*)
- Students listen again and tick (✓) the correct answers.
- Check the answers with the class.

### AUDIO CD TRACK 7

- JC:** Hello and welcome to the History Quiz. I'm Jim Cox and I'm here to ask the questions. With me today are Pete Brown and Bob Marsh. Are you ready?
- PB:** Yes, Jim.
- BM:** Yes, I am, Jim.
- JC:** Question 1: When was the Quran revealed to the Prophet Mohammed (Peace be upon him)?
- BM:** Hmm. I think that was more than 1,300 years ago.
- JC:** Correct! Question 2: Where was the Quran revealed to the Prophet Mohammed (Peace be upon him)?
- PB:** In Makkah?
- JC:** No. Your question, Bob?
- BM:** On Mount Hira.
- JC:** Correct! Question 3: Where was the telephone invented?
- PB:** The U.K., wasn't it?
- JC:** That's correct, Pete. Now, Question 4: When was the telephone invented?
- PB:** 1876!
- JC:** Correct again! Pete has got 2 points, Bob has got 2 points. Question 5: Where was the first computer built?
- PB:** That was in Berlin, in Germany.
- JC:** Correct! Question 6: When was the World Wide Web invented?
- BM:** Nineteen nine ... no, nineteen EIGHTY-nine.
- JC:** Nineteen eighty-nine is correct. Question 7: Who was the first car made by?
- PB:** Mr Benz?
- JC:** Correct! Question 8: When was the first modern bicycle produced?
- BM:** 1906?
- JC:** No, not 1906. Pete, can you answer?
- PB:** Was it 1885?
- JC:** Correct, Pete, the first modern bicycle was produced in 1885. Question 9: When was the first football World Cup played?
- BM:** 1930?
- JC:** Correct! And Question 10: Who won the 1996 Asian Cup?
- PB:** That's easy! Brazil!
- JC:** No, it wasn't Brazil. Bob, your question.
- BM:** It was Saudi Arabia!
- JC:** Correct! And with that question: Pete has got five points and Bob has got five points.

### ANSWERS

- |     |     |     |      |     |
|-----|-----|-----|------|-----|
| 2 b | 3 b | 4 a | 5 c  | 6 a |
| 7 b | 8 a | 9 a | 10 c |     |

## 12 Aim: to make past passive sentences (10 minutes)

- Students read the example. Then they write full answers for each of the quiz questions.

### ANSWERS

- 2 The Quran was revealed to the Prophet Mohammed (Peace be upon him) on Mount Hira.
- 3 The telephone was invented in the U.K.
- 4 The telephone was invented in 1876.
- 5 The first computer, the Zuse Z3, was built in Berlin, Germany.
- 6 The World Wide Web was invented in 1989.
- 7 The first car was made by Mr Benz.
- 8 The first modern bicycle was produced in 1885.
- 9 The first football World Cup was played in 1930.
- 10 The 1996 Asian Cup was won by Saudi Arabia.

## 13 TRY IT OUT Aim: to write a quiz using past passive questions (10 minutes)

- Read the sample question. (*The answer is b.*)
- Students can write their questions individually or in pairs. Allow time for students to do research, either in school if they have access to the Internet or at home.
- Check the questions. Then organize a class quiz in teams. Don't allow answers from the students who wrote the questions (or their team).

### SAMPLE ANSWER

- 1 When was the Asir National Park in Saudi Arabia opened?  
a) 1960.    b) 1980.    c) 1990.

## Unit 2 Workbook answers

### Workbook: Extra practice pages 82–83

- 1 was not designed in France  
2 was created by my classmates  
3 weren't cooked by my mum  
4 was taken in September  
5 wasn't made in Italy  
6 were grown in Yemen
- 2 1 Where was this money found?  
2 Who was that chicken cooked by?  
3 Where were these trainers made?  
4 When was that book written?  
5 Who were these cakes baked by?  
6 When were those houses built?
- 3 1 manager    2 sailor    3 baker  
4 editor    5 driver    6 farmer  
7 reporter    8 gardener    9 photographer  
10 inventor

# ► Skills Practice 1–2: Technology

## Reading

**The Written Word** The history and future of books

**Reading Strategy** Understanding main ideas

## Listening

**Mobile phones** The history and future of mobile phones

## Speaking

**Discussing technology**

**Speaking Strategy** Giving examples

## Writing

**Book review** Reviewing a book students have read

## Reading

### Objectives

- Learning about the history and future of books.
- Understanding main ideas.

### 1 Aim: to introduce the strategy of understanding main ideas.

- Look at the Reading Strategy with the class. Explain that understanding main ideas is a useful way of understanding the most important ideas in a text.
- Ask: *What do you look at first?* (The pictures and the heading.) *What do you do next?* (Skim read the text.) *What should you do then?* (Use your own ideas to summarize the main idea of each section.)
- Students read the text quickly. Then they write a sentence to describe the idea of each section A–D.

### SAMPLE ANSWER

- A The first books were created 2,000 years ago and were very rare and valuable.  
B Printing presses were invented 500 years ago and they could produce books very quickly.  
C Today millions of copies of the Quran can be printed every year by very big and fast printing presses.  
D In the future perhaps there will be no printed books because we will all read e-books.

### 2 Aim: to check comprehension of the text.

- Students read the text and find the answers to exercise 2.

### ANSWERS

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

### 3 Aim: to check further comprehension of the text.

- Students read the text and complete the chart.

### ANSWERS

1 Handwritten books 2 Printed books 3 Printed books  
4 Printed books 5 Printed books

## Speaking

### Aim: to discuss the future of printed books.

- In pairs, students discuss the questions.

## Listening

### Objectives

- Learning about the history of mobile phones.

### 1 Aim: to listen for the main idea.

- Look at the photos with the students. Ask: *Which is the older phone?* (The phone on the left.)
- Play the CD. Students listen and choose the main idea.

### ANSWER

b

### 2 Aim: to listen for the general idea.

- Students read the questions and choose the correct answers.
- Play the CD. Students listen and check their answers.

### ANSWERS

1 a 2 b 3 c 4 a

### AUDIO CD TRACK 8

It's difficult to believe, but only 15 years ago, mobile phones were rare. The mobile phone was invented more than thirty years ago, but at first, they were very expensive, heavy, and they often didn't work very well, so not many people used to have one. It was also difficult to use them outside of very large cities, like New York or Tokyo.

Over the next few years, mobile phones became cheaper and smaller and more people started to use them. But they still only used them to make phone calls and send texts. Of course, we all know what mobile phones are like today. Almost everyone has got one, and many people have got a smart phone, like an iPhone or an Android phone. Most people today use their phone for many things. You can use your phone to send e-mails, go online, take photos, store videos. But, what is the future of mobile phones? Will there be anything smarter than a smart phone?



Mobile phones are getting better all the time and they will definitely become more important in our lives in the future. Let me give you some examples. Perhaps in the future you will pay for your shopping by touching your phone against what you want to buy. Your mum won't go to the supermarket because her phone will automatically buy the week's food for the family. Perhaps your teacher will send your homework to your phone and your phone will send a message when you have done it. We will all have a phone, but we won't carry it in our pocket, we will wear it instead.

## Speaking

**Aim: to ask and answer questions about the Sadaqah projects from the listening text.**

- In pairs, students discuss the questions.
- Ask individual students the questions. Write on the board some examples of good vocabulary or grammar used by the students.

## Writing

### Objectives

- Taking notes to prepare for writing.
- Writing a book review.

#### 1 Aim: to take notes about a book review.

- Look at the table with the class. Explain that the students must complete the table with information from the book review.
- Students read the text and complete the table.

#### ANSWERS

- 1 2008    2 For maths class    3 It was very good  
4 Projects and texts    5 People who want to study engineering

#### 2 Aim: to make notes about a book the students have read.

- Students complete the table about a book they have read.

#### ANSWERS

Students' own answers.

#### 3 Aim: to write a book review.

- Students write a review of a book they have read, using their notes from exercise 2 to help them.

#### 4 Aim: to give students' texts a score.

- As students complete exercise 3, check their work.
- Give students a score for their work. Use these guidelines to help you.

## Scoring guidelines for written work

### Score 30–40

- Spelling mistakes do not make the text difficult to read.
- Clear handwriting that is easy to read.
- Use of vocabulary is accurate and a good effort has been made to use words which were taught in recent lessons.
- Few or no grammatical mistakes.
- Around 50 words written.

### Score 20–30

- A few spelling mistakes which make the text difficult to read in places.
- Effort is required to read the handwriting at a few places in the text.
- Use of vocabulary is accurate but vocabulary from recent lessons has not been used or has been used incorrectly.
- Some grammatical mistakes but they will not make the text confusing for the reader.
- More than 30 words written.

### Score less than 20

- A number of spelling mistakes, generally in long or difficult words, which make the text difficult to read. Letters are often formed incorrectly.
- Handwriting which is generally difficult to read or can only be read with effort. Some mistakes with letter formation.
- Incorrect or inappropriate use of vocabulary, over-reliance on 'easy' words.
- An effort has been made to use grammar correctly but a number of mistakes have been made which may make the text confusing for the reader.
- Less than 25 words written.

# 3 ▶ An editor edits articles.

## Grammar

Relative clauses with *who* and *that*

## Vocabulary

**Shapes** circle diamond pentagon rectangle square star triangle

## Functions

**Speaking** Talking about shapes  
Describing what people, things and animals do

**Reading and writing** An interview about a job

## Topics

**Work** Magazine production

**Design** Shapes

## Lesson 1

### Objectives

- Target Language: Shapes; introduction of relative clauses with *who* and *that*.
- Skills: Reading and listening to conversations; speaking about shapes.

### Warm-up (5 minutes)

- Look at page 20. Ask: *What is happening?* (Talal and Nasser are looking at a design for the front cover of the magazine.)
- Discuss the design for the cover of the magazine. Do students like it? Why?

### 1 Aim: to present new grammar, vocabulary, functions and topics in context (10 minutes)

- Students read and listen to the conversations. Discuss with the class whether *Sports Today* is a good title for the magazine, and why.
- Students practise reading the conversations aloud.

#### AUDIO CD TRACK 9

### 2 Aim: to present vocabulary for shapes (10 minutes)

- Students reorder the letters and check their answers in the conversation.
- Students listen and repeat the words for shapes.

#### ANSWERS / AUDIO CD TRACK 10

- 1 square    2 circle    3 diamond    4 star  
5 triangle    6 rectangle    7 pentagon

## DIFFERENTIATION

Give your class practice recognizing and saying this vocabulary. All students close their books. Ask one student to come to the board. Whisper the name of one of the shapes to the student. They draw that shape on the board. The rest of the class say the name of the shape. If your class respond well to competitive games, allow the first student to say the name of the shape and to come to the board and draw the next shape. This will help students who learn best by visual or auditory methods. Finally, play the audio CD track 10 again and ask the class to repeat the words they hear, to correct any pronunciation difficulties they may have.

### 3 Aim: to check comprehension of the text (5 minutes)

- Students look at the example and circle the answers.

#### ANSWERS

- 1 T    2 T    3 F    4 T    5 F

### YOUR TURN Aim: to personalize and practise the new vocabulary (15 minutes)

- Read the example conversation.
- Students work in pairs and discuss where they can see some of the shapes.

## Lesson 2

### Objectives

- Target Language: Presentation of relative clauses with *who* and *that*.
- Skills: Listening to a description; talking about people, things and animals using relative clauses.

### Warm-up (3 minutes)

- Revise the vocabulary of shapes from Lesson 1. Read out the seven shape words on page 20. Students draw the shapes in their notebooks in the same order that you read them. Then, draw the shapes on the board in the order that you read them. In pairs, students check their partner's shapes and see if they were correct. Finally, point to each shape on the board and elicit the names. (If you prefer you could use the Audio CD track 10.)

### 4 Aim: to present relative clauses with *who* (6 minutes)

- Go through the grammar chart with the class.
- Explain that we can improve our English by making two short sentences about the same person into one longer sentence, using *who* to join the two clauses (parts of a sentence).

## 5 Aim: to practise relative clauses with *who* (5 minutes)

- Students read the example. Make sure they understand how the subject of the first sentence, *my sister's teacher*, is repeated in the second sentence as *she*. We replace the subject of the second sentence with *who*.

### ANSWERS

- Drivers are people who drive cars.
- Tourists are people who are on holiday.
- Farmers are people who work with animals.
- A photographer is a person who takes photos.

## 6 Aim: to practise forming relative clauses with *who* (5 minutes)

- Students look at the example. They match the people 1–6 with the words in the box. Then they form present simple sentences similar to the example.

### ANSWERS

- Saudis are people who speak Arabic.
- Bakers are people who bake bread.
- A reporter is a person who writes articles.
- Pilots are people who fly planes.
- Parents are people who look after children.
- An inventor is a person who invents things.

## 7 Aim: to practise listening skills, relative clauses and vocabulary for shapes (8 minutes)

- Look at the pictures with the class. Ask: *Who are these people?* Elicit that the reporter is looking for one of them. Students have got to listen carefully to the description of the person that the reporter wants to interview. Then they choose the correct person: 1, 2 or 3.
- Play the CD. Students listen and choose the correct picture. Play the CD again if necessary.
- Check the answers with the class.

### AUDIO CD TRACK 11

The reporter is looking for a young athlete who is about 20 years old. He's got short hair and it's dark. His hair is also curly. The reporter thinks the athlete is carrying a backpack that is blue or green. The athlete is also wearing a T-shirt that has got something on the front. It may be a triangle or a pentagon. Please ask the athlete to wait. The reporter has got some questions for him.

### ANSWER

1

### DIFFERENTIATION

If you think some of your students may find this listening exercise difficult, give them a few minutes before doing the exercise to write some sentences describing the boys in the pictures. Students work in groups of three. Each member of the group writes three sentences to describe the three boys. When they have finished they compare their sentences. They should discuss any vocabulary errors they find.

Example sentences:

- He has got short brown hair. He's wearing an orange shirt with a white triangle on it. He's got a blue bag.
- He has got short blond hair. He's wearing a purple shirt with a white circle on it. He's got a green bag.
- He has got short brown hair. He's wearing a blue shirt with a white star on it. He's got a red bag.

## 8 Aim: to present relative clauses with *that* (8 minutes)

- Go through the grammar chart with the class.
- Explain that we can make two short sentences about the same animal or inanimate object (i.e., 'thing') into one longer sentence. We use *that* to join the two clauses (parts of a sentence). We don't use *that* for people and we don't use *who* for animals or things.

## 9 Aim: to practise forming relative clauses with *that* (5 minutes)

- Look at the examples with the class. Students match 3–7 with a–g. Then they write present simple sentences in their notebooks.

### ANSWERS

- (f) A camera is a thing that takes photos.
- (a) A chicken is an animal that produces eggs.
- (c) A glass is a thing that holds water.
- (g) A sheep is an animal that gives us wool.
- (d) A key ring is a thing that holds keys.

## 10 Aim: to practise relative clauses with *who* and *that* (5 minutes)

- Read the example sentence with the class. Make sure that they understand how to expand the sentences from the cues. Remind students that we only use *who* for people and we should use *that* for animals and things. Students write the relative clauses with *who* or *that* in their notebooks.

### ANSWERS

- Chefs are people who cook food.
- Students are people who go to school.
- Keys are things that open doors.
- Cows are animals that give us beef.
- Reporters are people who write articles.
- Oryxes are animals that live in Saudi Arabia.

## YOUR TURN Aim: to describe what people, things and animals do (5 minutes)

- Read the example.
- In pairs, students take turns to make relative clauses with *who* or *that* to explain what the people, things and animals in the box do. Their sentences should use the present simple singular or plural forms of the verbs.

### SAMPLE ANSWERS

An astronaut is a person who goes into space.  
A designer is a person who designs books and magazines.

A gardener is a person who works in a garden.  
 A motorbike is a thing with an engine and two wheels.  
 A penguin is an animal that doesn't fly.  
 A pilot is a person who flies planes.  
 A plane is a thing that flies people from city to city.  
 A shark is an animal that lives in the sea.

## Lesson 3

### Objectives

- Target Language: Consolidation of shapes vocabulary and relative clauses with *who* and *that*.
- Skills: Reading and listening to an interview; interviewing someone about their job.

### Warm-up (5 minutes)

- Revise vocabulary from recent units by playing an 'odd one out' game. Write groups of words on the board. Students identify which word in each group does not belong to the category. For example:  
*Triangle, square, printer* (printer)
- Elicit the answers and also the reasons why – for example, *printer* is a person but *triangle* and *square* are shapes.

### 11 Aim: to skim the text (7 minutes)

- Play the CD. Students listen and skim the interview.
- Students choose the best title.

#### AUDIO CD TRACK 12

#### ANSWER

b

### 12 Aim: to check comprehension of the text (8 minutes)

- Pre-teach *size*. Students read the interview again more slowly and circle the correct answers.

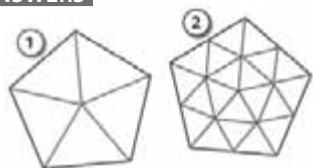
#### ANSWERS

1 likes 2 didn't know 3 interesting 4 fit 5 likes

### 13 Aim: to check statements from the interview (10 minutes)

- In the interview, George explains that five triangles of the same size fit exactly into one pentagon, and that twenty triangles of the same size also fit exactly into one pentagon. Ask students to check that these statements are true by drawing the correct number of equilateral triangles in the pentagons.

#### ANSWERS



### 14 TRY IT OUT Aim: to write a magazine interview (15 minutes)

- Students decide which job they want to base their interview on. (They can choose another job if they prefer.)
- Read the sample interview below.
- Give students five minutes to plan their own interviews. They can reuse some of the questions from the interview in exercise 11. Help students to find ways of joining two short sentences about the same person or thing with a longer relative clause. Students then write their interviews.

#### SAMPLE ANSWER

**Hullo:** *Why did you choose your job?*

**Pilot:** *I like travelling. I'm the type of person who likes adventure. I've wanted to be a pilot ever since I was a little boy, and now I am one! I'm really happy!*

**Hullo:** *How did you become a pilot?*

**Pilot:** *After I finished school, I went to a special school for pilots. I studied there for a year. I did exams and learned to fly.*

**Hullo:** *What is the best thing about your job?*

**Pilot:** *I can travel all over the world! I have visited many different countries and seen a lot of interesting places.*

**Hullo:** *What is the most interesting place you have travelled to?*

**Pilot:** *Last week I went to Australia. I went to the desert, it was amazing! I also went to Sydney, the capital city. I liked it!*

#### DIFFERENTIATION

If students need to practise speaking, you could adapt this as an oral interviewing exercise. Put your students into pairs, and ask each student to choose one of the jobs in the word pool (chef, farmer etc.) They pretend to have that job when they are interviewed. Give students ten minutes to write 6–8 questions to ask their partner about the job they've chosen. Circulate as they write, correcting any errors you see. Students then take turns to interview their partners. If you have got time, ask confident speakers to report to the class what questions were asked and how they were answered.

## Unit 3 Workbook answers

### Workbook: Extra practice pages 84–85

1 1 who 2 that 3 who 4 who 5 that 6 that

- 2 1 Those are cars that can go very fast.  
 2 Saud is a student who is very hard-working.  
 3 A sheep is an animal that produces wool.  
 4 Saudis are people who are from Saudi Arabia.

- 3 1 There are six  
 3 There are three  
 5 There are two  
 2 There are three  
 4 There are four  
 6 There are four

**Grammar**Relative clauses with *where***Vocabulary**Parts of a magazine *caption column contents*  
*front cover headline paragraph***Functions**

Speaking Planning a magazine

Reading and writing A magazine front cover and article about someone who helps other people

**Topics**

Work Magazine production

Society Charity

*Falcons' manager seven months ago.* This will give those students extra practice with various aspects of writing, for example choosing the correct verb form for each question.

**3 Aim: to check comprehension of the text (15 minutes)**

- Students read the article again. Then they read the example and answer the questions.

**ANSWERS**

- They have won more games.
- He didn't use to be popular.
- The players like Faisal Ahmed.
- It has got eight pages.
- It has got four articles (and a letters page).

**Lesson 1****Objectives**

- Target Language: Parts of a magazine; introduction of relative clauses with *where*.
- Skills: Reading and listening to an article.

**Warm-up (10 minutes)**

- Remind students of the story so far. Show students the pictures on page 24. Ask: *What can you see?* (The front cover and an article from Nasser and Talal's magazine.)

**1 Aim: to present new grammar, vocabulary, functions and topics in context (10 minutes)**

Play the CD. Students read and listen to the article. Students practise reading the article aloud.

**AUDIO CD TRACK 13****2 Aim: to present and to practise saying vocabulary for parts of a magazine (10 minutes)**

- Students look at the labelled parts of the magazine. Discuss each label and translate the words. Students add the words to the list in their vocabulary notebooks.
- Play the CD. Students listen and read.
- Play the CD again. Students listen and repeat.

**AUDIO CD TRACK 14**

- |            |               |             |
|------------|---------------|-------------|
| 1 headline | 2 front cover | 3 paragraph |
| 4 caption  | 5 column      | 6 contents  |

**DIFFERENTIATION**

If you have got students in your class who finish this type of exercise quickly, encourage them to write out the answers as full sentences – for example *Faisal Ahmed became the*

**Lesson 2****Objectives**

- Target Language: Presentation of relative clauses with *where*.
- Skills: Listening to an interview; talking about planning a magazine.

**Warm-up (3 minutes)**

- Some of the vocabulary in this unit is difficult to pronounce and spell (for example *column*, which has got a silent *n*). A dictation revision exercise (see page 8) will help students to recognize and spell the words.

**4 Aim: to present relative clauses with *where* (5 minutes)**

- Go through the grammar chart with the class. We use *where* to connect two sentences about places.

**5 Aim: to practise relative clauses with *where* (5 minutes)**

- Students read the example. Make sure students know how to expand the cues into full sentences.

**ANSWERS**

- The King Abdul Aziz History Centre is a place where you learn about history.
- A bank is a place where you get money.
- A national park is a place where you can see a lot of animals.
- The living room is a place where you watch TV.
- A shoe shop is a place where you buy shoes.
- A restaurant is a place where you have dinner.



## 6 Aim: to connect pairs of sentences with relative clauses (5 minutes)

- Students look at the example. Make sure students understand how the pair of sentences are connected.

### ANSWERS

- That's the room where I study.
- This is the house where my grandparents live.
- I'll show you the library where I get books.
- That's the school where my mum went.
- This is the supermarket where we always buy our food.
- Let's go to the shopping mall where my cousin works.

## 7 Aim: to check general understanding of the conversation (3 minutes)

- Students look at the picture. Ask: *Who are Tariq and Faisal Ahmed?* (Tariq is a reporter for *Sports Today*. Faisal Ahmed is the Arabian Falcons' manager.) *Where are Tariq and Faisal Ahmed?* (They are inside the Arabian Falcons' stadium.)
- Play the CD. Students listen and answer the question.
- Check the answers with the class. Play the CD again. Students listen and check.

### AUDIO CD TRACK 15

**Tariq:** Hi, I'm Tariq.

**Faisal:** Hi, nice to meet you, Tariq. I'm Faisal Ahmed.

**Tariq:** Thank you for talking to me today.

**Faisal:** That's OK.

**Tariq:** Well, I've got a few questions that I want to ask you. It's for an article in our new magazine, *Sports Today*.

**Faisal:** *Sports Today* is a good name for a magazine!

**Tariq:** Thanks. This is my first interview for *Sports Today*. I'm a little embarrassed.

**Faisal:** You'll be a fantastic reporter, Tariq.

**Tariq:** Really? Thanks! So, Mr Ahmed, how long have you been the manager of the Arabian Falcons?

**Faisal:** I started in December. That's seven months ago.

**Tariq:** Has it been difficult?

**Faisal:** Yes, it has! Very difficult. The players didn't use to listen to my advice. But they listen to me now.

**Tariq:** How often do the players practise?

**Faisal:** They used to practise two or three times a week, but now we practise five times a week!

**Tariq:** What is going to happen next season?

**Faisal:** It will be very different for us. This is a club where the players are happy. And if they are happy, they will score goals. The Arabian Falcons will win the cup with me next season.

### ANSWER

One – this is his first interview for *Sports Today*.

## 8 Aim: to listen for specific information and to practise vocabulary for parts of a magazine (7 minutes)

- Students read the example and circle the correct answers. Play the CD. Students listen and check.

- Check the answers with the class. Play the CD again. Students listen for the correct answers.

### AUDIO CD TRACK 15

#### ANSWERS

- 1 c      2 b      3 c      4 a

## 9 Aim: to review grammar (5 minutes)

- Students look at the picture and predict the ending of the story. Ask: *Who has printed this article?* (*Sports World Magazine*.)
- Students read the article. Then they complete it using the words in the box.
- Play the CD. Students listen and check.
- Discuss any answers that students found difficult.

### AUDIO CD TRACK 16

#### ANSWERS

- 1 for    2 should be    3 who    4 just    5 is called  
6 was started    7 were printed    8 are going to print  
9 have already bought    10 is produced by

### DIFFERENTIATION

If you think students may find this exercise difficult, or if they require extra practice analysing word forms, ask them to decide which *type* of words are needed to complete each gap. Write the following words on the board, in two columns, and elicit which examples match which word forms:

Examples

- 1 is written by    2 will eat    3 must have    4 really  
5 with    6 where

Word forms

- a active verb    b passive verb    c adverb    d modal verb  
e relative pronoun    f preposition

### ANSWERS

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

Now ask students to read the text in exercise 9 and decide which word forms will be used for each gap. They don't look at the words in the word pool at this stage. Finally, students complete exercise 9 and then listen and check their answers.

### ANSWERS

- 1 preposition    2 modal verb    3 relative pronoun  
4 adverb    5 passive verb    6 passive verb  
7 passive verb    8 passive verb    9 active verb  
10 passive verb

## YOUR TURN Aim: to review the new vocabulary and to plan a magazine (12 minutes)

- Read the example. In pairs, students discuss what to write about in their magazine. They need to agree:
  - What contents to include
  - How many pages they need
  - What headlines, photos and captions to use
  - What to put on the front cover and the title.

## Lesson 3

### Objectives

- Target Language: Consolidating parts of a magazine vocabulary.
- Skills: Listening to a magazine article; writing a magazine article.

### Warm-up (7 minutes)

- Revise the vocabulary from Units 1 and 2 by writing words on the board with some of the letters missing. For example, write \_ \_ pt \_ \_ n and ask: *What part of a magazine page is this?* (Caption.) *How do you spell that?* Write in the missing letters as the class says them.

### 10 Aim: to scan the text quickly for specific information (5 minutes)

- Students scan the article and circle the correct answer.

#### AUDIO CD TRACK 17

#### ANSWER

b

### 11 Aim: to check comprehension by choosing the correct page and title (3 minutes)

- Students find the page number and title of the article in the *Contents* list in exercise 10. Discuss why this is the correct title.

#### ANSWERS

Page 6 charity for the poor (in space d at the top of the article)

### 12 Aim: to review the new vocabulary (5 minutes)

- Students label the parts of the magazine.

#### ANSWERS

2 f      3 a      4 c      5 e      6 d

### 13 Aim: to check comprehension of the text (10 minutes)

- Students read the example and answer the questions.
- Check the answers with the class.

#### ANSWERS

- 1 In 1975.    2 His parents.    3 In 1994.  
4 It gives them money so they can finish school.  
5 In Africa and other parts of the world.

#### DIFFERENTIATION

If your students need extra practice forming questions, you can adapt an exercise like this to involve writing questions as well as answers. The students all close their books. On the board, write the questions from exercise 13 with the words in the wrong order. For example, for question 1, write *started When Microsoft was?*

The students must rearrange the words to form the questions. They then compare their answers in pairs. Finally, they open their books on page 27 to check, before completing exercise 13.

### 14 TRY IT OUT Aim: to write a magazine article (15 minutes)

- Students think of a person who gives money to help people. They have got to write a front cover and a short article about this person, similar to the Bill Gates text.
- Brainstorm with the class potential people for the articles if necessary.
- Allow students to do research on the Internet to find the facts that they want.
- Students can illustrate their texts with photos from magazines or from the Internet.

#### SAMPLE ANSWER

*My uncle Ahmad gives a lot of money to help people. He gives money for mosques and hospitals. He also gives money to charities which help poor people. He believes that it is important to help other people. He always teaches me and my cousins to help other people. I haven't got a lot of money to give to charity now, but when I have got a job I will give money. I will give money to help people who have been in natural disasters.*

## Unit 4 Workbook answers

### Workbook: Extra practice pages 86–87

- 1 1 This is the house where my aunt and uncle live.  
2 That's the room where we watch TV.  
3 Restaurants are places where you can have lunch and dinner.  
4 This is the science lab where we have science classes.
- 2 1 This is the lake where I used to swim.  
2 A sports centre is a place where you can play basketball.  
3 This is the library where my uncle works.  
4 That's the new shop where Sara bought her mobile phone.  
5 Farms are places where plants are grown.  
6 This is the café where we usually meet.
- 3 paragraph    contents    column    caption    headline

# ► Skills Practice 3–4: Geography

## Reading

**Coffee** Coffee growing around the world

**Reading Strategy** Understanding the audience of a text

## Speaking

**Speaking Strategies** Agreeing and disagreeing  
Saying numbers

## Listening

**Tea** Tea growing around the world

**Listening Strategy** Preparing to listen with graphs and charts

## Writing

**A geography essay** Writing a paragraph about date production

## Reading

### Objectives

- Learning about coffee growing around the world.
- Understanding the audience of a text.

### 1 Aim: to practise the reading strategy.

- Look at the Reading Strategy with the class. Explain that understanding the audience of a text is an important part of gaining an overall understanding of a text.
- Ask: *Who are the audience of a text?* (The people who are reading a text.) *How does the audience affect the text?* (The writer chooses different words or ideas depending on the audience.)
- Students read the text quickly and choose the correct answer.

### ANSWER

a

### 2 Aim: to check comprehension of the text.

- Students read the text again and match the sentence halves.

### ANSWERS

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

### 3 Aim: to further check comprehension of the text.

- Students put the events (a–f) in the correct order (1–6)

### ANSWERS

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

## Speaking

### Objectives

- Practising the strategy of agreeing and disagreeing.
- Read through the Speaking Strategy with the class. In pairs, they discuss the statements, using the phrases for agreeing and disagreeing provided.

## Listening

### Objectives

- Learning about tea production around the world.
- Practising the strategy of preparing to listen with graphs and charts.

### 1 Aim: to practise the listening strategy.

- Read the Listening Strategy with the class.
- Look at the graph with the class. Explain that this graph shows how much tea the five countries produce. Tea production is measured in metric tonnes.
- Students read the sentences and tick the sentences they think are true.

### ANSWER

True sentences: 2 and 5.

### 2 Aim: to check the answers to exercise 1.

- Play the CD. Students listen and check their answers to exercise 1.

### 3 Aim: to listen for specific information.

- Play the CD. Students listen and write the correct percentages of tea production next to each country.

### ANSWERS

1 22% 2 (about) 50% 3 8.83% 4 11% 5 6.24%  
6 5.2%

### AUDIO CD TRACK 18

After water, tea is the most popular and least expensive thing that people around the world drink. It is one of the most popular drinks in Asia, the Middle East, Africa, and Europe. But, most of the world's tea comes from just five countries. China, India, Kenya, Sri Lanka, and Turkey produce about 75% of the world's tea.

China produces the most tea, about 1,467,467 metric tonnes of tea each year. China's tea production is about one third of the world's production at 32.48 [thirty-two point four eight] %.

The next largest producer is India. India produces just under a million metric tonnes with a yearly production of 991,190 metric tonnes of tea a year. This is 22% of the world's tea. So as you can see, about 50% of the world's tea comes from India and China.

The next three biggest producers of tea are Kenya, Sri Lanka, and Turkey. Kenya produces about 8.83% of the world's tea with 399,000 metric tonnes of tea produced each year. Sri Lanka and Turkey produce almost about 11% of the world's tea. Sri Lanka produces 6.24% of the total with 282,300 metric tonnes each year, and Turkey is last with 235,000 metric tonnes of tea produced each year. This is 5.2% of the total world's production. Of course, tea is still an important export for Turkey and it brings a lot of money for Turkish farmers.

OK, please study for the exam, and next week, we'll look at how farming has become better in many parts of Middle East and Asia. See you then.

## Speaking

### Objectives

- Learning rules of saying numbers in English.

#### 1 Aim: listening to numbers being said in English.

- Look at the Speaking strategy with the class. Ask: What is another name for zero? (Nought.) Write 1.25 on the board. Ask: How do we say this number? (One point two five.)
- Play the CD. Students listen carefully to the numbers being read.

#### 2 Aim: saying numbers using the rules.

- In pairs, students take turns to read any number from the list. Their partner listens and points to the number they hear.

## Writing

### Objectives

- Writing a paragraph for a geography essay about the world's date production.
- Correcting a partner's work.

#### 1 Aim: to take notes about world wheat production.

- Students read the paragraph and complete the chart about date production.

#### ANSWERS

- 2 India; 78.5 million metric tonnes
- 3 USA; 68 million metric tonnes
- 4 Russia; 64 million metric tonnes
- 5 France; 39 million metric tonnes

#### 2 Aim: to write a paragraph about world date production.

- Students write a paragraph about world date production using the information from the chart.

#### ANSWER

Students' own answers

#### 3 Aim: to read and correct each other's work.

- Students swap their written work with a partner. They read their partner's paragraph and, using a different coloured pen, they underline any mistakes they find.

#### 4 Aim: to correct their work.

- Students return their work to their partner and correct any mistakes they have underlined.

#### 5 Aim: to practise saying numbers in English.

- After correcting their mistakes, students read their paragraphs to their partners. Students listen to their partner and check if they make any mistakes when they read numbers, remembering the rules from the previous speaking exercise.

**Grammar****Indefinite pronouns****Vocabulary**

**Careers** *business education engineering farming  
medicine technology tourism*

**Functions**

**Speaking** Asking and answering questions about careers  
Asking and answering questions using indefinite pronouns

**Reading and writing** A text about a career

**Topics**

**Work** Choosing a career

**Lesson 1****Objectives**

- Target Language: Careers; introduction of indefinite pronouns.
- Skills: Reading and listening to conversations; talking about careers.

**Warm-up (10 minutes)**

- With books closed, ask students to brainstorm different areas they could work in. Write a couple of answers on the board, for example, *finance, law*. Give students two minutes to think of more ideas. Write suggestions on the board, checking spelling and pronunciation.

**1 Aim: to present the topic of careers (10 minutes)**

- Ask students to look at the posters and listen to the conversation.
- Play the CD. Students read and listen.
- Ask them who is having the conversation. (*Two students.*) Ask them why they are looking at the posters. (*They need to choose a career.*)
- Ask individual students which of the career areas interest them the most. Ask them what kind of things there are in their school to help them choose a career.

**AUDIO CD TRACK 20****2 Aim: to introduce target vocabulary and practise its pronunciation (10 minutes)**

- Play the CD. Students listen and repeat.

**AUDIO CD TRACK 21****DIFFERENTIATION**

Some of these words may be difficult for students to pronounce. Help students by focussing on syllables. Elicit how many syllables there are in each word. Then elicit which is the stressed syllable in each word (the stressed syllable is the one which we say with the most strength or emphasis. In most English words this will be the first syllable.) Next, help students to pronounce the words, starting with the last syllable and working forwards. Do this by first writing a word on the board. Cover all of the word except the final syllable and drill pronunciation of that syllable. Then uncover the second last syllable and drill pronunciation of the last two syllables. Continue until you have revealed the full word. This is a useful technique for teaching pronunciation of long words.

Here are the words from the word pool, broken into their different syllables. The stressed syllables are underlined. Letters which we don't pronounce are in brackets.

bus-(i)ness ed-u-ca-tion en-gin-eer-ing farm-ing  
med-(i)cine tech-no-l-o-gy tour-is-m

**3 Aim: to practise use of target vocabulary in context (5 minutes)**

- Students work individually to complete the sentences with the words in the box.

**ANSWERS**

- |             |              |
|-------------|--------------|
| 1 Education | 2 technology |
| 3 countries | 4 career     |
| 5 medicine  |              |

**YOUR TURN Aim: to discuss future careers (10 minutes)**

- Read the example dialogue with the class.
- In pairs, students ask and answer questions about their future careers.

**Lesson 2****Objectives**

- Target Language: Presentation of indefinite pronouns; consolidation of careers vocabulary.
- Skills: Asking and answering questions with indefinite pronouns; listening to people talk about their careers; talking about relatives' jobs.

**Warm-up (3 minutes)**

- Elicit the types of career taught in Lesson 1 and write them on the board.



- Conduct a quick survey of class preferences by asking: *Who would like to work in business?* etc. Find out what is the class's favourite type of career.

#### 4 Aim: to present indefinite pronouns (7 minutes)

- Ask students which indefinite pronouns describe people, objects and places.  
(people: *everyone, someone, anyone, no one*  
objects: *everything, something, anything, nothing*  
places: *everywhere, somewhere, anywhere, nowhere*)
- Go through the chart with the students.

#### Watch out

- Point out that *nothing, no one* and *nowhere* can be used in affirmative sentences. However, the sentences carry a negative meaning:  
*No one likes me.*  
*There's nowhere to play around here.*  
*There's nothing to eat in the fridge!*

#### DIFFERENTIATION

If some of your students struggle to understand the meaning of these words, you can use a categorizing exercise to reinforce the meaning. Draw three large circles on the board and label them *People, Places* and *Things*. Elicit which indefinite pronouns belong to which category, and write them into the circles. Encourage your students to copy the circles into their notebooks. This will help them to remember the meaning of the pronouns, and also to complete the other exercises in this lesson.

#### ANSWERS

*People*

Someone, Everyone, Anyone

*Places*

Somewhere, Everywhere, Anywhere

*Things*

Something, Everything, Anything

#### 5 Aim: to practise the use of indefinite pronouns in affirmative and negative sentences and questions (7 minutes)

- Students work individually to choose the correct indefinite pronouns in the dialogue. Play the CD.

#### AUDIO CD TRACK 22

#### ANSWERS

- 1 Everyone
- 3 anything
- 5 anyone

- 2 No one
- 4 everything
- 6 anything

#### 6 Aim: to practise more specifically the use of indefinite pronouns in relation to people, objects and places (5 minutes)

- Students work individually to complete the indefinite pronouns in the sentences.

#### ANSWERS

- |         |         |
|---------|---------|
| 1 one   | 2 thing |
| 3 where | 4 where |
| 5 one   |         |

#### Watch out

- Remind students that indefinite pronouns are always used with the third person singular form of the verb. Elicit sample sentences using indefinite pronouns and third person singular verbs from individual students, and write them on the board.

#### YOUR TURN Aim: to practise using indefinite pronouns in a dialogue (5 minutes)

- Students work individually to write a list of questions they could ask a partner using different indefinite pronouns. They should think of six *yes / no* questions.
- In pairs, students take turns to ask and answer questions. They should use the sample dialogue as a model.
- Monitor the students during the activity, making a note of the most common errors. Don't correct them while they are speaking. When they have finished speaking, write the errors in complete sentences on the board and allow the whole class to correct them. Don't say who made the mistakes. Students write the corrected sentences in their notebooks.

#### 7 Aim: to further practise target vocabulary in context (10 minutes)

- Go through the meaning of the words in the box and practise their pronunciation.
- Explain to students that this is the first part of a two-part activity. In this exercise they must label each photo with the correct career word.

#### ANSWERS

- |            |              |
|------------|--------------|
| 1 farming  | 2 education  |
| 3 medicine | 4 business   |
| 5 tourism  | 6 technology |

#### 8 Aim: to practise the use of indefinite pronouns in context (3 minutes)

- In the second part of the activity, students complete the mini-texts with the correct indefinite pronouns.
- Play the CD to check answers.

#### AUDIO CD TRACK 23

#### ANSWERS

- |              |              |
|--------------|--------------|
| a everything | b something  |
| c someone    | d everywhere |
| e everything | f anything   |

#### YOUR TURN Aim: to personalize the use of career words (5 minutes)

- Ask students to look at the sample dialogue.
- In pairs, students ask and answer questions about their relatives' jobs.

## Lesson 3

### Objectives

- Target Language: Consolidation of careers vocabulary.
- Skills: Reading about careers; writing about what career students want to have in the future.

### Warm-up (10 minutes)

- Revise the vocabulary from Lessons 1 and 2 by playing a game. Invite one student to come to the front of the classroom and sit facing the class, away from the board.
- Write the words on the board. The class try to explain the words to the student by giving definitions, examples of people with these careers, or saying words which are associated with each career type (for example *sheep* is associated with *farming*). Circle the words on the board as the student guesses them correctly.

### 9 Aim: to find specific information in the text (5 minutes)

- Ask students to look quickly at the photos and to guess what the text might be about.
- Students read the text quickly to find the answer.

#### ANSWER

- c business

### 10 Aim: to check general understanding of the text (10 minutes)

- Tell students to work individually and to read the text again. Then play the CD. Check any unknown vocabulary and practise pronunciation of any difficult words. Students then do the exercise, circling *T* or *F* next to the statements. They should then correct the false statements.

#### AUDIO CD TRACK 24

#### ANSWERS

- 1 F (He didn't go to college.)
- 2 T
- 3 F (He worked in the warehouse and the offices. Then he was a manager and then he was a director.)
- 4 T

### 11 Aim: to find further specific information in the text and answer questions about it with full sentences (8 minutes)

- Students read the text again. They answer the questions with full sentences.

#### ANSWERS

- 1 He became the company's director after eight years.
- 2 Designers, programmers and inventors work there.
- 3 Everyone is really interesting (and hard-working).
- 4 He's never bored. He learns something new every day.

### 12 TRY IT OUT Aim: to encourage students to talk about their hopes and plans for their future careers, using the target vocabulary (12 minutes)

- Ask students to spend a few minutes making a list of subjects they think they are good at and to think about what career they would like. Using the sample answer in the book, they should choose a broad career area and then go into more detail.
- Working individually, students make seven columns in their notebooks and write one of the career words at the top of each column. Students then divide into two or three large groups and tell their group what subjects they think they are good at, which career area they would like and the job they would be interested in doing. The other students then tick the column of the career that the student has mentioned. The activity continues until all the students in each group have spoken. When the students have finished talking, they can feed back their results to the whole class. Write the final results of the survey on the board and find out the most popular future career area in the class.

#### SAMPLE ANSWER

*I'm good at English and history. I'd like to have a career in education and teach in a school, or maybe a college.*

#### DIFFERENTIATION

It might be helpful to encourage your students to think about what school subjects are useful for different careers. This will prepare them for the writing exercise and also recycle vocabulary from the unit. Write the following career areas on the board: *business, education, engineering, farming, medicine, technology, tourism*. Ask the class if there are any other areas they would like to add to the list, and write them on the board. Next, ask students which school subjects they associate with those areas. For example, *maths* and *physics* might be associated with *engineering*. Finally, elicit any other skills or words students associate with particular careers.

## Unit 5 Workbook answers

### Workbook: Extra practice pages 88–89

- 1 1 Everything 2 nothing 3 anyone 4 Someone  
5 No one
- 2 1 anywhere; anywhere 2 anything; everything  
3 something; Everyone 4 someone; anyone
- 3 1 technology 2 education 3 medicine  
4 engineering 5 tourism 6 farming

**Grammar***would***Second conditional: affirmative and negative****Vocabulary****Qualities** *ambitious caring creative easy-going friendly imaginative intelligent logical***Functions****Speaking** Asking and answering questions about going to college  
Describing friends and family**Reading** Statements about different careers**Writing** An interview about the qualities needed for a job**Topics****Work** Choosing a career**Lesson 1****Objectives**

- Target Language: Qualities; introduction of *would like to* and *would* and second conditional.
- Skills: Reading and listening to a conversation; talking about going to college.

**Warm-up (15 minutes)**

- Write *college* on the board. Ask students to brainstorm in pairs the good things about going to college.
- Possible answers: *meet new friends, learn new and interesting things, could help you get a really good job in the future, don't have to make a decision about a career yet, long holidays!*

**1 Aim: to present the target vocabulary and grammar in the context of a dialogue (10 minutes)**

- Ask students who is in the picture. (*Ben and Jack.*)
- Play the CD. Students read and listen to the conversation.

**AUDIO CD TRACK 25****2 Aim: to check comprehension of the conversation in exercise 1 (10 minutes)**

- Students read the text again and circle the correct answers.

**ANSWERS**

1 b 2 d 3 d

**DIFFERENTIATION**

Fast finishers may benefit from answering some more subjective questions relating to the reading/listening text. This will encourage them to engage with the topic of

careers. Give the following questions to fast finishers, and ask them to discuss their answers in small groups. These questions will also prepare students for the *Your turn* exercise at the end of the lesson.

- 1 Do you think Ben should be a doctor? Why / Why not?
- 2 Do you think Jack would be a good teacher? Why / Why not?
- 3 What kind of person would make a good doctor?
- 4 Is it difficult to decide what career you would like to do?
- 5 Do you think everyone should go to college?

**YOUR TURN Aim: to personalize the context (10 minutes)**

- In pairs, students take turns to ask and answer questions about the idea of going to college compared to working.

**Lesson 2****Objectives**

- Target Language: Presentation of *would like to* and *would* and second conditional (affirmative and negative).
- Skills: Listening to and speaking about people's qualities.

**Warm-up (3 minutes)**

- The mid-point of the book is a good place to review vocabulary from the preceding Units. You could do a vocab grab (see page 7). Prepare cards with single words written on them. Divide the class into groups with word cards face-up on the table. Read out a definition; students grab the cards with the right meaning.

**3 Aim: to present the structure *would like to* (3 minutes)**

- Go through the chart with the class. Practise the intonation of questions. Write a *yes / no* question beginning with *Would ... like to*. Ask students if their voices should rise or fall when they say the question. (*Rise.*) Draw an arrow pointing upwards over the sentence and ask the class to repeat the question together. Repeat with an information question from the chart beginning with *What would ... like to*. In this case the students' voices should fall.

**4 Aim: to practise the use of *would like* in sentences in a personal context (3 minutes)**

- Ask students to complete the sentences with *would* or *wouldn't* to make sentences which are true for them.

**ANSWERS**

Students' own answers

**5 Aim: to present the structure *would* (3 minutes)**

- Go through the chart with the class.

## 6 Aim: to practise questions with *would* in a personal context (5 minutes)

- Students work individually and write questions in their notebooks from the prompts. Then they write answers which are true for them.
- Students close their notebooks and take turns in pairs to ask and answer their questions.

### ANSWERS

- Where would you work?
- Would you travel to other countries?
- What languages would you speak?
- What would you do in your free time?

Students' own answers

## 7 Aim: to present target vocabulary (5 minutes)

- Ask students if they know the meaning of the adjectives.
- Play the CD. Students listen and repeat.

### AUDIO CD TRACK 26

## 8 Aim: to present the meaning of the target vocabulary (5 minutes)

- Students match the adjectives in exercise 7 to the sentences. Play the CD. Students listen and check.

### AUDIO CD TRACK 27

**Narrator:** 1 – h

**Boy:** What is Alex like?

**Boy:** He's logical. He can answer any maths problem, and he's very good at science.

**Narrator:** 2 – f

**Girl:** What is Jawaher like?

**Girl:** She's very imaginative. She loves writing stories. She says she's going to write a novel.

**Narrator:** 3 – d

**Girl:** What is Mona like?

**Girl:** She's easy-going. She's cheerful and happy about everything. Nothing makes her angry.

**Narrator:** 4 – a

**Boy:** What is Sam like?

**Boy:** He's ambitious. He's hard-working and he's got big plans. He wants to be a doctor.

**Narrator:** 5 – b

**Boy:** What is Abdullah like?

**Boy:** He's caring. He thinks about other people. He visits his grandparents every week.

**Narrator:** 6 – g

**Girl:** What is Asma like?

**Girl:** She's intelligent. She always does well in tests. Studying is easy for her.

**Narrator:** 7 – e

**Boy:** What is Harry like?

**Boy:** He's very friendly. He always says "Hi". He likes meeting people.

**Narrator:** 8 – c

**Boy:** What's Fahd like?

**Boy:** He's creative. He likes designing and inventing things.

### ANSWERS

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

## YOUR TURN Aim: to personalize the use of the target vocabulary (3 minutes)

- Ask students to think of people they know and to use an adjective from the target vocabulary to describe them.
- In pairs, students take turns to ask and answer questions about their friends and relatives using the sample dialogue to help them. Make sure they don't confuse the question with *What would your best friend like?*

## 9 Aim: to present the second conditional: affirmative and negative (5 minutes)

- Go through the chart. Point out that the verb in the *if* clause is always in the past simple and doesn't have a conditional form. The verb in the *would* clause is always in the infinitive. *Would* can be shortened to *'d* in speech and informal writing.
- Ask students when we use the second conditional. (*To talk about things that are unlikely to happen.*)
- In pairs, students use the chart to practise saying the sentences aloud. They can change the verbs or objects.

## 10 Aim: to practise using the second conditional with the *would* clause first (3 minutes)

- Students change the sentences in the chart so they begin with the *would* clause, and write them in their notebooks.

### ANSWERS

You'd work in tourism if you liked travelling.

He / She wouldn't work in tourism if he / she didn't like travelling.

We / They wouldn't study engineering if we / they weren't good at maths.

## 11 Aim: to practise the second conditional in the context of different sentences (3 minutes)

- Students match the sentence halves.
- Check the answers with the class.

### ANSWERS

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

## 12 Aim: to promote more independent use of the second conditional (4 minutes)

- Students complete sentences in the second conditional with the correct forms of the verbs in brackets.
- They check their answers in pairs.

### ANSWERS

1 wouldn't study, wasn't

2 was, 'd have

3 would tell, wasn't

4 ran, 'd get

5 saw, 'd tell

6 would walk, missed

7 would make, was

8 would send, didn't answer

### DIFFERENTIATION

Once your students are comfortable forming the second conditional, you could do an extra activity to compare with the first conditional. We use the first conditional to talk about things which are likely, or real future possibilities. The second conditional is used to talk about 'unreal' or imaginary situations. We also use it to talk about situations we wish or would like to be true, for example *If I had my phone, I would call my friends.*

Write these sentences on the board:

*If I win this race, I'll be the champion!*

*If I won this race, I would be the champion!*

Explain that the first conditional sentence is spoken by a very fast runner who thinks he will win the race. The second conditional sentence is spoken by a runner who doesn't think he will win the race.

Write these phrases on the board and ask the class to write one first and one second conditional sentence.

- 1 go to the moon, take a photograph
- 2 go to a restaurant next week, eat pizza
- 3 find a lot of money, give it to charity
- 4 work hard in school, parents be happy

## Lesson 3

### Objectives

- Target Language: Consolidation of careers and qualities vocabulary; consolidation of second conditional.
- Skills: Reading and listening to statements about careers; interviewing someone about their job.

### Warm-up (2 minutes)

- Focus on the pictures. Ask: *What careers do you think these people have?* Write the students' ideas on the board.

### 13 Aim: to find information in texts (12 minutes)

- Tell students to think of the different career areas covered in units 5 and 6, and to choose two of them. Make sure that all the career areas are considered. In pairs, students brainstorm what qualities are needed for these areas.
- Ask students for their ideas and write them on the board. Ask more able students to explain their answers.
- Tell students they are going to hear four statements, each of which describes a different job. They must choose the best title for each statement.
- Play the CD. Students read and listen.

### AUDIO CD TRACK 28

#### ANSWERS

2 d 3 b 4 c

### 14 Aim: to match texts to a profession (3 minutes)

- Students read the four statements and match each one to one of the careers.

#### ANSWERS

2 d 3 a 4 b

### 15 Aim: to link the statements and professions to career areas (3 minutes)

- Students read the statements again and match them and the professions to the different career areas.

#### ANSWERS

2 medicine 3 agriculture/engineering 4 business

### 16 Aim: to consolidate the meaning of vocabulary and find information in the statements (10 minutes)

- Students answer the questions with full sentences.

#### ANSWERS

- 1 You would study science, especially biology and chemistry.
- 2 You'd need to be intelligent, ambitious, logical, hard-working and calm to be a bank manager.
- 3 Teachers need to be creative and imaginative.
- 4 Psychologists need to be very friendly and caring.

### DIFFERENTIATION

To answer questions like these, some students may just copy phrases from the reading texts without thinking about the wording of what they write, and their answers may not make sense. Before writing any answers ask students to underline the 'key words' in the reading texts which relate to each question. Then ask them to think about how they need to frame their answers. (For example, in text *a* the speaker says *we work in the lab and outdoors*, but the example answer is *In the lab or outdoors on farms.*)

### 17 TRY IT OUT Aim: to describe the qualities needed to do a job (15 minutes)

- Using the statements in exercise 13 as a model, students interview someone they know about their job. They ask what qualities are needed to do the job and explain why.

#### ANSWER

Student's own answers.

## Unit 6 Workbook answers

### Workbook: Extra practice pages 90–91

1 1 would 2 would 3 wouldn't 4 wouldn't  
5 would

2 1 finished, would go 2 wouldn't be, wasn't  
3 liked, would go 4 would feel, had  
5 didn't live, would like 6 wouldn't have, went

3 1 ~~creative~~ friendly 2 ~~ambitious~~ imaginative  
3 ~~caring~~ ambitious 4 ~~logical~~ creative  
5 ~~smart~~ caring



# ► Skills Practice 5–6: Science

## Reading

**Medicine** Advances in Medicine in Saudi Arabia

**Reading Strategy** Understanding linking words and phrases

## Listening

**Doctors** Descriptions of two Saudi doctors

## Speaking

**Speaking Strategy** Reacting to news

## Writing

**A biography** Describing a doctor and scientist

## Reading

### Objectives

- Learning about advances in Medicine in Saudi Arabia.
- Understanding linking words and phrases.

### 1 Aim: to introduce the strategy of reading using linking words and phrases.

- Look at the Reading Strategy with the class. Explain that understanding linking words and phrases can help us when we read.
- Ask: *What is furthermore used for?* (For giving more information about the topic.) Repeat for the other words.
- Students look for the words in 1–5 and match them to the ideas they link.

#### ANSWERS

1 c 2 a 3 b 4 d 5 e

### 2 Aim: to check comprehension of the text.

- Students read the text and decide whether the statements 1–6 are true or false.

#### ANSWERS

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

### 3 Aim: to correct false statements.

- In their notebooks, students rewrite the false sentences from exercise 2 as true sentences.

#### ANSWERS

- 1 The problems get more difficult for conjoined twins as they get older.
- 2 It is possible for conjoined twins to have surgery to separate them.
- 4 Dr Abdullah studied medicine in Canada. or Dr Abdullah is the Minister of Health in Saudi Arabia.

### 4 Aim: to further check comprehension of the text.

- Students read the text and write the answers.

#### ANSWERS

- 1 More than 20.
- 2 In Saudi Arabia and Canada.
- 3 In 2007.
- 4 More than 16 hours.
- 5 Because the king has paid for families to come to Saudi Arabia for surgery.

## Listening

### Objectives

- Listening to descriptions of two Saudi doctors.

### 1 Aim: listening for the general idea.

- Play the CD. Students listen and identify which Dr each statement 1–4 is about.

#### ANSWERS

2 Dr Hayat Sindi 3 Dr Hayat Sindi 4 Dr Selwa Al-Hazza

### 2 Aim: to listen for specific information.

- Play the CD. Students listen and answer the questions.

#### ANSWERS

1 b 2 a 3 c 4 b

### 3 Aim: to listen for more information.

1 Dr Salwa 2 Dr Salwa 3 Dr Sindi 4 Dr Salwa

#### AUDIO CD TRACK 29

Saudi Arabian doctors are some of the best in the world. Here are two doctors who have made a difference to the lives of many people.

1 Dr Salwa Al-Hazza is very important in Saudi medicine. She specializes in caring for people's eyes, and she was the personal eye doctor for King Fahad. She now manages the eye department at King Faisal Hospital in Riyadh.

Dr Salwa went to school in the United States, but went to university in Riyadh at the King Saud University. After she got married, she went with her husband to the United States and she studied medicine there at one of the best universities.

She has won many awards for her writing and her research on eye care and eye problems. Today, she writes a lot about different eye problems. She studies the eyes of premature babies. These babies were born too early and many have got problems with their eyes.

- 2 Dr Hayat Sindi was the first Saudi woman to specialize in biotechnology. Biotechnology combines biology and technology. It is like engineering in medicine. Dr Hayat is from a family of 8 children. She grew up in Saudi Arabia, but went to university in the UK.

She studied at Cambridge, one of the best universities in the world. This is an incredible achievement, especially as she didn't speak any English before she moved to England. "When people tell me things are impossible, it just gives me energy," she says.

As a child, she loved to read about Ibn Sina and Al-Kharizmi. She dreamed of becoming a scientist and of helping people. She developed several machines to find health problems in people's bodies. One of them is very small, about 2 centimetres by 2 centimetres and costs less than a litre of petrol. Her work has saved many lives. She travels around the world and speaks to many people who are interested in science. She also writes about scientific issues online.

## Speaking

### Aim: to react to news.

- Look at the speaking strategy with the class. Explain that the words in the column on the left are ways of reacting to good news, and the words in the column on the right are ways of reacting to bad news.
- In pairs, the students read the pieces of news a–d to each other, and react using the phrases provided.

### ANSWERS

Students' own answers

## Writing

### Objectives

- Writing a biography.

### 1 Aim: to introduce the strategy of writing a biography.

- Look at the writing strategy with the class.
- Ask: *What is the first piece of information usually included in a biography?* (When and where a person was born.)
- Students read the biography of Dr Abdullah Al Rabiah and complete the chart.

### ANSWERS

- 1 Intelligent, good at science.
- 2 Medicine – King Saud University and Canada.
- 3 Famous for separating conjoined twins.
- 4 Professor of medicine; worked at important hospitals; Minister of Health.

### 2 Aim: to write a biography.

- Students read the chart and use the information to write a biography.

### 3 Aim: to give students' texts a score.

- As students complete exercise 3, check their work.
- Give students a score for their work.

**Grammar****Second conditional:** *Yes / No* and information questions**Vocabulary****Jobs in medicine** *doctor lab technician nurse paramedic physiotherapist***Functions****Speaking** Naming careers in medicine  
Talking about imaginary situations**Reading and writing** An interview about a career**Topics****Work** Careers in medicine**Lesson 1****Objectives**

- Target Language: Jobs in medicine; introduction of second conditional *Yes/No* and information questions.
- Skills: Reading and listening to a job advertisement; speaking about careers in medicine.

**Warm-up (5 minutes)**

- Give students two minutes to brainstorm in pairs different jobs in medicine. Write their answers on the board. Next to this write the new vocabulary. Link the words in the two lists. Check their meaning and pronunciation.

**1 Aim: to present new vocabulary, grammar, functions and topics in context (10 minutes)**

- Tell students they are going to learn more about careers in medicine by reading and listening to a job advert.
- Play the CD. Students read and listen to the advert.

**AUDIO CD TRACK 30****2 Aim: to practise new vocabulary (7 minutes)**

- Students read the advert again and find and circle the five careers. Then they listen to the answers and repeat the words.

**ANSWERS/ AUDIO CD TRACK 31**

- |                    |                   |              |
|--------------------|-------------------|--------------|
| 1 doctor           | 2 nurses          | 3 paramedics |
| 4 physiotherapists | 5 lab technicians |              |

**3 Aim: to check students' comprehension of target vocabulary (5 minutes)**

- Students label the picture with the correct words.

**ANSWERS**

- |                   |             |          |
|-------------------|-------------|----------|
| 1 physiotherapist | 2 nurse     | 3 doctor |
| 4 lab technician  | 5 paramedic |          |

**DIFFERENTIATION**

Students may find this exercise easier if you first decide what each picture is showing. For each picture 2–5, elicit some words or phrases which the pictures suggest to the students. Then ask your students to look at the reading text again and identify which job names apply to which pictures.

**4 Aim: to check comprehension of the text in exercise 1 (10 minutes)**

- Students read the advert again and write answers to the questions. They should write full sentences.

**ANSWERS**

- 1 They help patients at an accident.
- 2 They take them to the hospital.
- 3 They help people with muscle injuries.
- 4 They do important work studying illnesses.

**YOUR TURN Aim: to expand jobs in medicine vocabulary (8 minutes)**

- In their notebooks, students make lists of other medical jobs. If necessary they can use dictionaries to help them.
- In groups, students compare their lists and add any jobs to their list which their classmates have written.
- Elicit all the words which the students have written and write them on the board.

**Lesson 2****Objectives**

- Target Language: presentation of second conditional *Yes/No* and information questions.
- Skills: Asking and answering questions using the second conditional.

**Warm-up (3 minutes)**

- Quickly revise the vocabulary from Lesson 1 by reading sentences from exercise 1, but omitting the target vocabulary by saying: *Blank*, instead of the word you want to test. For example: *Blanks deal with emergencies*. Students either say the missing words, or write them in their notebooks and compare their answers in pairs.

**5 Aim: to present Yes / No questions in the second conditional (4 minutes)**

- Go through the chart. Practise rising intonation.

**6 Aim: to practise the word order in Yes / No second conditional questions starting with if (5 minutes)**

- Students reorder the words and write *Yes / No* questions starting with *if* in their notebooks.

### ANSWERS

- 1 If your dad had 30,000 SAR, would he buy a new car?
- 2 If you were a teacher, would you teach geography?
- 3 If you got 100% in your English tests, would your parents be happy?
- 4 If your dad gave you 50 SAR, would you be surprised?

### 7 Aim: to practise Yes / No second conditional questions starting with *would* (5 minutes)

- Students rewrite the questions in their notebooks so that they begin with *would*. They write their own answers.

### ANSWERS

- 1 Would your dad buy a new car if he had 30,000 SAR?
- 2 Would you teach geography if you were a teacher?
- 3 Would your parents be happy if you got 100% in your English tests?
- 4 Would you be surprised if your dad gave you 50 SAR?

Students' own answers

### 8 Aim: to consolidate understanding of Yes / No second conditional questions (3 minutes)

- Students complete the second conditional questions with the correct forms of the verbs in parentheses.

### ANSWERS

- 1 Would ... see, were not
- 2 Would ... study, wanted
- 3 Would ... work, were
- 4 Would ... need, wanted
- 5 Would ... go, broke

### YOUR TURN Aim: to personalize the topic (7 minutes)

- Put students into pairs to ask and answer the questions in exercise 8.

### 9 Aim: to present information questions in the second conditional (5 minutes)

- Go through the chart. Practise falling intonation.

### 10 Aim: to check students' understanding of the structure of second conditional information questions (5 minutes)

- Check students understand that they have got a choice of two words or groups of words and must circle the correct one.

### ANSWERS

- 1 would you do, had
- 2 How, lost
- 3 would you think, e-mailed
- 4 Where, fly
- 5 Where, were

### DIFFERENTIATION

If your students require extra practice forming second conditional sentences, ask them to write their personal answers to the questions in exercise 10. Personalizing in this way will help students to learn and remember new structures. This will also provide preparation for the speaking in the *Your turn* exercise.

### 11 Aim: to practise writing information questions in the second conditional (5 minutes)

- Students use the prompts to write information questions with *if* and the correct form of the verbs in their notebooks.

### ANSWERS

- 1 What book would you read if you had a lot of free time?
- 2 What would your parents cook if they made a special dinner?
- 3 Where would your friends go if they didn't have school today?
- 4 How would you feel if you met your favourite sportsperson?

### YOUR TURN Aim: to practise using second conditional information questions and target vocabulary in a dialogue (3 minutes)

- In pairs, students ask each other the questions they wrote in exercises 10 and 11.

## Lesson 3

### Objectives

- Target Language: Consolidation of jobs in medicine vocabulary and second conditional questions.
- Skills: Reading and listening to an interview; interviewing someone about their career.

### Warm-up (3 minutes)

- Write the first and second parts of a number of second conditional sentences from Lesson 2 on the board, on opposite sides of the board. For example, write: *If you worked in medicine*, on one side of the board and: *would you be a paramedic?* on the other.
- Invite a student to come to the front of the class. He/she must elicit from the class which sentence parts match, and draw lines connecting them.

### 12 Aim: to practise target vocabulary and grammar in context (10 minutes)

- Play the CD. Students read and listen to an interview. Ask: *What job are they talking about?*

### AUDIO CD TRACK 32

### ANSWERS

Doctor

### 13 Aim: to find specific information in the text (5 minutes)

- Check any unknown vocabulary in the interview.
- The students circle *T* or *F* next to each sentence and correct the false sentences.

### ANSWERS

- 1 F (He worked in a hospital some of the time while he was training.)
- 2 T
- 3 F (He would love to go to space.)
- 4 F (You need to get good grades and save a lot of money.)

**14 Aim: to find further specific information in the text (7 minutes)**

- Students answer the questions with full sentences.

**ANSWERS**

- 1 He works in Accident and Emergency at a hospital in Al-Khobar.
- 2 It can be very stressful and he has to work quite late.
- 3 He would love to be an astronaut.
- 4 He would advise them to work hard and save a lot of money.

**DIFFERENTIATION**

Ask fast finishers to compare their answers to these questions. In pairs, they check each other's work. If two partners have got different answers, they should discuss their answers and try to find the correct answer together.

**15 TRY IT OUT Aim: to personalize the context of the unit (20 minutes)**

- Using the interview in exercise 12 as a model, ask students to interview someone about their career. Then students write the interview.

**SAMPLE ANSWER**

*When did your career in education start?*

*My first job was at an international school. I was an English teacher and I loved it.*

*What would happen if a student behaved badly?*

*Students do behave badly. You have got to be strict.*

*If a school offered you another job, would you take it?*

*If it had more responsibility, I would. But I really enjoy my job.*

*What would you say if a young person wanted to be a teacher?*

*I would tell them they must be strict but the job is fun.*

## Unit 7 Workbook answers

### Workbook: Extra practice pages 92–93

- 1 1 Would your parents be angry if you got home late?  
Yes, they would.  
2 If it wasn't rainy, would you wear that jacket? No, I wouldn't.  
3 Would the teacher help us if we asked him a question? Yes, he would.  
4 If this book wasn't in English, would you read it?  
No, we wouldn't.  
5 If you had 20 SAR, would you buy me a sandwich?  
Yes, I would.
- 2 1 What would, cook, were  
2 passed, what would, study  
3 Where would, cycle, had  
4 What would, do, was  
5 weren't, where would, live  
6 worked, what, would, look after
- 3 1 nurse  
2 paramedic  
3 physiotherapist  
4 lab technician



**Grammar****Past perfect:** affirmative and negative**Past perfect and past simple****Vocabulary****Illnesses and injuries** *broken arm cut finger headache  
sore throat sprained ankle stomach ache***Functions****Speaking** Discussing what you would do to help patients**Reading and writing** An article about a person who helps others**Topics****Work** Careers in medicine**Health** Illnesses and injuries**Lesson 1****Objectives**

- Target Language: Illnesses and injuries; introduction of past perfect.
- Skills: Reading and listening to a conversation; talking about helping patients.

**Warm-up (10 minutes)**

- With books closed, ask students what has happened in the story so far. Ask: *What career does Ben want?* (He wants to work in medicine.)

**1 Aim: to present the past perfect and the past simple (10 minutes)**

- Tell students that they are going to find out what happens next in the story. Play the CD. Students read and listen to the conversation.

**AUDIO CD TRACK 33****2 Aim: to find specific information in the text (10 minutes)**

- Go through the text and check any new vocabulary.
- Students read the conversation again and circle the correct words to complete the sentences.

**ANSWERS**

1 a      2 d      3 b      4 a

**YOUR TURN Aim: to revise the second conditional in context (15 minutes)**

- Put students in pairs to brainstorm what they would do in Ben's position.
- Ask for their suggestions and write them on the board.

**DIFFERENTIATION**

For exercises like this it is sometimes a good idea to pair student who are strong speakers together, and students who find speaking difficult together. Stronger speakers can get frustrated if they work with weaker speakers, and will benefit more from being paired with someone of the same level. When students finish speaking, they form new pairs and repeat. Your students will gain confidence by repeating the exercise more than once.

**Lesson 2****Objectives**

- Target Language: Presentation of past perfect (affirmative and negative) and past simple.
- Skills: Listening to conversations.

**Warm-up (3 minutes)**

- Prepare for the grammar exercises by revising irregular verb past participle forms. Ask your students to look at the irregular verbs list on page 104. Then in pairs they test each other's memory. One student looks at the page and says an infinitive form. The other student must say the correct past participle form without looking at the page.

**3 Aim: to present the past perfect (6 minutes)**

- Ask students to look at the chart. Ask them when we use the past perfect. (*To describe things that happened before other events in the past.*)
- Check the structure of the past perfect in the chart.

**Watch out**

- Explain that the adverbs *already*, *just* and *only* go between *had / hadn't* and the main verb in the past participle.
- Check the meanings of the adverbs.
- Elicit example sentences from the students.

**4 Aim: to practise the word order of the past perfect, including adverbs (5 minutes)**

- Students reorder the words and write sentences in their notebooks.

**ANSWERS**

- 1 We hadn't visited the U.S. before.
- 2 She'd already spoken to the teacher.
- 3 He had just e-mailed me.
- 4 I'd just seen my uncle.
- 5 You'd already texted her.
- 6 They had already eaten dinner.

**Watch out**

- Remind students that they must learn the past participles of irregular verbs.

### 5 Aim: To promote more active use of the past perfect (3 minutes)

- Students complete the sentences with the affirmative or negative forms of the verbs in brackets in the past perfect.

#### ANSWERS

- 1 had driven    2 had eaten    3 hadn't gone  
4 had remembered    5 hadn't had

### 6 Aim: to practise the past perfect in context (8 minutes)

- Tell students that they are going to listen to another conversation between Ben and Jack.
- Ask them to guess what the conversation will be about. Ask if they think Ben is doing well in his new job.
- Play the CD. Students listen to the conversation and circle the correct words in the sentences.

#### AUDIO CD TRACK 34

**Jack:** What was your first day like?

**Ben:** It was difficult. I'd only been there for five minutes when the paramedics arrived with some people from an accident.

**Jack:** Really? Were the people badly injured?

**Ben:** No, but it was awful. Everyone was running everywhere. They hadn't given me any training yet, so I didn't know how to help.

**Jack:** Oh, that's awful.

**Ben:** Yes, and the nurses asked me to make some copies of some papers, but the photocopier had broken. I didn't know what to do.

**Jack:** What did you do?

**Ben:** I ran around the hospital and looked for another photocopier, but there wasn't one. So, I decided to take the papers to the library opposite the hospital and use the photocopier there. But that wasn't a good idea. I hadn't asked anyone about that, and the nurse was not very happy when I told her I had taken the papers out of the hospital.

**Jack:** Was there a printer? Those have photocopiers.

**Ben:** Yes! You're right. The printer can make copies. I don't know why I didn't think of that!

**Jack:** So, was the nurse angry with you?

**Ben:** No, she wasn't angry. But she wasn't very pleased and I was upset that I had done something wrong. But she understood that I had tried to help, and everything was OK, and she thanked me in the end.

**Jack:** Are you going back tomorrow?

**Ben:** Yes. I'm going to help take patients to the X-ray room.

#### ANSWERS

- 1 weren't    2 nurse    3 had broken  
4 library    5 can make    6 unhappy

### 7 Aim: to present the past perfect in conjunction with the past simple (3 minutes)

- Go through the chart with the students. Draw the following diagram on the board and the following words next to it:



- Ask students to decide where to write the words on the diagram. Answer: 1 *had been*; 2 *arrived*
- Check students understand that the past simple refers to events in the past, and the past perfect describes what happened before events in the past took place.

### 8 Aim: to practise using the past perfect in conjunction with the past simple (5 minutes)

- Explain that students are going to make one sentence from the two sentences shown in brackets. To do this they must use the past perfect together with the past simple. The numbers in the brackets show which event happened first.

#### ANSWERS

- 1 had studied, passed    2 had played, lost  
3 had waited, came    4 cooked, had done

### 9 Aim: to present new vocabulary (10 minutes)

- Ask students to look at the pictures and say the illness or injury in their own language.
- Play the CD. Students listen and match the correct conversation with each picture.

#### AUDIO CD TRACK 35

1

**Doctor:** Good morning, Mr Davies. What seems to be the problem?

**Patient:** I've had this terrible headache since yesterday morning.

**Doctor:** A headache ... I see. Have you had any problems with your eyes?

**Patient:** No, I haven't. But I've had a lot of work lately. It's been very stressful and ...

2

**Doctor:** Good morning. It's Sam, isn't it? What can I do for you?

**Patient:** I fell off my bike yesterday and I hurt my ankle. I thought it would be OK, but when I woke up this morning it was all red and it still hurts a lot.

**Doctor:** Let me have a look. Ah, yes. You've sprained your ankle. You'll need to rest it. You won't be able to ride your bike for a while, I'm afraid ...

3

**Doctor:** Good morning. What can I do for you?

**Patient:** I've cut my finger.

**Doctor:** Let me have a look. Oh dear, yes, that's quite a deep cut. We'll get the nurse to look at it and give you some stitches ...

4

**Doctor:** Good morning. How can I help?

**Patient:** Well, I was playing football and I fell over and ... my arm ... it really hurts.

**Doctor:** Let me have a look. Does this hurt?  
**Patient:** Ouch ... Yes, that really hurts.  
**Doctor:** I think you've broken your arm. You'll need to have an X-ray ...

5

**Doctor:** Good afternoon, Mrs Jenkins. What's the problem?  
**Mum:** It's Ben. He can't talk. He had a cold last week and now his throat hurts.

**Doctor:** Let me have a look at you, young man. Can you open your mouth nice and wide for me? That's it ... And say 'Ahhh'.

**Boy:** Ahhhh.

**Doctor:** Oh dear. You've got a nasty sore throat. I can give you some medicine for that ...

6

**Doctor:** Hello! Sit down. Well then, what's the problem?

**Patient:** It's my stomach. It really hurts.

**Doctor:** I see. You've got a stomach ache. And what did you eat yesterday?

#### ANSWERS

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

#### DIFFERENTIATION

This game will benefit kinetic learners who learn better through movement. Students work in small groups. They take turns to pretend (without speaking) that they have got one of the illnesses or injuries from exercise 9. The other students in the group try to guess the illness or injury.

### 10 Aim: to practise the pronunciation of the new vocabulary (2 minutes)

- Play the CD. Students listen and repeat the words.

#### AUDIO CD TRACK 36

1 headache    2 sprained ankle    3 cut finger  
 4 broken arm    5 sore throat    6 stomach ache

## Lesson 3

### Objectives

- Target Language: Consolidation of past perfect.
- Skills: Reading an article; writing an article about someone.

### Warm-up (3 minutes)

- Some of the vocabulary in this unit is difficult to pronounce and spell (for example the *ch* in *headache* is a hard sound like a *k*). A dictation revision exercise (see page 8) will help students to recognize and spell the words.
- Play audio CD track 10 and ask students to write the words.
- Students compare their answers in pairs.

### 11 Aim: to practise target vocabulary and grammar in context (10 minutes)

- Ask students who is in the photo. (*A doctor.*)

- Ask one student to read the text aloud. Ask students what Liam did last year.

#### ANSWER

He worked as a volunteer in hospitals all over Africa.

#### DIFFERENTIATION

Some students may find it difficult to listen and read simultaneously. Encourage you students to silently mouth this text as they hear it. This will help them to read at the same pace as they listen. It will also help them to make the connection between sounds and written words.

### 12 Aim: to check comprehension of the text (7 minutes)

- Go back through the text and check unknown vocabulary.
- Tell students to listen and read the text carefully. Play the CD. Students put the places in the correct order.

#### AUDIO CD TRACK 37

#### ANSWERS

a 2    b 3    c 4    d 1

### 13 Aim: To find specific information in the text and to answer questions with full sentences (10 minutes)

- Students read the text again and write answers to the questions using full sentences.

#### ANSWERS

- 1 He has visited Africa once.
- 2 He went to a children's hospital.
- 3 He taught some doctors.
- 4 An Islamic charity has started the hospital.
- 5 No doctors worked with him. / He was the only doctor.

#### TRY IT OUT

### Aim: to write a text about somebody who helps others (15 minutes)

- Students think of somebody they know who helps other people. They write an article about that person using the article in exercise 11 as a model. They should try to use the past perfect tense and the new vocabulary from the unit.

## Unit 8 Workbook answers

### Workbook: Extra practice pages 94–95

- |                   |                    |
|-------------------|--------------------|
| 1 1 had sent      | 2 hadn't given     |
| 3 had only texted | 4 hadn't grown     |
| 5 had just gone   | 6 hadn't forgotten |

- |                            |                    |
|----------------------------|--------------------|
| 2 1 had cooked dinner, got | 2 walked, had done |
| 3 had waited, arrived      | 4 had, visited     |

3 2 f    3 c    4 b    5 d    6 a

# ► Skills Practice 7–8: Ecology

## Reading

**Drinking the sea** Desalinating seawater so it can be drunk

**Reading Strategy** Understanding meaning from context

## Listening

**Conserving resources** A dialogue about conserving natural resources

## Writing

**Conserving resources** Writing about conserving natural resources

**Writing Strategy** Organizing ideas

## Reading

### Objectives

- Learning about desalinating water in Saudi Arabia.
- Understanding meanings from context.

### 1 Aim: to introduce the strategy of understanding meanings from context.

- Look at the reading strategy with the class. Explain that sometimes if we can't understand something, the context can help us.
- Students find the words 1–7 and match them with the meanings a–g. They shouldn't use dictionaries, but use the tips in the reading strategy.

#### ANSWERS

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

### 2 Aim: to check comprehension of the text.

- Students read the text and circle the correct answers.

#### ANSWERS

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

### 3 Aim: to further check comprehension of the text.

- Students read the text and write the answers.

#### ANSWERS

- 1 Because it contains salt.
- 2 About 50%.
- 3 More than 30.
- 4 Near the Red Sea.
- 5 It is on a boat.

## Speaking

- In pairs, students discuss ways of conserving water.

## Listening

### Objectives

- Learning about conserving natural resources.
- Understanding meaning from context.

### 1 Aim: to listen for the general idea.

- Look at the listening strategy with the class. Ask: *What should you do if you don't understand a word?* (Keep listening.)
- Play the CD. Students listen and choose the correct meanings of the words.

#### ANSWERS

1 a 2 c

### 2 Aim: to listen for specific information.

- Play the CD. Students listen and match the sentence halves.

#### ANSWERS

1 e 2 c 3 d 4 a 5 b

### 3 Aim: to listen for specific information.

- Play the CD. Students listen and complete the sentences.

#### SAMPLE ANSWERS

- 1 Drivers can turn off the air conditioning when it isn't hot.
- 2 People can turn off the water when they are brushing their teeth.

#### AUDIO CD TRACK 38

**Man 1:** What are you doing?

**Man 2:** I'm working on a school project. I'm making a list of ways to conserve our resources and help the environment.

**Man 1:** What do you mean?

**Man 2:** Well, we've got natural resources, like water, or oil, and these help us to make things like electricity. We need to look after these natural resources. We should try to use less, because natural resources are precious and can't be replaced.

**Man 1:** I'm not sure I understand. Petrol is not expensive in Saudi Arabia, and there are desalination plants to make our drinking water from seawater.

**Man 2:** Yes, that's true, but we should still try to conserve these resources because we don't know what will happen tomorrow. Also, it's better for the Earth if we use less electricity and petrol. For example, when a car stops in front of the school to wait for someone, often the driver leaves the car on because of the air conditioning. The driver does it out of habit, because that's what he always does. Sometimes, it's so hot that we have to do that, but other times, it isn't so hot and we should turn off the air conditioning. It uses petrol and it pollutes the environment.

- Man 1:** I see. But how much pollution can one car make?
- Man 2:** One car isn't going to make a lot of pollution, but a thousand cars or ten thousand cars will make a lot, so it's about changing the way we think.
- Man 1:** So, for instance, sometimes when I brush my teeth, I leave the water on. I should probably turn it off when I'm brushing.
- Man 2:** That's important. If you don't need the water, don't leave it on. If everyone turned the water off when they didn't need it, we would save a lot of water.
- Man 1:** Yes, I see. I will try to remember that.

## Speaking

### Aim: To give polite advice.

- Look at the speaking strategy with the class.
- In pairs, students give polite advice about the topics 1–3.

### ANSWERS

Students' own answers.

## Writing

### Objectives

- Writing about natural resources.
- Organizing ideas by supporting points.

### 1 Aim: to introduce the strategy of organizing ideas.

- Look at the writing strategy with the class.
- Students read the paragraph and complete the chart.

### ANSWERS

Point 1

**b** We need water to keep things clean.

Point 2: Plants need water to grow

**a** Farmers use water to irrigate plants.

**b** Without water we wouldn't have enough food.

### 2 Aim: to prepare for writing by making notes.

- Students choose another natural resource and complete the chart.

### ANSWERS

Students' own answers.

### 3 Aim: to write a paragraph about a natural resource.

- Using the chart they completed for exercise 2, students write a paragraph about the natural resource they have chosen.

### 4 Aim: to give students' texts a score.

- As students complete exercise 3, check their work.
- Give students a score for their work.



# 9 ▶ The computer has gone!

## Grammar

**Third conditional:** affirmative and negative

## Vocabulary

**Crime** *crime scene information officer*  
*police station report uniform witness*

## Functions

**Speaking** Talking about a crime scene

**Reading and writing** A day in the life of a police officer

## Topics

**Society** Crime

**Work** Careers in the police

## Lesson 1

### Objectives

- Target Language: Crime; introduction of the third conditional (affirmative and negative).
- Skills: Reading and listening to a conversation; comparing ideas.

### Warm-up (15 minutes)

- Tell students that they are going to start a new story in the Student's Book. Explain that it is about a crime.
- Ask students to work in pairs and give them time to brainstorm different crime words.
- Elicit their suggestions and write them on the board.
- Write the target vocabulary on the board.

### 1 Aim: to present the third conditional in context (10 minutes)

- Tell students they are going to read and listen to a conversation about a crime which has happened. Ask them to look at the picture and to guess the crime and where it happened. Pre-teach the word *lab*.
- Play the CD. Students read and listen.

#### AUDIO CD TRACK 39

#### DIFFERENTIATION

The story introduced in this lesson will continue for the next four units. Help to engage all your students with the story by focusing initially on the pictures. Write the following on the board:

*What do you think has happened?*

- 1 *The man with red hair has forgotten something.*
- 2 *Somebody has stolen a computer.*
- 3 *The man with the dark hair has opened a window.*

Students work in pairs to look at the pictures and decide which option is correct. Don't tell the class what the correct answer is before doing exercise 1.

### 2 Aim: to find specific information in the text (8 minutes)

- Students read the story again and match the sentence halves. You could play the CD again to check answers.

#### ANSWERS

2 d                      3 a                      4 e                      5 c

### 3 Aim: to find further specific information in the text (5 minutes)

- Students read the conversation again and circle *T* or *F*.

#### ANSWERS

1 T                      2 F                      3 F                      4 F

### YOUR TURN Aim: to check comprehension of the conversation through a dialogue (7 minutes)

- Ask students to read the conversation again. Give them two minutes to make notes about what they think has happened.
- Put them in pairs to discuss their ideas. They should use the sample dialogue as a model.

## Lesson 2

### Objectives

- Target Language: Presentation of the third conditional (affirmative and negative).
- Skills: Listening to a description of an accident.

### Warm-up (2 minutes)

- Books closed. Ask class to remember the pictures from Lesson 1's reading text. Ask: *Who was in the pictures? Where were they? What else could you see?*

### 4 Aim: to present the third conditional: affirmative and negative (8 minutes)

- Go through the chart with the students, checking the forms of the verbs in the *if* and *would have* clauses.
- Ask students when we use the third conditional. (*To describe situations in the past that didn't happen and now have no possibility of happening.*)

### 5 Aim: to practise the meanings of 'd in third conditional sentences (5 minutes)

- Ask students how they can shorten *had* and *would*. (*'d*)
- Tell them to look at the sentences in this exercise, which all use the shortened form *'d* instead of *had* or *would*.

Ask students to read the sentences and decide on the meaning of *d*, and to write *had* or *would* in the spaces.

#### ANSWERS

- 1 had, would      2 would, had      3 had, would

#### 6 Aim: to promote active use of the third conditional (10 minutes)

- Students complete the third conditional sentences with the correct forms of the verbs.

#### ANSWERS

- 1 would have called, 'd had  
2 'd won, would have flown  
3 would have made, had come  
4 hadn't texted, wouldn't have known  
5 wouldn't have produced, hadn't helped

#### 7 Aim: to check comprehension of the sentences in exercise 6 (5 minutes)

- Ask students to read through the sentences in exercise 6 and to answer the questions in this exercise about them with *Yes* or *No*.

#### ANSWERS

- 1 a No    b No      4 a Yes    b Yes  
2 a No    b No      5 a Yes    b Yes  
3 a No    b No

#### Watch out

- Remind students that conditional sentences can start or end with the *if* clause, without any change to their meaning.
- A comma should be used after the *if* clause if it appears first in the sentence.

#### 8 Aim: to write complete sentences in the third conditional (5 minutes)

- Write a third conditional sentence on the board and circle the verbs. Elicit that in the *if* clause, the verb takes the past perfect form. In the *would have* clause, the verb is in the past participle and is always preceded by *would / wouldn't have*. Students use the prompts to write sentences.

#### ANSWERS

- 1 The project would have been brilliant if I had designed it.  
2 If we had had 20 SAR, we would have given it to poor people.  
3 She wouldn't have passed her test if she hadn't studied every day.  
4 If he hadn't gone to the shopping mall, he wouldn't have bought those shirts.

#### EXTRA

- Ask students to close their books. Write anagrams of the target vocabulary on the board. Ask students to solve them.

#### 9 Aim: to present target vocabulary (3 minutes)

- Tell students that they are going to listen to a description of an accident. They should number the pictures in the correct order. Play the CD.

#### AUDIO CD TRACK 40

There was an accident in Bridge Street yesterday morning at 10.20 a.m. A car driving along Bridge Street crashed into another car which was driving in the opposite direction. One of the car drivers became very angry because his car was badly damaged. If the cars hadn't crashed, the man wouldn't have been angry. But the accident wasn't caused by the driver, it was caused by a young boy who was playing football in his front garden. While he was playing football in the garden, he kicked his football over the fence and the ball went onto the road. If the boy hadn't played football near the fence, he wouldn't have kicked the ball over the fence. The ball landed on the road in front of the car. If the boy hadn't kicked the ball over the fence, the ball wouldn't have gone onto the road. The boy ran straight out into the road, without looking, in front of the car and it crashed into the car which was travelling in the opposite direction. If the boy had looked before he crossed the road, he wouldn't have run in front of the car, and if he hadn't run in front of the car, the cars wouldn't have crashed. Police officers were called to the scene, but no one was arrested.

#### ANSWERS

- a 4      b 1      c 3      d 2      e 5

#### DIFFERENTIATION

If you think some of your students will find this listening exercise difficult, begin by focusing on the pictures. Explain that the pictures tell a story, but they are not in the correct order. Ask: *What do you think happened? Which do you think is the first picture?* After completing exercise 9, elicit the sequence of events from the class, focusing on the reason why each event happened, and write these reasons on the board. For example: *The boy ran into the road because his ball was on the road. The men were angry because they had crashed their cars etc.*

#### 10 Aim: to check the answers in exercise 9 and to make third conditional sentences (7 minutes)

- Students listen to the CD again to check their answers and then match the sentence halves.

#### AUDIO CD TRACK 40

- 2 d      3 c      4 a      5 e

## Lesson 3

#### Objectives

- Target Language: Consolidation of crime vocabulary.
- Skills: Reading, and listening to, a magazine article; writing about a day in the life of a police officer.

### Warm-up (5 minutes)

- Write the first and second parts of a number of third conditional sentences from Lesson 2 on the board, on opposite sides of the board. For example, write: *If the cars hadn't crashed*, on one side of the board and: *the man wouldn't have been angry*, on the other.
- Invite a student to come to the front of the class. He/she must elicit from the class which sentence the parts match, and draw lines connecting them.

### 11 Aim: to practise target vocabulary and grammar in context (10 minutes)

- Look at the picture with the class. Ask: *Who is the man in the photo?* (He's a police officer.) Ask: *What country is he in?* (The U.K.)
- Explain to the class that they are going to read an article about a British police officer called Officer Brown. Ask which of the four jobs a–d he does not have to do.

#### AUDIO CD TRACK 41

#### ANSWER

c

#### DIFFERENTIATION

If you have got students who need some extra listening practice, you could adapt this to a listening exercise before reading. Students close their books. Write the following 'gist' questions for general understanding on the board: *What is Robert Brown's job?* (He is a police officer.) *Where does he work?* (Wimbledon, near London.) Play the audio CD. Students listen and write the answers. Then, they look at the text on page 59 and check their answers.

### 12 Aim: to check general understanding of the text and practise using new vocabulary in context (5 minutes)

- Tell students to read the article again and to fill in the gaps.

#### ANSWERS

- |                  |               |               |
|------------------|---------------|---------------|
| 1 police station | 2 reports     | 3 crime scene |
| 4 Shopkeepers    | 5 information | 6 witnesses   |
| 7 officers       |               |               |

### 13 Aim: to find specific information in the magazine article (8 minutes)

- Students check the review again and write answers to the questions.

#### ANSWERS

- 1 At the police station.
- 2 No, he isn't.
- 3 When people take things that aren't theirs.
- 4 He would return it.

### 14 TRY IT OUT Aim: to personalize the target language and topic (17 minutes)

- Ask students to write about a day in the life of a police officer in their city, using the article in exercise 11 as a model.

#### SAMPLE ANSWER

*I live in Makkah. Officer Nawaf is a police officer here. He goes to the police station every morning. He wears a uniform to work. He reads the reports form the night before and then he goes for a walk. He talks to people in shops, on the street and in parks. If he sees somebody doing something strange, he writes a report about it. Sometimes he has to interview witnesses.*

## Unit 9 Workbook answers

### Workbook: Extra practice pages 96–97

- 1 1 hadn't studied, wouldn't have done  
2 would have helped, had known  
3 would have texted, hadn't got  
4 had had, would have taken  
5 hadn't been, would have heard  
6 wouldn't have gone, hadn't had
- 2 1 I would have walked to school if I hadn't lost my trainers.  
2 If your mum had cooked dinner, it would have been delicious.  
3 Our school would have closed if it had been very hot.  
4 If we hadn't sent an e-mail, my friend would have felt disappointed.
- 3 2 officer  
3 crime scene  
4 uniform  
5 information  
6 report  
7 witness

**Grammar****Third conditional:** Yes / No and information questions**Vocabulary****Computer security** download firewall hacking  
malware network virus**Functions****Speaking** Discussing computer security**Reading and writing** An interview with someone with an interesting job**Topics****Society** Crime and computer security**Lesson 1****Objectives**

- Target Language: Computer security; introduction of the third conditional Yes / No and information questions.
- Skills: Reading and listening to notes; talking about computer security.

**Warm-up (5 minutes)**

- Revise what happened in the story in the previous unit. Ask why the crime is mysterious. (*Because the doors and windows were locked and this morning a window is open.*)
- Books closed, revise Unit 9 vocabulary.

**1 Aim: to present target vocabulary and grammar (10 minutes)**

- Ask students to look quickly at the notes. Ask them what they think they are about. (*Different crimes.*) Play the CD. Students listen and read the notes.

**AUDIO CD TRACK 42****DIFFERENTIATION**

This text refers to the story which began in Unit 9. Students will find it easier to understand the text if they are reminded of the text in Unit 9. In groups, students work together to remember as much as they can about the text. Elicit the most important information (including the names of the characters, the fact that the laptop was taken from the lab, and the window was open) and write it on the board.

**2 Aim: to use new vocabulary in context (7 minutes)**

- Students go through the notes again and find the underlined words to complete the gaps.
- Practise the pronunciation of the new vocabulary.

**ANSWERS**

- 2 Hacking                      3 network                      4 passwords  
5 firewall, hackers        6 malware, virus

**3 Aim: to find specific information in the text (8 minutes)**

- Check any unknown vocabulary in the notes.
- Students read the text again and answer the questions.

**ANSWERS**

- 1 They got through the company's firewall.  
2 A computer with important car designs.  
3 A science teacher.  
4 Thousands of pounds.

**YOUR TURN Aim: to use the target vocabulary in a discussion (15 minutes)**

- In pairs, students discuss how they keep their computers safe.
- Monitor the students and correct the most common errors when they have finished speaking.

**Lesson 2****Objectives**

- Target Language: Presentation of third conditional Yes / No and information questions.
- Skills: Listening to a conversation.

**Warm-up (3 minutes)**

- Revise vocabulary taught throughout *Look Up 6* so far, by asking students to group words by form. Write on the board any words you would like to test and ask students to write them in their notebooks under the headings *Nouns, Verbs, Adjectives* etc.

**4 Aim: to present third conditional Yes / No questions (7 minutes)**

- Go through the chart. Show students that in the *if* clause the verb is always in the past perfect, and in the *would* clause the verb is in the past participle and preceded by *would ... have*.
- Remind students that the third conditional is used to talk about things in the past that didn't happen and have no possibility of happening now.
- In pairs, students make questions and short answers with the words in the chart. Allow two or three minutes for this.

**5 Aim: to practise target grammar in context (5 minutes)**

- Students match the sentence halves.

**ANSWERS**

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

**6 Aim: to practise third conditional Yes / No questions (5 minutes)**

- Students read the example.
- They complete the questions and write answers which are true for them.

**ANSWERS**

- 1 had forgotten, would your teacher have been
  - 2 Would you have walked, hadn't been
  - 3 had lost, would you have felt
  - 4 Would you have been, had worked
  - 5 hadn't had, would you have stayed
  - 6 Would your parents had been, hadn't passed
  - 7 had asked, would you have visited
- Students' own answers

**EXTRA (2 minutes)**

- Write the following sentence on the board:  
*If I had missed the train, I would have gone home.*  
Ask students what the question for this sentence would be. (*If you had missed the train, where would you have gone? / Where would you have gone if you had missed the train?*)

**7 Aim: to present third conditional information questions (5 minutes)**

- Go through the chart. Remind the students which tense is used in each clause.
- Play the cards game described on page 7 of this book.

**8 Aim: to practise the structure of third conditional information questions (3 minutes)**

- Students circle the correct words in the sentences.

**ANSWERS**

- 1 would they have felt, had lost
- 2 would we have done, 'd broken
- 3 would you have called, 'd needed

**9 Aim: to practise writing complete third conditional information questions and answers in the third conditional (5 minutes)**

- Students write questions in their notebooks using the prompts. They write their own answer to each question.

**ANSWERS**

- 1 Where would you have gone on holiday last summer if you had had 7,000 SAR?
- 2 What would you have said if an astronaut had visited your school last week?
- 3 Who would you have chosen if you had been the captain of the school football team last term?
- 4 How would you have felt if you had lost all your money yesterday?

Students' own answers

**DIFFERENTIATION**

If you have got fast finishers, after completing this exercise, ask them to work in pairs to explain their answers. Listen as the class speaks and write any interesting answers you hear on the board. Afterwards use these answers to begin a class discussion. Ask questions such as: *Does anybody like this answer? Who do you think wrote this answer? Did anybody else write the same answer about themselves?*

**10 Aim: to listen for information about the story (7 minutes)**

- Tell students they are going to find out what happened next in the story. They must listen carefully to the conversation and circle the correct answers in the exercise. Play the CD.

**AUDIO CD TRACK 43**

**Narrator:** At the Bushell Motor Research Lab ...

**Sgt Wood:** Good morning. I'm Sergeant Wood. I need to ask you about the burglary. Who was the first person at the lab this morning?

**Dr Lee:** Me. I'm Dr Lee, the director. I arrived at 7:45 this morning. Then I noticed that the window was open.

**Sgt Wood:** Is that unusual?

**Dr Lee:** Yes, it is. Before we lock the door, we always close the windows. We also have a security camera and an alarm. The alarm is connected to my mobile phone.

**Sgt Wood:** Why didn't you close the window last night?

**Dr Lee:** Ask Dale Welsh, my lab assistant. He locked the lab last night.

**Sgt Wood:** Mr Welsh? Why was that window open last night?

**Dale:** It wasn't open. It was closed.

**Sgt Wood:** Are you sure?

**Dale:** Very sure.

**Sgt Wood:** OK. One last question: who would want your designs? Who would have wanted the new designs if they had known about them?

**Dr Lee:** Other car companies would have wanted the designs if they'd known about them! Last year they copied our designs, this year they've stolen them! How could I have stopped the burglars getting into the lab?

**Sgt Wood:** You've got an alarm. That's all you can do. Has anyone else got keys for the lab?

**Dr Lee:** Only me, Dale, and Dr Burton. Dr Burton's lab is next door. We share the same alarm and security cameras.

**ANSWERS**

- 1 windows      2 locked the lab      3 car
- 4 copied      5 Sgt Wood

**11 Aim: to check understanding of the conversation (3 minutes)**

- Play the CD again. Students listen and check.

**AUDIO CD TRACK 43**



## Lesson 3

### Objectives

- Target Language: Consolidation of computer security vocabulary.
- Skills: Reading and listening to an interview; interviewing someone about their job.

### Warm-up (5 minutes)

- A good way to get students using English at the start of class is to write five or six letters on the board. In groups the students make sentences using words which start with those letters. They can put the words in any order and add extra words if they need to.
- Ask the groups for their sentences and write the best ones on the board.

### 12 Aim: to find general information in the text (10 minutes)

- Students look at the photo and decide what Zac does. Play the CD. Students read and listen to the interview.

#### AUDIO CD TRACK 44

#### ANSWER

b

### 13 Aim: to find specific information in the text (7 minutes)

- Students read the interview again and answer the questions.

#### ANSWER

- 1 He liked maths and science (and computers).
- 2 He used to read about computer safety and hacking.
- 3 He would have joined the police.
- 4 He was a police officer.
- 5 They don't use good passwords so hackers can guess them.

### 14 Aim: to answer a question using information in the text (3 minutes)

- Students read the interview again and answer the question.

#### ANSWER

c

### 15 TRY IT OUT Aim: to practise writing interviews (20 minutes)

- Students write an interview with a person who has got an interesting job. They should use the interview in exercise 12 as a model.

#### SAMPLE ANSWER

**Me:** How did you become a doctor?

**Dr Saud:** I became a doctor 10 years ago.

**Me:** What would you have done if you hadn't become a doctor?

**Dr Saud:** I would have become a teacher. I like to help other people, and doctors and teachers both do that! I think education is very important and I would have been a good teacher.

**Me:** Do you like being a doctor?

**Dr Saud:** Yes! It's a very interesting job. I meet a lot of people and I can help them.

**Me:** What is your favourite part of your job?

**Dr Saud:** Sometimes my patients are very ill. When I treat them and they become healthy again, I feel very happy.

#### DIFFERENTIATION

Encourage attentive listening by asking the class to listen carefully while pairs of students read the interviews they have written. Invite pairs of confident speakers to come to the front of the class and read their interviews. This will help to motivate those students, while listening carefully will develop the other students' awareness of errors. If a student hears a mistake, they should raise their hand. After the performance, ask students who have raised their hands what mistakes they heard. Make sure you also praise the students who perform the dialogue and encourage the rest of the class to applaud at the end of the performance.

## Unit 10 Workbook answers

### Workbook: Extra practice pages 98–99

- 1 1 had read, would, have liked; Yes they would.  
2 Would, have missed, hadn't got up; No, she wouldn't.  
3 had found, would, have kept; No, I wouldn't.  
4 Would, have felt, hadn't passed; Yes I would.  
5 had hacked, would, have been; Yes it would.
- 2 1 Where would we have gone if it had been rainy?  
2 Who would have taken us to school if my dad had been ill?  
3 What would Ibrahim have eaten if his mum hadn't made lunch?  
4 How would you have felt if your friends hadn't texted you?
- 3 2 firewall  
3 network  
4 download  
5 Malware  
6 Hacking

# ► Skills Practice 9–10: Business Studies

## Reading

**Banking** The Islamic banking system

**Reading Strategy** Summarizing

## Listening

**Banking and business** Dialogue between a banker and a businessman

## Speaking

**Speaking Strategy** Making decisions

## Writing

**An essay** An essay about an invention

**Writing Strategy** Expressing opinions in an essay

## Reading

### Objectives

- Learning about the Islamic banking system
- Learning to summarize texts

### 1 Aim: to introduce the strategy of summarizing texts.

- Look at the Reading Strategy with the class. Explain that summarizing is a useful way of giving people important information from a text.
- Ask: *Do we include all the information in a summary?* (No; we only include the main points.) *Do we include opinions?* (No.)
- Students read the text and choose the best summary 1–3.

### ANSWERS

2

### 2 Aim: to check comprehension of the text.

- Students read the text and decide whether the statements 1–5 are true or false.

### ANSWERS

- 1 F (It is possible to borrow money if the two people are partners in business. No interest can be charged.)
- 2 F (No interest can be charged, so a profit is not guaranteed.)
- 3 F (Business partnerships are allowed.)
- 4 F (Someone who lends money for a business shares both the profits and the losses as he is a partner in the business.)
- 5 T

### 3 Aim: to further check comprehension of the text.

- Students read the text and write the answers.

### ANSWERS

- 1 The extra money people pay when they borrow money from a non-Islamic bank.
- 2 Because people should not take money if they haven't worked for it.
- 3 They make a partnership with the bank or with a person who has money.
- 4 The partners.
- 5 Everyone should be treated fairly.

## Listening

### Objectives

- Listening to an example of a dialogue between a banker and a businessman.

### 1 Aim: listening for the general idea.

- Play the CD. Students listen and choose the main idea of the conversation.

### ANSWERS

a

### 2 Aim: to listen for specific information.

- Play the CD. Students listen and match the sentence halves 1–5 and a–e.

### ANSWERS

1 d 2 c 3 a 4 b 5 e

### 3 Aim: to give a personal opinion about the business plan.

- Students write a short paragraph about their views of the business plan.

### ANSWERS

Students' own answers.

### AUDIO CD TRACK 45

**Fahd:** Thank you for meeting me.

**Bank manager:** It's my pleasure. I've read your business plan, and it sounds interesting. Tell me more.

**Fahd:** Thank you ... Many families today want to give their children the best food, and today, families have more money to spend. They can and will pay a little more for better food. So, the new farm I wrote about in my plan would provide fruit for this new market.

**Bank manager:** I see, but would the fruit that comes from your farm be better or just more expensive?

**Fahd:** Oh, it would be better, of course. If it weren't better, I couldn't sell it for more money. On the new farm, we would feed our plants only the best food with the best ingredients. This would cost more money, but we would produce healthier fruit.

**Bank manager:** Would the fruit taste better?  
**Fahd:** Yes, I believe it would. Our fruit would be a little smaller, but it would be more delicious.  
**Bank manager:** Why would it be smaller?  
**Fahd:** Well, we wouldn't give our plants food that would make it bigger, because bigger fruit doesn't taste as good. And fruit is grown using a lot of chemicals has less vitamins than fruit which is grown without chemicals. We want the fruit to have more vitamins and taste better.  
**Bank manager:** I understand. So, how do you see our bank working with you?  
**Fahd:** As a partner ... I would be at the farm every day as the manager. I need the bank to provide money to buy the new plants and the plant food.  
**Bank manager:** OK, let's talk to some other people here at the bank now.

## Speaking

### Aim: to make decisions.

- Look at the Speaking Strategy with the class. Explain that the words in the column on the left are ways of saying that you can't make a decision about something, and the words in the column on the right are ways of making suggestions to somebody about a decision.
- In pairs, the students read sentences 1A–4A to each other, and react using the phrases provided. Then they swap roles and repeat.

#### ANSWERS

Students' own answers.

## Writing

### Objectives

- Writing an essay.
- Expressing opinions.

### 1 Aim: to introduce the strategy of expressing opinions in an essay.

- Look at the Writing Strategy with the class. Ask: *When do we use In my view?* (To introduce an opinion.) *When do we use On the other hand?* (To give opinions which contrast with our own.) *When do we use In conclusion?* (To summarize our opinions at the end of an essay.)
- Students read the essay about the aeroplane and complete the gaps.

#### ANSWERS

- 1 On the other hand.
- 2 To sum up.

### 2 Aim: to further explore the writing strategy.

- Students read the paragraph again and answer the questions.

#### ANSWERS

- 1 If the aeroplane hadn't become popular, the world's economy wouldn't have grown so quickly.
- 2 Aeroplanes have damaged the Earth as they cause a lot of pollution.
- 3 The world would be a very different place if the aeroplane hadn't been invented.

### 3 Aim: to prepare for writing by making notes.

- Students think of an invention they think has changed the world, and answer the questions.

#### ANSWERS

Students' own answers.

### 4 Aim: to write about an invention.

- Using their notes from exercise 3 and the example paragraph from exercise 1, students write a paragraph about the invention they have chosen.

#### ANSWERS

Students' own answers.

**Grammar****Modals of deduction: present and past****Vocabulary****A crime scene** burglar evidence fingerprint  
footprint security camera suspect**Functions****Speaking** Making deductions**Reading and writing** A description of a book character**Topics****Society** Crime and computer security**Literature** Sherlock Holmes**Lesson 1****Objectives**

- Target Language: A crime scene; introduction of modals of deduction (past and present).
- Skills: Reading and listening to a conversation.

**Warm-up (15 minutes)**

- Review what happened in the story in Unit 10. Ask: *What are Officer Connor and Sgt Wood doing?* (Talking about the crime.) *What was strange about the burglary?* (There was a window open in the morning which had been closed the night before.)
- Revise Unit 10 vocabulary.

**1 Aim: to present new grammar and vocabulary (10 minutes)**

- Check unknown vocabulary in the conversation.
- Students read and listen to the conversation. Play the CD.

**AUDIO CD TRACK 46****DIFFERENTIATION**

Some students may have difficulty understanding all the information in this text. If you think your students will need extra help understanding the information, write the following questions on the board and ask students to discuss them in pairs (they don't need to write anything):

- 1 *When did the burglar arrive?* (After 21:20.)
- 2 *Officer Connor doesn't think the burglar used the window. Why not?* (Because there were no footprints below the window and the only fingerprints are from Dr Lee and Mr Welsh. Also, the window is small.)
- 3 *In Officer Connor's opinion, why did the burglar steal the laptop?* (Because they wanted to see the car designs.)
- 4 *Why does Sergeant Wood want to talk to Dr Burton?* (Because he works next door and has got a key to the lab.)

Maybe he saw something that night, or maybe he has got an idea about the burglar.)

**2 Aim: to practise new vocabulary (10 minutes)**

- Students match the words to the descriptions or pictures.
- Play the CD. Students listen and repeat.

**AUDIO CD TRACK 47****ANSWERS**

2 c      3 a      4 e      5 d      6 f

**3 Aim: to find specific information in the text (10 minutes)**

- Students read the conversation again and answer the questions with full sentences.

**ANSWERS**

- 1 It was from Dr Lee and Mr Welsh.
- 2 There wasn't any evidence.
- 3 The burglar was probably very careful and small.
- 4 A designer from another car company.

**Lesson 2****Objectives**

- Target Language: Presentation of modals of deduction (past and present).
- Skills: Exchanging ideas using modals of deduction; listening to a conversation.

**Warm-up (3 minutes)**

- Revise vocabulary at the mid-point of the book by playing a vocab grab word recognition game (see page 7).
- Place cards on the board displaying the words you want to test. Line the class up in two teams.
- Give a definition of a word; a student from each team races to remove the correct card and to win a point for his team.

**4 Aim: to present modals of deduction: present (5 minutes)**

- Write the following sentences on the board.  
*Dr Lee and Mr Welsh can't be the burglars.*  
*It must be someone who wants their car designs.*  
*So the burglar might be a designer.*
- Ask students to match the sentences to the following words: *definitely, maybe, definitely not.*
- Explain that we use *must, might* and *can't* when we don't know for certain about something but want to say how sure we are that it is or isn't the case.
- Go through the chart. Ask: *What form does the verb take after the modal?* (The infinitive.) Ask: *Does the modal change in relation to the different subject pronouns?* (No.)

- In pairs, students practise making sentences using the different subject pronouns.

### DIFFERENTIATION

This exercise will benefit tactile learners, who learn better by doing activities with their hands than by reading or listening. Place a number of items in a bag or a box. You can use objects that you have got in your classroom. Ask individual students to come to the front of the class and, with their eyes closed, remove the object and hold it in their hands. They must guess what the object is using the modals of deduction. Encourage them to also give reasons using *because* (for example, *It must be a pencil because it is small and wooden*). If your students are motivated by competition, divide the class into two teams and award points if a student guesses correctly, using the correct language.

### 5 Aim: to practise using modals of deduction: present (5 minutes)

- Students listen to the conversation and look at the picture. They circle the correct modals.

#### AUDIO CD TRACK 48

**Thomas:** Good morning, I'm Officer Thomas. You must be Mr Jenkins.

**Jenkins:** Yes, that's right. Thank you so much for coming so quickly.

**Thomas:** No problem! Can you explain what's happened here?

**Jenkins:** Well, none of the computers on our network are working this morning. They must be broken.

**Expert:** They can't be broken. I've just checked them. It must be a virus.

**Thomas:** And you are?

**Expert:** EMC computer security. It must be a virus. It has damaged the network. It might be serious, I can't be sure. It might be OK. But I think that hackers have got through the system's firewall. That might be very bad.

**Thomas:** I see. And have you ever given anyone your password, Mr Jenkins?

**Jenkins:** No, no, I've never told anyone my password. If the network has been hacked, what will happen?

**Expert:** Well, if the network has been hacked then the hackers could get all of the information on your computers.

**Jenkins:** Oh dear, oh dear! That would be terrible! All of our new designs are stored on the computers!

**Thomas:** Don't worry, Mr Jenkins. I'm sure everything will be OK. Now just tell me again ...

#### ANSWERS

- |            |            |           |
|------------|------------|-----------|
| 1 can't be | 2 might be | 3 must be |
| 4 must be  | 5 might be | 6 must be |

### 6 Aim: to promote more independent use of modals of deduction: present (5 minutes)

- Students read the texts and complete them with the correct modals of deduction.

#### ANSWERS

- |         |         |         |         |
|---------|---------|---------|---------|
| 1 might | 2 might | 3 must  | 4 must  |
| 5 might | 6 can't | 7 might | 8 can't |

### YOUR TURN Aim: to personalize the use of modals of deduction: present (3 minutes)

- In pairs, students discuss objects in the classroom and who they belong to, using the sample dialogue as a model.
- Monitor the students during the activity.

### 7 Aim: to present modals of deduction: past (3 minutes)

- Go through the chart. Ask: *What always follows the modal in this structure?* (have) Ask: *What form does the main verb take in this structure?* (The past participle.) Ask: *When do we use this grammar structure?* (To talk about something in the past we are not certain of, and to say how sure we are that it was or wasn't the case.)
- In pairs, students make sentences using the chart and different subject pronouns. They can use different verbs.

#### EXTRA (3 minutes)

- Write anagrams on the board of the past participle form of verbs and ask students to solve them.

### 8 Aim: to practise the structure of sentences with modals of deduction: past (5 minutes)

- Students reorder the words and write sentences.

#### ANSWERS

- 1 You must have lost your keys.
- 2 Someone might have eaten the sandwiches.
- 3 Your brother might have forgotten his phone.
- 4 They can't have bought a new computer.

### 9 Aim: to promote more independent use of modals of deduction: past (5 minutes)

- Students read and complete the sentences with the verbs in brackets and the correct past modals of deduction.
- Check students understand that the context of each sentence will tell them which modal to use.

#### ANSWERS

- |                     |                      |
|---------------------|----------------------|
| 1 might have had    | 2 must have finished |
| 3 can't have driven | 4 can't have been    |
| 5 must have been    |                      |

### 10 Aim: to continue the unit story (8 minutes)

- Students listen and circle the correct answers.

#### AUDIO CD TRACK 49

**Sgt Wood:** Dr Burton, how often do you visit the BMRL?

**Dr Burton:** Oh, I go almost every day. Dale Welsh, Simon Lee and I are good friends.

**Sgt Wood:** And did you visit the BMRL yesterday?

**Dr Burton:** Yes, but only for about 15 minutes. My son was with me, but we didn't stay long because Dr Lee was just leaving.

**Sgt Wood:** I see. Did you discuss Dr Lee's car designs?



- Dr Burton:** Not really. The computer wasn't working. That's why Dr Lee was going home early.
- Sgt Wood:** Right. Where were you yesterday evening?
- Dr Burton:** I was visiting my brother at his home.
- Sgt Wood:** OK. Officer Connor, you watched the video from yesterday. What did you notice?
- Officer Connor:** I watched the security video a few times, and then I noticed something strange: the time on the video stops for 18 minutes. That is enough time for something to happen. Someone must have taken the computer then.
- Sgt Wood:** Thank you. What about the window?
- Officer Connor:** The window was shut at first, but then it was open.
- Sgt Wood:** But the scientists had locked the window, so someone must have opened it from the inside. And look ... here is something on the floor ... It's a school ID card.
- Dr Burton:** Oh, I've seen that ID card before. Hmm ... I think I know where the computer might be.

#### ANSWERS

1 b                      2 d                      3 d                      4 d

## Lesson 3

### Objectives

- Target Language: Consolidation of crime vocabulary.
- Skills: Reading a text about a literary character; writing about a favourite character.

### Warm-up (5 minutes)

- Introduce the topic of the reading exercise by asking: *Who has heard of Sherlock Holmes? What is his job?* (Detective.) *Is he a real person?* (No; he is a character in books and a TV show.) Explain that today's lesson is about Sherlock Holmes.

### 11 Aim: to practise the unit vocabulary and grammar in context (5 minutes)

- Books closed, ask students to think of famous detectives from books.
- Tell students that they are going to read a text about Sherlock Holmes, a famous detective, who appeared in books. He was created by the English writer, Sir Arthur Conan Doyle.
- Students scan the text and find Sherlock Holmes' address.

#### ANSWER

221B Baker Street, London

#### DIFFERENTIATION

If students require extra practice with spelling they can do a dictation. Play the audio CD. The students write the text that they hear. Write the words *Play*, *Pause*, *Rewind* and *Spell*. Explain that the students can say these words to control how you play the audio CD. When a student says: *Play!*, you

play the track. When a student says: *Pause!*, you stop the track. When a student says: *Rewind!*, you rewind the track a few seconds. When a student says: *Spell!*, you spell out the letters of a word from the reading text (this will be necessary for names, for example *Sherlock Holmes*). When you have played the whole first paragraph, let the students open their books and check their answers.

### 12 Aim: to scan the text for specific information (10 minutes)

- The students scan the text to find adjectives which describe Sherlock Holmes.
- Check the pronunciation of the adjectives.

#### ANSWERS

careful disorganized intelligent popular

### 13 Aim: To find specific information in the text (10 minutes)

- The students read and listen to the text and circle *T* or *F*. They correct the false sentences in their notebooks.

#### AUDIO CD TRACK 50

#### ANSWERS

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

- 1 Sir Arthur Conan Doyle wrote successful detective stories.
- 4 Sherlock Holmes is disorganized.
- 6 You can visit a museum at 221B Baker Street.

### 14 TRY IT OUT Aim: to personalize the topic (15 minutes)

- Students write a text about a book character that they like. They should use the Internet to find information.

#### SAMPLE ANSWER

David Balfour

*I love the book "Kidnapped" by Robert Louis Stevenson. It is a British novel. David Balfour is 17 years old. His mother and father have died. He lives with his uncle but his uncle is a bad man. His uncle takes his money and sends him to America. When David is older he returns to Scotland. He gets his money back from his uncle. I like this character because he has had a difficult life but he is always kind and generous.*

## Unit 11 Workbook answers

### Workbook: Extra practice pages 100–101

- |   |                |                   |              |
|---|----------------|-------------------|--------------|
| 1 | 1 can't be     | 2 might be        | 3 might be   |
|   | 4 must be      | 5 might be        | 6 might be   |
| 2 | 1 can't have   | 2 must have       | 3 might have |
|   | 4 must have    | 5 must have       | 6 can't have |
| 3 | 1 suspect      | 2 security camera | 3 evidence   |
|   | 4 fingerprints | 5 footprint       |              |



# 12 ▶ There was no burglar.

## Grammar

### Reported speech

## Vocabulary

**Reporting verbs** *admitted agreed complained explained promised told*

## Functions

**Speaking** Discussing why somebody took a computer

**Reading and writing** A story summary

## Topics

**Society** Solving crimes

## Lesson 1

### Objectives

- Target Language: Reporting verbs; introduction of reported speech.
- Skills: Reading and listening to a report and a conversation; making suggestions about what might have happened.

### Warm-up (15 minutes)

- Revise what happened in the story in Unit 11. Ask: *Who was the suspect?* (A designer from another car company.)
- Practise the vocabulary from Unit 11. In pairs, students use their notebooks to test each other on the spelling of the vocabulary.

### 1 Aim: to present new vocabulary and grammar (10 minutes)

- Play the CD. Students read and listen to the report and the conversation.

### AUDIO CD TRACK 51

### DIFFERENTIATION

You can give your students extra speaking practice using the target language of the unit by asking them to focus on the picture before they complete exercise 1. Ask: *Who is holding the laptop?* (Roy.) In pairs, or small groups, students discuss what they think is happening, and how they think the computer was found. After they have had a few minutes to discuss, elicit ideas and write them on the board, encouraging students to use the modals of deduction.

### 2 Aim: to find specific information in the text (10 minutes)

- Check any unknown vocabulary in the text.
- Students read the text again and circle the correct answers.

## ANSWERS

1 d      2 c      3 d      4 b

### YOUR TURN Aim: to review modals of deduction in context (10 minutes)

- Using modals of deduction, students discuss why they think Roy had the computer.
- Monitor students during the activity.

## Lesson 2

### Objectives

- Target Language: Presentation of reported speech.
- Skills: Reading the end of a story.

### Warm-up (3 minutes)

- Books closed. Ask the class to remember the picture from Lesson 1's reading text. Ask: *Who was in the picture? Where were they? What else could you see?*

### 3 Aim: to present reported speech (10 minutes)

- On the board write two sentences:  
*"I'm tired," I said.*  
*I said I was tired.*
- Ask: *Which is direct speech? Which is reported speech?*
- Ask students to find more examples of reported speech in the text in exercise 1.
- Go through the chart. Ask: *How does the verb change from direct speech to reported speech?* (It changes from present simple to past simple.)

### 4 Aim: to practise verb forms in reported speech (3 minutes)

- Students read the sentences in direct speech and circle the correct verbs in the sentences in reported speech.

## ANSWERS

1 didn't know      2 were      3 played      4 didn't speak

### 5 Aim: to promote more independent use of the verb forms in reported speech (5 minutes)

- Students read the sentences in direct speech and complete the corresponding sentences in reported speech.

## ANSWERS

1 was      2 loved      3 didn't like  
4 watched      5 didn't work

### 6 Aim: to present new vocabulary (3 minutes)

- Students write the past simple forms of the reporting verbs.
- Play the CD. Students listen and repeat.
- Check that students have written the verbs correctly and explain their meanings.

**ANSWERS / AUDIO CD TRACK 52**

- |             |            |              |
|-------------|------------|--------------|
| 1 admitted  | 2 agreed   | 3 complained |
| 4 explained | 5 promised | 6 told       |

**Watch out**

- On the board write two sentences:  
He said me I was late.  
He told I was late.
- Explain that there is a mistake in each sentence. Ask students to correct them.
- Check that students understand that we always put an object or indefinite pronoun after the verb *tell*, but never after the verb *say*.

**7 Aim: to practise reporting verbs (3 minutes)**

- Students read the sentences and circle the correct reporting verbs.
- Check the answers with the class.

**ANSWERS**

- |          |              |             |
|----------|--------------|-------------|
| 1 told   | 2 promised   | 3 explained |
| 4 agreed | 5 complained |             |

**Watch out**

- Go back to the grammar chart in exercise 3 and point out how the subject pronouns change in reported speech.
- If students find this difficult, ask them to think how they would say it in their own language and then translate it into English.

**8 Aim: to practise changing subject pronouns in reported speech (5 minutes)**

- Students rewrite the sentences from exercise 7 in reported speech. The subject pronouns they need are shown in the brackets.
- Remind students to change the verb form.
- Students write the sentences in their notebooks.

**ANSWERS**

- She told me they were from Tabuk.
- He promised he would study for his exams.
- He explained Dammam was in the east of Saudi Arabia.
- She agreed she liked tea.
- She complained they had too much homework.

**9 Aim: to practise using reported speech (10 minutes)**

- Students read the last part of the Charlie Connor story.
- Check any unknown vocabulary in the text.
- In pairs, students practise saying Roy Burton's words in reported speech, helping and correcting each other.
- They write the passage in their notebooks.
- Monitor the students while they do the activity and write the most common errors on the board for the students to correct.

**ANSWER**

Roy explained that he sometimes visited his father in the lab. They had lunch together. Roy said he was very sorry. Dr Burton said he wasn't angry. Roy had fixed the computer. He said the computer was working really well.

**EXTRA (3 minutes)**

- In small groups, ask students to discuss the final outcome of the story. Ask the following questions: *Are you surprised to find out what happened to the computer? What should Roy do next time?*

**DIFFERENTIATION**

If your students need some practice speaking using reported speech, ask them to interview each other and report the interview orally. Each student writes three questions they would like to ask a classmate. Then divide the class into pairs. The students ask their partner the questions they have written. Then, they pair up with a new student and they tell their new partner how their previous partner answered, using reported speech.

**Lesson 3****Objectives**

- Target Language: Consolidation of reporting verbs and reported speech.
- Skills: Reading and listening to a story; writing a summary of a story.

**Warm-up (5 minutes)**

- As this is the last lesson in this book, ask students to look through the book and write down: three words the meaning of which they can't remember; a part of grammar that they would like to revise; something interesting that they learned; something they enjoyed doing.
- In pairs, students discuss their answers. Ask individual students what they wrote.
- You can quickly teach some words which students can't remember, or ask them to check their words in their dictionaries. You can use their requests for grammar revision for a revision class or for homework.
- Ask the students to look at the contents page and remind them how much they have learned from this book. Congratulate them on their hard work.

**10 Aim: to practise vocabulary and grammar from the unit in context (10 minutes)**

- Ask students to look at the title and to guess what the text will be about.
- Students read and listen to the story summary and answer the question.

**AUDIO CD TRACK 53**

**ANSWER**

A building or place that is very famous or important.

**11 Aim: to find specific information in the text (10 minutes)**

- Students read the text again and write answers to the questions.
- Check any unknown vocabulary in the text.

**ANSWERS**

- 1 He was from New York.
- 2 He was not a good man.
- 3 From the sale of important landmarks in New York.
- 4 \$50,000.
- 5 They wanted people to pay to use the bridge.

**12 Aim: to practise changing reported speech to direct speech (5 minutes)**

- Students read the sentences in reported speech in the text and write them in direct speech.

**ANSWERS**

- "We don't believe you," they said.  
 "The bridge isn't for sale," they said.  
 "The bridge belongs to us."  
 "You have got to stop your business," they told George.

**13 TRY IT OUT Aim: to write a story and practise using reported speech independently (15 minutes)**

- Students use the story summary in exercise 10 as a model and write their own summary of a story they know. They should include several sentences in reported speech and try to use different reporting verbs.

**SAMPLE ANSWER**

*In my English book I read a story about a computer crime. Dr Lee said that the computer had been stolen. Dr Lee and Dale thought there must have been a burglar, so they called the police. Officer Connor said that the burglar can't have come in the window because it was very small and there were no fingerprints. Dr Burton said that he had come into the BMRL office with his son. Then the police found a school ID card. They spoke to Dr Burton's son, Roy. Roy said that he had taken the computer to fix it. In the end everybody was happy because there had been no burglar and the computer was fixed!*

**DIFFERENTIATION**

This is the end of *Look Up KSA 6* and a good opportunity for students to reflect on what they have learned. Going back to the warm-up exercises, give the class a few minutes to look through the whole book. They should make a list of any vocabulary or grammar they would like to revise. If you have got time you could use their ideas for a special revision or exam preparation class, or ask them to revise that part of the book at home. Also ask them to write down a few things they enjoyed in the book, and something interesting they learned.

## Unit 12 Workbook answers

**Workbook: Extra practice pages 102–103**

- 1 1 cycled  
2 studied  
3 started  
4 cleaned  
5 looked  
6 didn't have

- 2 1 She explained it was a pentagon.  
2 I promised I had enough money.  
3 They agreed it was true.  
4 I complained he never remembered.  
5 She told me I was intelligent.

- 3 1 told  
2 explained  
3 admitted  
4 agreed  
5 promised

# ► Skills Practice 11–12: Religious Studies

## Reading

### The Hajj

Reading Strategy Answering test questions

## Listening

### Preparing for Hajj

## Speaking

Speaking Strategy Describing hopes and ambitions

## Writing

### A pilgrimage

Writing Strategy Writing a narrative

## Reading

### Objectives

- Learning about the Hajj.
- Answering test questions.

#### 1 Aim: to introduce the strategy of answering test questions.

- Look at the Reading Strategy with the class. Explain that many tests use True / False or multiple choice questions.
- Ask: *What is the first thing you should do?* (Read the text quickly.) *What is the second thing you should do?* (Look for the important words in the questions and the text.) *What do you do if you don't understand a word?* (Try to work it out from the context.) *What do you do when you have finished?* (Read through the text again and check your answers.)
- Students read the text quickly and choose the best description.

### ANSWERS

b

#### 2 Aim: to check comprehension of the text.

- Students read the text and circle the correct answers.

### ANSWERS

1 a 2 b 3 a 4 b

#### 3 Aim: to further check comprehension of the text.

- Students read the text and decide whether the statements 1–5 are true or false.

### ANSWERS

1 T 2 T 3 T 4 F

#### 4 Aim: to further check comprehension of the text.

- Students read the text and answer the questions 1–4.

### ANSWERS

- 1 She ran to the hills of Safa and Marwah.
- 2 The place where the Prophet Ibrahim put the black stone.
- 3 Qusay bin Kilaab of the Quraysh tribe.
- 4 The worshipping of Allah Almighty and correct procedure for the Hajj.

## Listening

### Objectives

- Learning about the Hajj.

#### 1 Aim: to listen for specific information.

- Play the CD. Students listen and make a note of the items the pilgrims need to remember to take.

### ANSWERS

Passport; passport photos; ID card and bracelet; the names, addresses and phone numbers of hotels; a small bag or backpack; Saudi riyals; water.

#### 2 Aim: to listen for specific information.

- Play the CD. Students listen and match the sentence halves.

### ANSWERS

1 d 2 e 3 a 4 b 5 c

#### 3 Aim: to listen for specific information.

- Play the CD. Students listen and choose the correct answers.

### ANSWERS

1 a 2 c 3 b

### AUDIO CD TRACK 45

Please listen carefully. I have important information as you prepare to make your Hajj.

First, of course, you will need your passport at the airport to enter and leave Saudi Arabia. Please could you make copies of your passport. If you lose it, the copies will make it easier to get a new passport. Bring 10 passport photos with you, too. You will need these to get an ID card and papers once you arrive in Saudi Arabia.

So... when you arrive in Jeddah, all pilgrims will get an ID card and an ID bracelet with the name, address and phone number of your Tawaf company. Keep these with you at all times. You will need this information if you are ill or need to go to hospital.

You should also carry the names, addresses and phone numbers of your hotels in Makkah and Madinah. This information will help if you are lost or need directions.

In addition, you need a small bag or backpack. If you take medicine, you should keep it with you in this backpack. You will also need some Saudi riyals. You can change your money into Saudi riyals in many places.

Once you're in Saudi Arabia, you can buy some important things, like water. You should always carry water with you. There are buses to take you from Makkah to Mina and then on to Muzdalifah and Arafat, but sometimes there is a lot of traffic, so it takes a long time to travel between places. You will need some water on the journey.

As for travelling between the *Hajj* destinations, as I said, there are buses. There are also trains, however some pilgrims prefer to take a taxi. This can be expensive, and you may still find the roads crowded. It is 8 kilometres from Makkah to Mina, so some pilgrims walk. It is only 3 kilometres from Mina to Muzdalifah, so some pilgrims also walk there.

OK then... now I want to talk about...

### 3 Aim: to prepare for writing by making notes.

- Students think of a trip they have made to a holy place and answer the questions.

#### ANSWERS

Students' own answers

### 4 Aim: to write a narrative about a pilgrimage.

- Using their notes from exercise 3 and the example narrative from exercise 1, students write a narrative about their pilgrimage.

### 5 Aim: to give students' texts a score.

- As students complete exercise 4, check their work.
- Give students a score for their work.

## Speaking

### Aim: To describe hopes and ambitions.

- Look at the speaking strategy with the class.
- In pairs, students explain three of their hopes or ambitions.

## Writing

### Objectives

- Writing about a pilgrimage.

### 1 Aim: to introduce the strategy of writing a narrative.

- Look at the writing strategy with the class.
- Students read the narrative and answer the question.

#### ANSWERS

He made *Umrah* with his father.

### 2 Aim: to check comprehension of the narrative.

- Students read the narrative again and tick the correct answers.

#### ANSWERS

His clothing; His feelings; Details about his visit.

**Sample Lesson Plan: Unit 1, Lesson 1**    Class \_\_\_\_\_ Date \_\_\_\_\_ Teacher \_\_\_\_\_

## **AIMS:**

The focus of the lesson includes:

- introduction of vocabulary & grammar in context
- reading and listening comprehension
- skills: reading and listening
- presentation of the theme of the unit

## **PERFORMANCE OBJECTIVES:**

At the end of the lesson the students will be able to:

- understand the reading & listening
- understand the target language; media verbs and jobs

## **STEPS:**

### **Warm-up**

- Ask: *Who writes books?*
- In pairs students brainstorm ideas.

### **Presentation**

- Focus students on the text in exercise 1.
- Ask: *What kind of texts are they?* [E-mails.]

### **Practice**

- Ask focus questions after listening to the e-mails: *Why are Talal and Nasser writing to Mr Abdullah?* [To find out how magazines are made.]
- Exercise 2: focus on vocabulary.

### **Production**

- Students practise reading the e-mails from exercise 1 aloud.
- Practise in pairs and take turns to read the different parts. Teacher monitors.
- Form new groups and repeat.

### **Closure**

- Choose a strong pair to read the e-mails to the whole class.
- Give students the opportunity to feedback on how well they have worked during the lesson:  
*If you are working hard today, raise your hand.*
- Be sure to praise the students for their participation in the lesson.
- *Give yourselves a clap. Good work! Well done.*

## **DIFFERENTIATION:**

- ☐ Adapted the exercises to suit different abilities.
- ☐ Selected pairs / groups of students to benefit different abilities.
- ☐ Involved all students in different aspects of the class (no students not participating due to ability).
- ☐ Differentiated expected outcomes from lesson for students of different abilities.



# ► Look Up KSA Lesson Plan

## Sample Lesson Plan: Unit 1, Lesson 2

Class \_\_\_\_\_ Date \_\_\_\_\_ Teacher \_\_\_\_\_

### AIMS:

The focus of the lesson includes:

- formal presentation of grammar
- grammar practice exercises

### PERFORMANCE OBJECTIVES:

At the end of the lesson the students will be able to:

- write positive and affirmative sentences in the present passive

### STEPS:

#### Warm-up

- Revise irregular past forms.
- Students look at the irregular verbs list in the back of their books and then test each other.

#### Presentation 1

- Focus students on the grammar chart (exercise 4).
- Ask students to look at Lesson 1 exercise 1 and find examples of the passive.

#### Practice 1

- Follow the activities to practise the grammar.  
Exercise 5: writing sentences using the passive.

#### Practice 2

- Students practise the unit vocabulary by reading the e-mail in Lesson 1 again and ordering the stages.
- Students consolidate the grammar learned by writing passive sentences.

#### Presentation 3

- Focus students on the grammar chart (exercise 9).

#### Practice 3

- Follow the exercises to practise the grammar.  
Exercise 10: completing passive questions.  
Exercise 11: writing passive questions.

#### Production

- Students use the language they have learnt in the lesson in the 'Your turn' activity to ask and answer questions using the present passive.
- Practise in closed pairs and teacher monitors.

#### Closure

- Choose two students to perform the target language of the 'Your turn' activities for the class.
- Give students the opportunity to feedback on how well they have learned the lesson.
- Be sure to praise the students for their participation in the lesson.

### DIFFERENTIATION:

- ☐ Adapted the 'Your turn' exercise to suit different abilities.
- ☐ Selected pairs / groups of students to benefit different abilities.
- ☐ Involved all students in different aspects of the class (no students not participating due to ability).
- ☐ Differentiated expected outcomes from lesson for students of different abilities.

## Sample Lesson Plan: Unit 1, Lesson 3

Class \_\_\_\_\_ Date \_\_\_\_\_ Teacher \_\_\_\_\_

### AIMS:

The focus of the lesson identifies:

- target language in context: recycling target language through reading / listening
- reading and listening comprehension
- skills: reading and listening, writing
- consolidation of unit objectives

### PERFORMANCE OBJECTIVES:

At the end of the lesson the students will be able to:

- read and listen to a description of a process
- answer comprehension questions about the text
- write a description of a process

### STEPS:

#### Warm-up

- Revise the passive.
- Look at the pictures and elicit any vocabulary the students already know.

#### Presentation

- Focus students on the gist question (exercise 12).

#### Practice

- Focus question to be answered after reading the text:  
*What process is being described?*
- Follow the activities for comprehension:  
Exercise 13: comprehension of the text.  
Exercise 14: comprehension of the text.

#### Production

- Students use the language they have learned in the unit in the 'Try it out' activity.
- They write a description of a process based on the text in exercise 12.

#### Closure

- Choose a few of the best texts to read to the class.
- Give students the opportunity to feedback on how well they have learned the lesson.  
*If you are working hard today, raise your hand.*
- Be sure to praise the students for their participation in the lesson.
- *Give yourselves a clap. Good work! Well done.*

### DIFFERENTIATION:

- ☐ Adapted the exercises to suit different abilities.
- ☐ Selected pairs / groups of students to benefit different abilities.
- ☐ Involved all students in different aspects of the class (no students not participating due to ability).
- ☐ Differentiated expected outcomes from lesson for students of different abilities.

# Student's Progress Record Sheet

Class/Grade \_\_\_\_\_ Term/Year \_\_\_\_\_

Name \_\_\_\_\_

		Classwork: continuous assessment			Test results
	Date	Grammar	Vocabulary	Skills	
Unit 1					
Unit 2					
Unit 3					
Unit 4					
Unit 5					
Unit 6					
Unit 7					
Unit 8					
Unit 9					
Unit 10					
Unit 11					
Unit 12					

Comments
Units 1–4
Units 5–8
Units 9–12

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