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LOOK UP

KSA Edition

4

Teacher's Book

Susan Iannuzzi
James Styring

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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 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 texts 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 practice lessons in the Skills practice units feature texts that are informative and realistic. The texts deal with 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 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 Books 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.



Handwriting Practice

There are two pages of handwriting and spelling practice to review and consolidate the letters of the alphabet. The letters are shown as capitals and in lower case with writing guidance. Students can trace the letters and words to practise their handwriting skills. Students will also be able to understand the difference between capital and lower case letters, and when to use them.

Workbook

For each Student's Book unit there is a two-page Workbook unit of additional vocabulary and grammar exercises. 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 the following support 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.

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.

Class Audio CD

The CD is for classroom use. There is a CD track listing on page 10.

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 ticking boxes or writing numbers, so that students can focus all of their attention on what they are listening to.

The reading 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 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 unit 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 term. 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.



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

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 can be divided into three lessons.

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 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 practised 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 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 4** is related to the following educational subjects: Citizenship, Science, History, Geography 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.

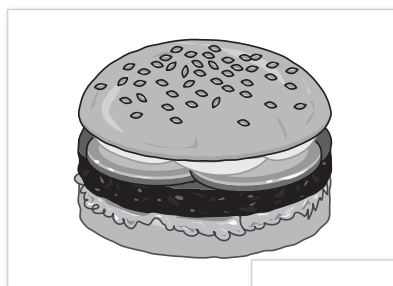
Students need to have a separate vocabulary notebook. Students should record every Student's Book set in their notebook along with other related vocabulary that they acquire during the course of each unit. Language should be classified (verb, noun, adjective, etc.), exemplified in a sentence, and translated.

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 memorization 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 become 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. Mix up 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 practising 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 shop, we would expect a shop assistant to talk to us about something in the shop 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' memorization 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 simple present 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 improve 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. Put up your hand. Work in pairs. Ask your partner.*

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.



Class Audio CD

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- 3 Unit 1, page 6, exercise 2
- 4 Unit 1, page 7, exercise 6
- 5 Unit 1, page 8, exercise 10
- 6 Unit 1, page 9, exercise 11
- 7 Unit 2, page 10, exercise 1
- 8 Unit 2, page 10, exercise 2
- 9 Unit 2, page 12, exercise 7
- 10 Unit 2, page 13, exercise 9
- 11 Skills practice: Citizenship, page 14, exercise 2
- 12 Skills practice: Citizenship, page 16, exercises 2, 3, 4
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- 51 Unit 11, page 68, exercise 10
- 52 Unit 11, page 69, exercise 11
- 53 Unit 12, page 70, exercise 1
- 54 Unit 12, page 70, exercise 2
- 55 Unit 12, page 73, exercise 10
- 56 Skills practice: Religious studies, page 74, exercise 2
- 57 Skills practice: Religious studies, page 76, exercises 1 and 2

Grammar

Review: present continuous: affirmative, questions and short answers; comparatives and superlatives; expressions of frequency

Vocabulary

Review: activity verbs; vehicles

Topics

Daily activities, making comparisons, answering questions about yourself

Warm-up (10 minutes)

- Books closed. Stand up in front of the class and ask students: *Am I sitting down?* (No, you aren't.) Ask: *What am I doing?* (You're standing up.)
- Write on the board: *Am I sitting down?* Then write more present continuous verbs, for example: *standing, drinking, eating, talking, sleeping*. Ask students to make present continuous questions, using different subject pronouns. Write their ideas on the board, correcting them if necessary.
- Ask one of the questions from the board about a student in the class, for example: *Is Waleed talking?* (Yes, he is. / No, he isn't.)
- Repeat the exercise, but ask about two students, for example: *Are Saad and Sultan sitting outside?* *No, they aren't.* *Where are they sitting?* *They're sitting in the classroom.*
- In pairs, students ask each other present continuous questions. Ask them to use as many *wh-* words as they can (*what, who, where*).

1 Aim: to practise the present continuous (5 minutes)

- In pairs, students look at the picture and describe what the people are doing. Then they complete the questions.
- Check answers with the class.

ANSWERS

- | | |
|----------------|-------------------|
| 1 Are, playing | 2 Are, picking up |
| 3 Is, watering | 4 Are, walking |
| 5 Is, running | 6 Are, wearing |

2 Aim: to check comprehension of the verbs in exercise 1 (5 minutes)

- Students look at the picture and the questions in exercise 1 again and write short answers.

ANSWERS

- | | |
|------------------|--------------------|
| 1 Yes, they are. | 2 No, they aren't. |
| 3 Yes, he is. | 4 No, they aren't. |
| 5 No, he isn't. | 6 Yes, they are. |

3 Aim: to practise writing *wh-* questions and sentences in the present continuous (10 minutes)

- Students look at the example and write questions.
- Then they look at the picture again and write answers.

ANSWERS

- What is Andy doing? Andy is playing football.
- Who is Jim playing football with? Jim is playing with Andy.
- Where is Saud going? Saud is going into the bookshop.
- Who is Jamal walking with? Jamal is walking with Saud.
- What is Fahd wearing? Fahd is wearing school uniform.

EXTRA (5 minutes)

- Revise comparative and superlative adjectives. Write this chart on the board and ask students to complete it.
- Check each answer with the class and revise the rules for the different forms of the adjectives.

	comparative	superlative
nice	nicer	nicest
tall	taller	tallest
big	bigger	biggest
happy	happier	happiest
good	better	best
modern	more modern	most modern

4 Aim: To practise comparative adjectives (5 minutes)

- Ask students to look at the vehicles and the information about each one. Ask questions about the vehicles to check comprehension, for example: *How heavy is the lorry?* (8,000kg); *How much is the motorbike?* (34,800 SAR).
- Students look at the two example answers. Explain that they must check the information and write affirmative and negative comparative sentences.

ANSWERS

- The motorbike isn't as expensive as the sports car.
- The motorbike isn't as expensive as the lorry.
- The sports car isn't as large as the lorry.
- The motorbike is smaller than the sports car.
- The lorry isn't as colourful as the motorbike.

5 Aim: To practise comparative adjectives

- Students read the information about the vehicles again. They write sentences with superlative adjectives.

ANSWERS

- The motorbike is the smallest vehicle
- The lorry is the largest vehicle.
- The sports car is the most expensive vehicle.

6 Aim: To answer questions and to review expressions of frequency and vocabulary of everyday activities (5 minutes)

- Ask students to read the questions. They work individually to answer them in full sentences.
- Ask one or two stronger students to read out their answers.

ANSWERS

Students' own answers.

Grammar**be going to:** affirmative and negative**be going to + verb:** Yes / No questions and short answers**Vocabulary**

Future time expressions *next week this afternoon*
this morning tomorrow tomorrow afternoon
tomorrow morning

School subjects *Arabic English geography history*
IT maths science

Functions**Speaking** Talking about plans for further study**Writing** A description of a school timetable**Topics**

School subjects

- Students listen and check their answers.
- Then they listen again and repeat the expressions.

ANSWERS / AUDIO CD TRACK 3

- 1 this morning 2 this afternoon 3 tomorrow
 4 tomorrow morning 5 tomorrow afternoon 6 next week

EXTRA (5 minutes)

- Teach the expressions *this evening, tonight, tomorrow evening and tomorrow night*. Point out that we say *tonight*, not *this night*.

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

- Students read the conversation again carefully. They put the events in order, from earliest (1) to latest (5).

ANSWERS

- a 5 b 2 c 1 d 3 e 4

DIFFERENTIATION

Give fast finishers some extra comprehension questions. Write them on the board, or hand them out on paper to avoid disturbing other students. These questions focus on the target grammar (*be going to*) and vocabulary (time phrases). They also reinforce students' understanding of the story in preparation for the next unit.

- 1 Which class is going to end early? (Geography class.)
- 2 Who is Mr Peters going to talk to? (The head teacher.)
- 3 When is he going to talk to the head teacher? (This afternoon.)
- 4 When is the head teacher going to talk to the students? (Tomorrow morning.)
- 5 Are the students going to have science class tomorrow? (Yes, they are.)
- 6 Who is going to visit the school next week? (A special person.)

Lesson 1**Objectives**

- Target language: Introduction of *be going to*; time phrases.
- Skills: Reading and listening to a classroom conversation.

Warm-up (5 minutes)

- Elicit the days of the week and write them on the board.
- Ask: *What day is it today?* Circle the day on the board.
- Present the word *tomorrow*. Ask: *What day is it tomorrow?* Elicit: *Tomorrow is (name of day).*
- Students look at page 6. Explain that this is the beginning of a story. It will continue for the next four units.

1 Aim: to present new grammar, vocabulary, functions and topics in context (15 minutes)

- Play the CD. Students read and listen to the conversation.
- Ask them to find three school subjects in the conversation (*geography, science, IT*). Explain that *IT* stands for *information technology*.
- Students practise reading the conversation aloud.

AUDIO CD TRACK 2**2 Aim: to present future time expressions (10 minutes)**

- Point out that all the expressions in the box can refer to a time in the future. However, *this morning* and *this afternoon* can also refer to the present or the past.
- Students write the expressions in order of time, from soonest to latest.

Lesson 2**Objectives**

- Target language: Presentation and practice of *be going to*; school subjects.
- Skills: Speaking about school subjects.

Warm-up (3 minutes)

- Continue the introduction of *be going to* and prepare for the focus on school timetables in a familiar context. Give students a number of questions related to their own timetable. For example, *When are we going to have maths class? When are we going to go home?* Give an example answer in the form of a time.

- In pairs, students work out the answers. Ask whether *be going to* refers to events in the past, present or future (the future).

4 Aim: to present *be going to* affirmative and negative for future plans (5 minutes)

- Go through the grammar chart with the class.
- Point out that only the verb *be* changes in this tense. After a form of *be*, we always use *going to* + the base form of the main verb.
- Explain that we use *be going to* when we are talking about definite plans for the future.

5 Aim: to practise forming sentences with *be going to* (5 minutes)

- Students look at the example and locate the information in the conversation on page 6.
- Students complete the exercise.

ANSWERS

- | | |
|--------------------------|------------------------|
| 1 is going to end | 2 isn't going to visit |
| 3 is going to talk | 4 aren't going to have |
| 5 are going to listen to | |

6 Aim: to present and practise names of school subjects (5 minutes)

- Go through the list of subjects in the box.
- Students identify the subjects in the timetable and complete the sentences.
- Students listen and repeat the list of subjects.

ANSWERS / AUDIO CD TRACK 4

- | | | | |
|-----------|---------|-------------|-----------|
| 1 Arabic | 2 maths | 3 history | 4 English |
| 5 science | 6 IT | 7 geography | |

7 Aim: to present *Yes / No* questions and short answers with *be going to* (5 minutes)

- Go through the grammar chart with the class.
- Point out that these questions are similar in form to present continuous questions. However, after the question form of *be*, we use *going to* + the base form of the main verb.
- Point out that the short answer forms are the same as for the present continuous.

8 Aim: to practise forming *Yes / No* questions with *be going to* (7 minutes)

- Look at the example. Point out to students that they need to look for the verb *be* to start these *Yes / No* questions.
- Students write the questions.

ANSWERS

- 1 Is your best friend going to be in your class next year?
- 2 Are you going to have maths tomorrow?

- 3 Are your friends going to play basketball tomorrow afternoon?
- 4 Is your teacher going to give you a difficult project next week?

9 Aim: to practise short answer forms (5 minutes)

- Look at the first question from exercise 8 and the example answer. Ask several students to give their own answer.
- Students complete the exercise with their answers.

ANSWERS

Students' own answers

DIFFERENTIATION

Fast finishers or students who need extra speaking practice can ask each other the questions from exercise 8. Encourage strong speakers to give extra information in addition to the answers they have written for exercise 9.

10 Aim: to practise listening skills and vocabulary for school subjects (5 minutes)

- Tell students that they are going to listen to a conversation between two students about their school subjects.
- Students listen and write the letter for a subject next to each day. Pause if necessary to allow them to catch up.

AUDIO CD TRACK 5

- Boy 1:** A special person is going to visit our school next week. We have got a new timetable.
- Boy 2:** Really? Are we going to have science on Monday next week?
- Boy 1:** No, we aren't. We're going to have science on Saturday. We're going to have maths on Monday.
- Boy 2:** Maths? Really? We usually have maths on Tuesday. Are we going to have a class on Tuesday?
- Boy 1:** Yes, we are. We're going to have IT.
- Boy 2:** OK, IT on Tuesday. What about geography?
- Boy 1:** We're going to have geography on Wednesday.
- Boy 2:** I understand, so history is going to be on Sunday.
- Boy 1:** Yes, it is.
- Boy 2:** Great!

ANSWERS

2 a 3 b 4 e 5 c

YOUR TURN Aim: to practise asking and answering questions with *be going to* (5 minutes)

- Model the activity by inviting a pair of students to read the example conversation.
- Point out that instead of simply answering *yes* or *no*, speaker B gives some extra information with *be going to*. Encourage students to give reasons for their answers if possible.
- In pairs, students ask and answer the questions.

Lesson 3

Objectives

- Target language: Consolidation of *be going to* and school subjects.
- Skills: Reading and listening to an e-mail; writing a school timetable.

Warm-up (5 minutes)

- Revise ordinal numbers (*1st–10th*) in preparation for this reading text. First, write the numbers *1–10* on the board, and write *1st* next to the *1*. Students write the other ordinal numbers (*2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th*).
- Next, write *first* next to the *1st*. Students write the full forms of the other ordinal numbers (*second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth*).
- Check comprehension by asking *What was the first class today? Is this the third class today?*
- Finally, drill the pronunciation of the ordinal numbers.

11 Aim: to guess the meaning of a word from its context (5 minutes)

- Students read the e-mail quickly to find the meaning of *timetable*.

AUDIO CD TRACK 6

ANSWER

a

12 Aim: to check comprehension of the text and to practise short answers (5 minutes)

- Students read the e-mail again and answer the questions.
- Check answers by inviting students to ask and answer the questions.

ANSWERS

- | | | |
|------------------|--------------------|---------------|
| 1 Yes, they are. | 2 Yes, he is. | 3 Yes, he is. |
| 4 No, he isn't. | 5 No, they aren't. | |

DIFFERENTIATION

Fast finishers or students who need extra speaking practice can ask each other questions related to the reading text. In pairs, they take it in turns to ask their partner questions from exercise 12, and they try to answer without looking at their answers. Students who require further practice can create more *be going to* Yes / No questions related to the text. They should be given time to write out their questions and the teacher should check them before they begin. Encourage students to ask questions using *be going to*.

13 Aim: to find more detailed information in the text (10 minutes)

- Make sure students understand that the timetable on the page is for Saturday only.
- Students read the text carefully and write the subjects in the timetable for Ibrahim and Talal.
- While they are working, copy the timetable on the board.
- Check the answers by inviting students to come to the board and fill in the timetable.

ANSWERS

- | | | |
|-------------|-------------|-----------|
| 1 geography | 2 Arabic | 3 English |
| 4 science | 5 maths | 6 English |
| 7 history | 8 geography | 9 science |

EXTRA (5 minutes)

- Ask students to complete timetables for Talal and Ibrahim for the other school days. Elicit the differences between them.

14 TRY IT OUT Aim: to write a timetable using the new vocabulary (15 minutes)

- Ask students to imagine their perfect (ideal) timetable.
- Read out the complete sample answer below.
- Students make a chart with their ideal week's timetable, and then describe it.

SAMPLE ANSWER

This is my ideal timetable. It is fun! On Saturday, I'm going to have science, English and IT. Those are my favourite classes. On Sunday, Monday and Tuesday, I'm going to have geography, maths and science. Those classes aren't easy, but on Wednesday, I'm going to have my favourite classes again. The day ends after history.

Unit 1 Workbook answers

Workbook: Extra practice pages 80–81

- 1 1 is going to cook 2 aren't going to cook
3 isn't going to have 4 are going to come
5 are going to go

- 2 1 Are you going to meet
2 Yes, I am
3 Are Mariam and Asma going to come
4 No, they aren't
5 Are you and Haya going to watch
6 No, we aren't

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

2 ▶ When is he coming?

Grammar

be going to: information questions

Vocabulary

Rooms in school cafeteria hall IT room library
office science lab staff room

Ordinal numbers

Functions

Speaking Planning a school tour for a visitor
Describing plans for next month

Writing An e-mail about a favourite class

Topics

Schools

Geography Australia

ANSWERS

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

DIFFERENTIATION

Personalize this vocabulary by asking students *Which rooms do we have in our school?* Ask fast finishers to write some sentences using the present simple about the rooms in the school, for example *The head teacher works in the office, We eat lunch in the cafeteria* etc.

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

- Students read the conversation again and complete the sentences.

ANSWERS

1 space 2 March 3 library 4 hall 5 cafeteria

YOUR TURN Aim: to plan a school tour (15 minutes)

- Explain the activity and ask a student to read the example.
- Students choose a famous person to visit their school.
- Students plan a tour of the school for this famous person.
- Invite students to share their plans with the class.

BACKGROUND INFORMATION

Bill Gates is the founder of Microsoft. He invented the popular computer operating system Microsoft Windows. He is extremely rich and has given over \$27 billion of his fortune to charity.

Lesson 1

Objectives

- Target language: Introduction of *be going to* information questions; school rooms vocabulary.
- Skills: Reading and listening to a conversation; writing using *be going to*.

Warm-up (5 minutes)

- Tell students that in this episode of the story, they will find out about the special guest who is going to visit the school. Elicit their predictions about who is going to visit.
- Students look at page 10. Use the picture to present the words *astronaut* and *space*.

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

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

AUDIO CD TRACK 7

2 Aim: to present vocabulary for places in a school (5 minutes)

- Present the words for places in a school using the pictures in the book.
- Students write the letter for each picture next to the word.
- Students listen and check their answers.
- Then they listen and repeat the words.

AUDIO CD TRACK 8

1 hall 2 cafeteria 3 IT room 4 science lab 5 library
6 office 7 staff room

Lesson 2

Objectives

- Target language: Presentation and practice of *be going to* information questions; ordinal numbers above *tenth*.
- Skills: Speaking about future plans.

Warm-up (2 minutes)

- Quickly revise the school rooms vocabulary from the previous lesson by asking questions related to your school, for example *Who works in the library? How many computers are there in the IT room?* etc.

4 Aim: to present information questions with *be going to* (5 minutes)

- Go through the grammar chart with the class.
- Point out the difference in form between object and subject questions with *Who*.
- Remind students that we use *be going to* for future plans.

5 Aim: to practise forming information questions with *be going to* (10 minutes)

- Students read the examples. Ask: *Which is the subject question?* (2.) *How do you know?* (There is no noun subject, only the question word *What*.)
- Students write the questions. Check the answers with the class.

ANSWERS

- When is Jeremy Hale going to come to the school?
- Who is going to speak in the hall?
- What is Jeremy Hale going to see in the library?
- What is Jeremy Hale going to talk about?
- Where is Jeremy Hale going to go first?

6 Aim: to practise answering information questions with *be going to* (10 minutes)

- Students find the answers to the questions in the conversation. Ask them to answer in full sentences.

ANSWERS

- Jeremy Hale is going to come to the school.
- He is going to come to the school on 31st March.
- Jeremy Hale is going to speak in the hall.
- He is going to see the new books.
- He is going to talk about space and the future.
- He is going to go to the office first.

7 Aim: to present ordinal numbers *11th* to *31st* (5 minutes)

- Write the numbers 1–10 on the board. Invite students to the board to write the ordinal numbers, using figures (*1st–10th*) and full words (*first–tenth*).
- Say the word for each ordinal number. Students repeat.
- Elicit when ordinal numbers are used (*in dates*).
- Present the ordinals *11th* through to *31st*. Students complete the chart. Review the hyphenation and spellings.
- Students listen and repeat the numbers. Check that students are pronouncing the final sound of each word.

AUDIO CD TRACK 9

eleventh	eighteenth	twenty-fifth
twelfth	nineteenth	twenty-sixth
thirteenth	twentieth	twenty-seventh
fourteenth	twenty-first	twenty-eighth
fifteenth	twenty-second	twenty-ninth
sixteenth	twenty-third	thirtieth
seventeenth	twenty-fourth	thirty-first

ANSWERS

- | | | |
|------------------|------------------|-----------------|
| 1 thirteenth | 2 14th | 3 16th |
| 4 seventeenth | 5 18th | 6 nineteenth |
| 7 20th | 8 21st | 9 twenty-third |
| 10 twenty-fourth | 11 25th | 12 twenty-sixth |
| 13 27th | 14 twenty-eighth | |

Watch out (3 minutes)

- Go through the Watch out box with the class. Explain that in British English the usual way to write dates is: day / month / year.
- Write several dates on the board and ask students to say them, for example: 7 / 11 / 2010 (*The 7th of November, two thousand and ten*) etc.

8 Aim: to find specific information in the text and to practise writing dates (5 minutes)

- Ask students what they can see in each of the pictures. Explain that the pictures show what people at the school are going to do in preparation for the astronaut's visit.
- Look at the example with the class. Write the date 25 / 3 on the board. Ask a student to say the date (*The 25th of March*).
- Students read the text and write the dates in numbers.
- Check the answers by inviting students to write the dates on the board. Students say the dates aloud.

ANSWERS

- 1 26 / 3 2 28 / 3 3 29 / 3 4 30 / 3 5 31 / 3

DIFFERENTIATION

Fast finishers can practice the short and long form of dates in pairs. Each student writes five dates in the short form (23 / 2 / 2013 etc.). The students read their partner's dates and say the long forms. Encourage students to listen attentively and correct each other's mistakes.

YOURTURN Aim: to talk about future plans (5 minutes)

- Ask: *What month is it now? What is next month?*
- Model the activity with a student, using the example in the book. Explain that in their own replies to the question, students should use the real name of next month.
- Give them a few minutes to write brief notes about their plans for dates next month.
- Students ask and answer the question in pairs.
- Invite several students to tell the class about their partner's plans, using *He / She is going to ...*

Lesson 3

Objectives

- Target language: Consolidation of *be going to* information questions and ordinal numbers.
- Skills: Reading and listening to e-mails; writing an e-mail about school.

Warm-up (10 minutes)

- Revise the short and long form of dates, as well as *be going to*, with this guessing game. Write five future dates on the board. They should be dates when something interesting is happening in the school or country which the students will know about.
- Students try to guess the significance of each date. For example, *On the fifth of June we're going to start our summer holidays*. When they struggle to find the correct answer they can ask questions such as *Are we going to start our summer holidays in June?*
- If your class react well to competition you could divide them into two teams and award points for correct guesses.

9 Aim: to identify the sequence of three texts (8 minutes)

- Explain that Sam and Alex are friends. One of them is in Australia, and the other is in the U.S. Students have to date the three e-mails in order, from earliest to latest.
- Students read quickly and match the dates with the e-mails.
- Ask them to say how they arrived at the answers.

AUDIO CD TRACK 10

ANSWERS

1 a 2 b 3 c

BACKGROUND INFORMATION

Uluru, also known as Ayers Rock, is located in central Australia. The rock is an important site for the Aboriginal people of that area. It is also one of the country's most popular tourist destinations and is noted for its colour changes as the sun rises and sets. The rock is 348 metres high and its circumference is 9.4 kilometres.

10 Aim: to check comprehension of the texts (10 minutes)

- Remind students of the order in which they should read the e-mails (3, 1, 2). Look at the example with the class. Elicit which e-mail first mentions this information (3).
- Explain that the new category *NI* means that there is not enough information in the texts to say whether the statement is true or false.
- Students read the e-mails again and circle the answers. Ask them to compare answers in pairs.
- Check the answers with the class. Ask students to identify the e-mail in which they found the answer.

ANSWERS

1 F 2 F 3 T 4 NI 5 F 6 T 7 NI

11 TRY IT OUT Aim: to write an e-mail using the unit grammar and vocabulary (17 minutes)

- Read out the complete sample answer below.
- Elicit interesting information about the students' school and write it on the board.
- Students write a description of the school and their favourite class. Ask them to include at least one sentence about future activities that are planned, using *be going to*.
- Invite several students to read out their e-mails.

SAMPLE ANSWER

*Hi Jack,
My school is cool. We have got a library, an IT room and a new science lab. Arabic is my favourite class. Next week I'm going to learn about the history of Riyadh. I'm going to do research on the internet and make a poster about the city. We're going to put up our posters in the hall.
Fahad*

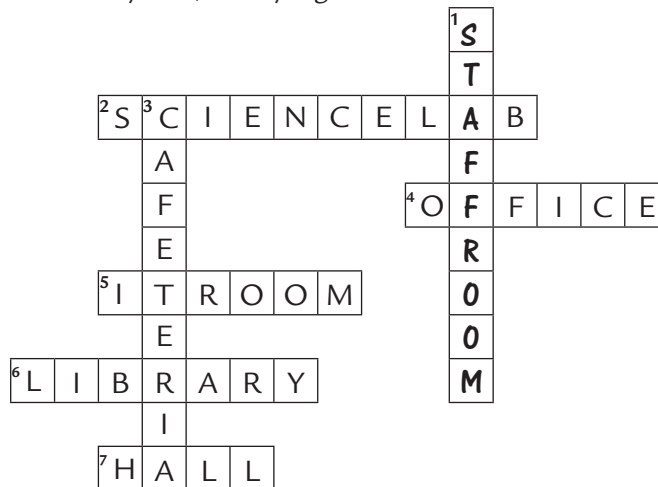
DIFFERENTIATION

Students who are strong writers can read each other's e-mails and write responses, imagining they are their partner's pen friend from another city. Encourage students to check each other's work for mistakes in spelling, grammar etc. and give feedback.

Unit 2 Workbook answers

Workbook: Extra practice pages 82–83

- 1 1 Where are we going to meet
 - 2 What are you going to buy
 - 4 When are your parents going to watch
 - 5 Who is going to cook lunch
-
- 2 1 twelfth, fifteenth
 - 2 twentieth, twenty-fourth
 - 3 thirty-first, twenty-eighth





Skills practice 1–2: Citizenship

Reading

Charity in Islam Zakat and Sadaqah

Reading Strategy Skimming

Listening

Sadaqah projects Different teenagers' Sadaqah projects

Writing

Sadaqah projects Describing a teenager's Sadaqah project

ANSWERS

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

4 Aim: to practise key vocabulary from the text.

- Students complete the sentences with the words. They find the words in the text and check their answers were correct.

ANSWERS

1 government 2 poor 3 healthy 4 voluntary
5 animals

Reading

Objectives

- Learning about Zakat and Sadaqah.
- Skimming a text for general information.

BACKGROUND INFORMATION

Zakat is money which all Muslims who can afford it are expected to pay. Zakat money is used to help poor people. Sadaqah is a voluntary contribution which Muslims can make in honour of their love for Allah. Sadaqah can take forms other than financial donation, for example giving food or simply doing good works to help others.

1 Aim: to introduce the strategy of skimming

- Look at the Reading Strategy with the class. Explain that skimming is a useful way of understanding the general idea of a text before reading in detail to answer comprehension questions.
- Ask *What do you read first?* (The title.) *What do you read next?* (The first sentence of every paragraph.) *Do you need to understand every word of the text?* (No.)
- Students skim the text. Set a short time limit for this activity, approximately 2 minutes.
- Explain that all the options in exercise 1 are correct, but the general idea of the text is the most important one. Students discuss the answer in pairs.
- Do not check the answers at this stage.

ANSWER

c

2 Aim: to read the text and find the answer to exercise 1.

- Play the CD. Students read and listen to the text and find the answer to exercise 1.
- Check the answers to exercise 1.

AUDIO CD TRACK 11

3 Aim: to check comprehension of the text.

- Students read the text and circle the correct answers.

Listening

Objectives

- Learning about different types of Sadaqah projects teenagers can do.

1 Aim: to prepare for listening

- Look at the photos with the students. Ask *Where are the boys in the photos?* (Photo 1: in a kitchen; photo 2: on a farm; photo 3: in a classroom.)
- Students read the sentences and match them to the photos.

ANSWERS

a 3 b 1 c 2

2 Aim: to listen for the general idea.

- Play the CD. Students listen and match the names to the photos.

ANSWERS

a 2 b 1 c 3

3 Aim: to listen for specific information.

- Play the CD. Students listen and complete the chart.
- Do not check the answers at this time.

ANSWERS

Name	Country	When is he going to do his Sadaqah project?	Who is going to do it with him?
Abdullah	United States of America	Next week	His father
Tariq	England / United Kingdom	Next weekend	–
Faisal	Kuwait	Next month	His friend Jaber

4 Aim: to check the answers to exercise 3.

- Play the CD. Students listen and check their answers to exercise 3.

AUDIO CD TRACK 12

- Abdullah:** I'm Abdullah. I'm from Arizona in the United States. I go to Truman School. I am going to do a Sadaqah project. I live in a big city called Flagstaff. There are many poor people living outside Flagstaff. They need help. For my Sadaqah project, I am going to take a goat to one of the families. Goats give milk. The milk from the goat is going to help their children stay healthy. My father is going to help me with this project. We are going to do it next week.
- Tariq:** My name's Tariq and I'm from London. There are many poor people in London. I see them on my way to school, and I feel sad about it. My mosque helps many of these poor families, and for my Sadaqah project, I'm going to give food to poor people near my mosque. I'm going to do this next weekend. It's my way to show my love for Allah, and help people.
- Faisal:** Hi. I'm Faisal. I'm from Kuwait. I do a Sadaqah project every year. This year, I'm going to talk to my class at school about poor people around the world. My friend Jaber is going to help me. He is going to get some photos from the internet of poor people in other Muslim countries, and I am going to write the words for them. We are going to speak to four classes next month.

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

- Writing a description of a teenager's Sadaqah project.
- Completing structured exercises to prepare for writing.

1 Aim: to take notes about a Sadaqah project.

- Look at the first row of the table with the class. Explain that students must find this information about Haya in the text to complete the last row of the table.
- Students read the text and complete the table.

ANSWERS

Haya	Al Khobar, Saudi Arabia	She is going to collect clothes for poor people in Pakistan.	In July	Her friend Layla
------	-------------------------	--	---------	------------------

2 Aim: to complete a paragraph about a Sadaqah project using the notes in exercise 1.

- Students complete the paragraph using the notes in exercise 1.

ANSWERS

Manama, Bahrain; is going to collect money for an Islamic school in Indonesia; next month; Her sister.

3 Aim: to write a paragraph about a Sadaqah project.

- Students write a paragraph about Fatima using the notes in the table in exercise 1. Encourage them to use the paragraph in exercise 2 as a model.

4 Aim: to give students' texts a score.

- As students complete exercise 3, check their work.
- Give students a score for their work. Use the guidelines below 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.

Grammar**will:** future predictions (affirmative and negative)**will:** Yes / No questions and short answers**Vocabulary****Space** moon planet rocket space station
space suit sun**Functions****Speaking** Talking about the future
Giving an opinion about space travel**Writing** A description of a project for the future**Topics****Science** Developments in space technology**Society** Living conditions in the future**Lesson 1****Objectives**

- Target language: Introduction of *will* affirmative, negative and Yes / No questions; space vocabulary.
- Skills: Reading and listening to a magazine interview.

Warm-up (5 minutes)

- Revise the school and space vocabulary from Units 1 and 2 by writing words on the board with some of the letters missing. For example, write __ g __ s h and ask *What school subject is this?* (English.) *How do you spell that?* Write in the missing letters as the class says them.

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

- Play the CD. Students read and listen to the magazine interview.
- Ask: *What is Jeremy Hale's job?* (He's an astronaut.) Ask: *Where does he work sometimes?* (In space.) Point out that we do not say *the space*.

AUDIO CD TRACK 13**BACKGROUND INFORMATION**

Space stations are facilities that remain in orbit above the Earth with people living on board. There have been fewer than ten space stations built to date. The International Space Station, developed by the U.S., Russia, Japan, Canada and ten European countries, is one of the most famous space stations. It is 350km above the Earth's surface and makes almost 16 orbits of the Earth per day, travelling at about 27,700km per hour.

Space tourism is another recent phenomenon. So far, there have only been a handful of space tourists, each paying a lot of money for their flight, but entrepreneurs see great potential in the space travel industry. Several companies are planning space tours at lower altitudes, at a cheaper price.

2 Aim: to present vocabulary for space and space travel (5 minutes)

- Students read the text again and match the words with the pictures.
- Students listen and check their answers. Present the name of our planet (*Earth*).
- Students listen again and repeat the words.

ANSWERS / AUDIO CD TRACK 14

1 planet 2 moon 3 space suit 4 rocket
5 sun 6 space station

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

- Students read the magazine interview again to find the correct information. Check the answers with the class.

ANSWERS

2 c 3 e 4 b 5 a

EXTRA (5 minutes)

- Discuss Jeremy Hale's predictions. Do students agree with him?

YOUR TURN Aim: to express opinions about space travel (10 minutes)

- Read the example with the class. Ask how many students agree with this opinion.
- Students ask and answer the question in pairs. Encourage them to give reasons for their opinion.
- Take a class survey. Write the number of students for each opinion, *interesting* or *not interesting*, and elicit reasons.

DIFFERENTIATION

For fast finishers or students who need more writing practice, make this a writing exercise. Students write three or four sentences in answer to the question. They can read their sentences to each other, or ask a few strong students to read to the whole class.

Lesson 2

Objectives

- Target language: Presentation and practice of *will* affirmative, negative and *Yes / No* questions.
- Skills: Speaking about the future.

Warm-up (3 minutes)

- Quickly revise the space vocabulary from Lesson 1 by reading sentences from exercise 1, but omitting the target vocabulary. For example, *The planets near the BLANK are very hot.*

4 Aim: to present statements with *will* (5 minutes)

- Go through the grammar chart with the class.
- Point out that *will* and the base form of the main verb do not change with different subjects.
- Explain that we use *will* to make predictions about the future. Remind students that we use *be going to* to talk about plans for the future.

Watch out (3 minutes)

- Read the Watch out box with the class. Explain that *will not* is contracted as *won't* for all subjects.
- Point out that *won't* rhymes with *don't*. Some students may find it easier to remember it this way.

5 Aim: to practise *will* (5 minutes)

- Look at the example with the class. Explain that they should answer the questions according to Jeremy Hale's predictions.
- Check the answers. Students read out each sentence.

ANSWERS

- | | |
|------------------------|----------------------------|
| 1 will not live | 2 will have; will not wear |
| 3 will not be; will be | 4 will take |

6 Aim: to practise making sentences with *will* and *won't* (7 minutes)

- Read the example. Explain that it is an opinion about the future. Ask how many students agree with this statement. Elicit the negative form from a student who disagrees. (*Our planet won't be very clean.*)
- Students write sentences giving their own opinions.
- Invite some students to share their opinions with the class.

ANSWERS

Students' own answers

YOUR TURN Aim: to express opinions about the future.

- Teach the phrase *What do you think?* Explain that we use it to ask for somebody's opinion. Teach *I agree / I don't agree*. Explain that we use these to give our opinion.

- Read the example question to an individual student: *Our planet will be very clean in the future. What do you think?* They should respond with their opinion.
- In pairs, students ask each other's opinion on the sentences from exercise 6, using *What do you think?* and respond using *I agree / I don't agree*.

7 Aim: to present *Yes / No* questions and short answers with *will* (5 minutes)

- Go through the grammar chart with the class.
- Point out that the question form for *will* is similar to the question form for *can*.

8 Aim: to practise forming *Yes / No* questions with *will* (7 minutes)

- Look at the example with the class. Point out that the words need to be reordered and *will* needs to be added.
- Students complete the exercise.

ANSWERS

- 1 Will Tim be a teacher?
- 2 Will people wear space suits?
- 3 Will Simon go to the moon in a rocket?
- 4 Will Simon and Tim work in a school?

9 Aim: to practise answering *Yes / No* questions with *will* (5 minutes)

- Students look at the pictures to answer the questions.
- Check by asking the questions and eliciting the answers.

ANSWERS

- | | |
|-----------------|-------------------|
| 1 No, he won't. | 2 Yes, they will. |
| 3 Yes, he will. | 4 No, they won't. |

DIFFERENTIATION

Fast finishers or students who need extra practice using *will* can write extra questions about the pictures, similar to those in exercise 8. When they have finished they ask and answer their questions in pairs.

Lesson 3

Objectives

- Target language: Consolidation of *will* affirmative, negative and Yes / No questions.
- Skills: Reading and listening to a magazine interview; writing an email about school.

Warm-up (5 minutes)

- Revise the target language of this unit by asking individual students Yes / No questions with *will* for future predictions. For example, *Will you go to university? Will you visit the moon?* etc. Encourage the class to correct each other's mistakes, which will encourage **attentive listening** (see page 8).

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

- Explain that students are going to read an interview with the winner of a competition for future scientists.
- Students read quickly to find the two missing words in the sentence. You may want to set a time limit of 60 seconds to encourage them to scan instead of reading every word carefully.
- Check the answers by asking a student to read the completed sentence aloud.

AUDIO CD TRACK 15

ANSWERS

ugly, heavy

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

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

ANSWERS

1 b 2 a 3 a 4 c

BACKGROUND INFORMATION

Space suits can weigh more than 130 kilograms. They are designed to protect an astronaut's body from temperatures ranging from -100 to 120 degrees Celsius. In addition, they protect the astronaut from radiation and toxic chemicals found in space.

12 Aim: to make inferences from the text (5 minutes)

- Explain to students that the answer to this question is not stated directly in the text. They need to think about what they have learned about Frank, his project and his reasons for creating it in order to choose their answer.
- Check the answer as a class. Elicit students' reasons for choosing their answer.

ANSWER

3

13 TRY IT OUT Aim: to write a description of a project for the future (15 minutes)

- Go through the instructions. Then read out the complete sample answer below.
- Explain that students need not design a space project – it can be on any aspect of life in the future.
- Students write their descriptions.
- Invite several students to share their ideas with the class.

SAMPLE ANSWER

My project is a car for the moon. The car will be very strong. There aren't any roads on the moon, so the car won't be very fast. It will be large, but it won't be heavy. Astronauts will lift it easily.

DIFFERENTIATION

This is a challenging writing task, so some students may require extra assistance. Begin by **brainstorming** (see page 7) different things people will need in the future, and how they might have to be adapted.

Next, elicit what tenses students will have to use for different parts of the text. Divide the board in two parts and write *Present* on one half and *Future* on the other. Ask individual students questions about their project. Encourage them to reply in full sentences. Ask the class *What tense did (student's name) use? Was that the correct tense?* If necessary, correct the replies and write them in the appropriate half of the board. Questions could include: *What is your project?* (present simple) *What's it like?* (present simple) *Why will it be useful in the future?* (future).

EXTRA (5 minutes)

- Students go online to find out if someone has tried to build a similar invention before. If so, was it successful?
- Invite students to share their findings with the class in the next lesson.

Unit 3 Workbook answers

Workbook: Extra practice pages 84–85

- 1 I will live in Canada
2 We will not live on the moon
3 You will be a famous doctor
4 She will study science
5 It will not be easy
- 1 Will Rashid be an engineer? Yes, he will.
2 Will Aisha live in Jeddah? No, she won't.
3 Will Rashid and Aisha go to college? Yes, they will.
4 Will Rashid live in Riyadh? No, he won't.
5 Will Aisha be a dentist? Yes, she will.
- 1 planet 2 rocket 3 moon 4 space suit 5 sun

4

▶ When will we visit space?

Grammar

will: information questions

Degrees of certainty: *definitely, maybe, probably, won't*

Vocabulary

Verbs *bring build grow live need travel*

Functions

Speaking Expressing opinions about food production in the future
Making predictions about the future

Writing A prediction about conditions on Earth in the future

Topics

Science Developments in space technology

Society People in the future

ANSWERS

- | | | |
|-------------|---------------|--------------|
| 2 will need | 3 won't be | 4 will build |
| 5 will live | 6 will travel | 7 will bring |

YOUR TURN Aim: to express an opinion about food production in the future (10 minutes)

- In the students' language, elicit what they know about the life cycle of plants and how they grow.
- Students ask and answer the question. Invite several students to share their opinion with the class.

DIFFERENTIATION

Give strong speakers extra practice by giving them some more questions to discuss, for example:

Will we live on the moon in the future?

Will there be schools on the moon?

Will the Earth be hotter in the future?

Will we travel to other planets in the future?

Lesson 1

Objectives

- Target language: Introduction of *will* information questions; seven new verbs.
- Skills: Reading and listening to a conversation.

Warm-up (5 minutes)

- Review the vocabulary from Unit 3 by writing scrambled words for *moon, planet, rocket, space station* and *space suit* on the board. Elicit the name of our planet (*Earth*).

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

- Ask students to look at the picture. Elicit what they think Jeremy Hale is talking about. (*Food and plants in space.*)
- Play the CD. Students read and listen to the conversation.

AUDIO CD TRACK 16

2 Aim: to present and practise new verbs, using *will* and *won't* (10 minutes)

- Students complete the paragraph with *will* or *won't* and the correct verb.
- Check the answers.
- Students listen and repeat the list of verbs.

AUDIO CD TRACK 17

- | | | |
|---------|--------|----------|
| 1 grow | 2 need | 3 be |
| 4 build | 5 live | 6 travel |
| 7 bring | | |

Lesson 2

Objectives

- Target language: Presentation and practice of *will* information questions; degrees of certainty.
- Skills: Speaking using degrees of certainty about the future.

Warm-up (5 minutes)

- Revise vocabulary taught throughout *Look Up 4* so far by asking students to group words by form. Write on the board the words you would like to test and ask students to write them in their notebooks under the headings *Nouns, Verbs, Adjectives* etc.

3 Aim: to present information questions with *will* (3 minutes)

- Go through the grammar chart with the class.
- Remind students of the difference between object and subject information questions.
- Elicit example answers for the questions in the chart.
- Remind students that we ask questions with *will* to ask for someone's prediction about the future. Point out that the prediction can be in the near or distant future.

DIFFERENTIATION

If you have students who struggle with grammar, give them some extra preparation before attempting the exercises. Remind them that sentences have *subjects*, *verbs* and *objects*. Write on the board: *The astronaut will fly the rocket*. Elicit the *subject* (*The astronaut*) and the *object* (*the rocket*). Next, add the words *to the moon next year* to the end of the sentence. Write the question words *What*, *Where*, *When*, *How* and *Who* on the board. Elicit or write on the board questions relating to the sentence, for example *What will the astronaut fly?* *Where will the astronaut fly?* *When will the astronaut fly to the moon?* *How will the astronaut go to the moon?* *Who will go to the moon?* Elicit the answers. Ask *Which answer is the subject of the sentence?* (The answer to the question beginning with *Who*).

4 Aim: to practise question words in information questions with *will* (5 minutes)

- Students look at the example. Discuss why the question word is *Where*. (*Because the reply is a place*.)
- Students complete the rest of the questions.

ANSWERS

1 When 2 What 3 Who 4 Where 5 How

5 Aim: to practise forming information questions with *will* (7 minutes)

- Write the example answer on the board. Explain that this sentence can answer two questions.
- Underline the word *Jake* in the sentence. Elicit the question word that we use to get this information (*Who*), and then elicit the full question: *Who will be an astronaut?*
- Underline *an astronaut* in the sentence and elicit the question for this information: *What will Jake be?*
- Students complete the exercise.

ANSWERS

- 1 a will travel to Australia by plane?
b will Greg travel to Australia?
- 2 a will visit space in the future?
b will students visit space?
- 3 a will grow special plants?
b will scientists grow?

6 Aim: to practise forming information questions with *will* (7 minutes)

- Make it clear that students need to write three questions that they would like to ask Jeremy Hale about the future. Read the example question with the class.
- Encourage students to use the vocabulary they know, but also give help with new vocabulary if they need it.
- Ask several students to read out their questions to the class.
- Invite a stronger student to play the role of Jeremy Hale and answer the questions. Discuss the answers with the class. Use the students' own language as necessary.

ANSWERS

Students' own answers.

7 Aim: to present ways of expressing degrees of certainty (3 minutes)

- Go through the grammar chart with the class. Explain that the percentages represent the likelihood that something will happen. If something is 100% likely, it will definitely happen. If something is 0% likely, it won't happen.
- Point out that *definitely* and *probably* go between *will* and the main verb. *Maybe* goes at the beginning of the sentence.

8 Aim: to practise forming sentences expressing degrees of certainty (7 minutes)

- Students write the sentences. Tell them to check the grammar chart to make sure they are using the correct expressions.

ANSWERS

- 1 Fahd won't visit a country in Europe.
- 2 Khalid will probably study English in Canada.
- 3 Maybe Khalid will live in the U.S.
- 4 Khalid will definitely visit a country in Europe.
- 5 Abdullah won't study English in Canada.
- 6 Abdullah will definitely live in the U.S.
- 7 Maybe Abdullah will visit a country in Europe.

9 Aim: to check general understanding of four conversations (6 minutes)

- Tell students they are going to listen to four conversations about four different boys. Students write the name of each boy under the correct picture.
- Play the CD. Pause as necessary for students to write.

AUDIO CD TRACK 18

Naif

- Boy 1: Naif is a terrific football player.
Boy 2: But tennis is his favourite sport.
Boy 1: Yes, he's an excellent tennis player.
Boy 2: He'll probably be a tennis player in the future.
Boy 1: He probably will.

Faisal

- Boy 1: Faisal always gets the best marks in science.
Boy 2: Yes, he's fantastic.
Boy 1: He's very kind, too.
Boy 2: Yes, he's good with people. He'll definitely work with people.
Boy 1: Yes, I think he'll probably be a doctor.

Sami

- Boy 1: Sami is the best football player in school.
Boy 2: He's the best in the city!
Boy 1: He's good at computers, too.
Boy 2: He'll definitely work with computers.
Boy 1: Yes, and he'll probably play football, too.

Tariq

Boy 1: Tariq is really good at maths.

Boy 2: Yes, he's very good.

Boy 1: He gets on well with children, too.

Boy 2: He'll probably be a teacher in the future.

Boy 1: That's definitely a good job for him!

ANSWERS

1 Sami 3 Tariq 4 Faisal

YOUR TURN Aim: to make predictions (5 minutes)

- Read the example with the class. Point out that there is one prediction for each degree of certainty.
- In pairs, students make predictions about their own life in the future.

Lesson 3

Objectives

- Target language: Consolidation of *will* information questions; degrees of certainty.
- Skills: Reading and listening to a web page; writing using degrees of certainty about the future.

Warm-up (5 minutes)

- Revise the structure taught in Lesson 2 by asking individual students information questions using *will*, for example *What will the weather be like tomorrow? Where will you live in the future?* Encourage students to respond using the words to express degrees of certainty taught in Lesson 2.

10 Aim: to identify the function of headings in the organization of a text (10 minutes)

- Students read quickly and match the headings with the two parts of the web page.
- Check the answers. Ask students to identify words which helped them decide. For example, the time expressions *in 300 years* and *never* in part 2 go with *When* in heading a.

AUDIO CD TRACK 19

ANSWERS

1 b 2 a

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

- Students read the web page again and identify the person who makes each prediction.

ANSWERS

1 Fatima, Rosa 2 Anna, Fatima 3 Kim 4 Anna 5 Rosa

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

- Students read the text and match the sentence halves.
- Check by asking students to read out the full sentences.

ANSWERS

2 a 3 e 4 b 5 d

13 TRY IT OUT Aim: to write an opinion about life on Earth in the future (15 minutes)

- Explain that students should choose the text that they most agree with and explain why. Ask a student to read out the sample answer in the book.
- Students write their opinion with some reasons to justify it.
- Invite several students to read out their opinions.
- Conduct a survey to find out how popular each opinion is.

DIFFERENTIATION

If you have students who find writing difficult, give them a 'gapped text' to complete. Write a paragraph (you could use the sample answer below) and remove some of the words. Students complete the missing text. Choosing which words to remove allows you to choose the level of difficulty of the exercise as well as which vocabulary / grammar to focus on. The more words you remove the more difficult the exercise becomes!

SAMPLE ANSWER

I agree with Fatima. People are thinking about our planet now. We are recycling our litter and our planet will be clean in the future. I don't think people will live in space, but we will definitely work hard to make Earth a cleaner planet.

Unit 4 Workbook answers

Workbook: Extra practice pages 86–87

- 1 How will Thamer travel to China?
2 What will Khalid buy?
3 Who will learn to fly?
4 Where will Derek work?
5 Who will be famous?
6 When will Thamer learn to fly?

- 2 1 Maybe I'll learn a new language next year.
2 May won't be a famous architect.
3 My dad will probably buy a new car.
4 My friend and I will definitely go on holiday to Dubai.

- 3 1 need 2 build 3 grow
4 travel 5 Bring

► Skills practice 3–4: Science

Reading

Life in the future Will people live on the moon?

Reading Strategy Scanning for information

Listening

The Solar System The planets of our solar system

Writing

The planets Describing two planets

Reading

Objectives

- Learning about the possibility of living on the moon.
- Scanning a text for specific information.

BACKGROUND INFORMATION

In 1969 the American Neil Armstrong became the first man to walk on the moon. Since then scientists have wondered whether it would be possible for humans to live on the moon. However no human has spent more than 24 hours on the moon. Difficulties for humans on the moon include the lack of oxygen, the low level of gravity and the temperature, which varies from less than -150 to over $+100$ degrees.

1 Aim: to introduce the strategy of scanning

- Look at the Reading Strategy with the class. Explain that scanning is a useful way of finding specific information in a text when answering comprehension questions.
- Ask *What do you read first?* (The comprehension questions.) *What do you look for in the text?* (The key words from the comprehension questions.) *Do you read every sentence carefully?* (No, just the sentences containing the key words and the text around them.)
- Look at the example question. Ask *What are the key words in this sentence?* (*Difficult, life and moon.*)
- Students read the comprehension questions and underline the key words. Then they scan the text.
- Do not check the answers at this stage.

ANSWERS

- 1 There isn't any water, but maybe there is ice.
- 2 Scientists and their families.
- 3 The stars and planets.
- 4 Because it will be very difficult to go outside.
- 5 Because they will need oxygen tanks.

2 Aim: to read the text and check the answers to exercise 1.

- Play the CD. Students read and listen to the text and check the answers to exercise 1.
- Check the answers to exercise 1.

AUDIO CD TRACK 20

3 Aim: to check comprehension of the text.

- Students read the text and match the sentence halves.

ANSWERS

1 e 2 a 3 c 4 b 5 d

4 Aim: to practise key vocabulary from the text.

- Students complete the sentences with the words. They find the words in the text and check their answers were correct.

ANSWERS

1 oxygen 2 ice 3 stars 4 tanks

Listening

Objectives

- Learning about the planets in the Solar System.

BACKGROUND INFORMATION

The sun and the eight planets which orbit the sun make up the Solar System. Earth is the third planet from the sun and so far the only planet which supports plant or animal life. Many of the planets have moons, and some are circled by rings made up of rocks. The four smaller inner planets are composed mostly of rock and metal, while the larger outer planets are composed of gas and ice. The Solar System also contains other objects smaller than planets, including asteroids and human-made satellites.

1 Aim: learning the names of the planets.

- Look at the pictures of the planets with the students. Ask *What planet do we live on?* (Number 3, Earth.)
- Play the CD. Students listen and match the pictures to the names.

ANSWERS

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

2 Aim: to listen for the general idea.

- Play the CD. Students listen and circle the correct answers.

ANSWERS

1 a 2 c 3 a 4 c 5 a 6 c

AUDIO CD TRACK 21

Earth

Our planet is Earth. It is the third planet from the sun. From space, Earth is blue and cloudy. It has got oxygen, water and food. It is not too hot or too cold.

Jupiter

Jupiter is the biggest planet! It's brown and red. It hasn't got any oxygen or water. People won't live there because it's too hot.

Mars

Mars is the red planet. It is the fourth planet from the sun. Mars hasn't got oxygen, but it has got a lot of ice. Some scientists think people will live on Mars in the future, but no one knows.

Mercury

Mercury is the smallest planet. It is very hot, but scientists think there is ice on Mercury. We can't travel to Mercury. It's too close to the sun and it moves too fast!

Uranus

Uranus is the seventh planet from the sun. Uranus has got rings, it's cold and very far from Earth. It takes more than seven years to travel to Uranus! That's too long for most people.

Saturn

Saturn is the sixth planet from the sun. It's big, but it's smaller than Jupiter. Saturn has got nine rings. They have got a lot of ice on them. Saturn is too cold for people.

Neptune

Neptune is the eighth planet from the sun. Neptune hasn't got any rings and it's very cold.

Venus

Venus is very hot. It is the second planet from the sun. Some scientists call it Earth's sister because it is the same size as Earth. Venus is very cloudy and there isn't any water or ice there.

Speaking

3 Aim: giving reasons for answers or opinions.

- Look at the Speaking strategy with the class. Ask *Why won't we live on Mercury?* (It's too hot; there isn't any food.)
- In pairs, students give reasons for the statements in exercise 3.
- Ask individual students for their reasons. Write on the board some examples of good vocabulary or grammar used by the students.

Writing

Objectives

- Writing descriptions of two planets.
- Completing structured exercises to prepare for writing.
- Correcting and rewriting work.

1 Aim: to take notes about planets.

- Students complete the text about Venus. Go through the answers with the class.
- Students complete the other two texts, using the first text as a model.

ANSWERS

Venus: 400; hot.

Mars: Mars; fourth planet; red; -100; cold.

Neptune: This is Neptune. It is the eighth planet from the sun. It is blue. It is -214 degrees there. It is very cold.

2 Aim: to write descriptions of two planets.

- Students write descriptions of the two planets (Uranus and Saturn), using the texts in exercise 1 as a model.

3 Aim: to correct and rewrite texts from exercise 2.

- Using a different coloured pen, students correct their texts from exercise 2, looking for incorrect spelling, vocabulary, grammar etc. If possible, circulate and help students with this exercise.
- Students rewrite their corrected texts from exercise 2.

4 Aim: to give students' texts a score.

- As students complete exercise 3, check their work. Compare their texts in exercises 2 and 3, and praise students whose work has improved for exercise 3.
- Give students a score for their work. Use the guidelines on page 19 to help you.

Grammar**Past simple with *be*:** affirmative and negative**Past time expressions:** *ago, last, yesterday***Vocabulary****At home** curtains flower grass mirror mobile phone
rug vase**Functions****Speaking** Speculating with degrees of certainty**Writing** Text messages

A description of a lost possession

Topics**Crime** A possible burglary**Home** Possessions and furnishings**Society** Communication by text messaging**Lesson 1****Objectives**

- Target language: Introduction of past simple with *be* affirmative and negative; home nouns.
- Skills: Reading and listening to a phone call.

Warm-up (5 minutes)

- Write these words on the board: *are, you, to*. Ask students to guess how they are written in English text messages (*are = r, you = u, to = 2*). Encourage them to say the words aloud to help them guess.
- Students "decode" the text message on page 30. (*Where are you? Are you at work? I need to talk to you.*)

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

- Students look at the pictures at the top of page 30. Ask them, in their own language, what they think has happened.
- Play the CD. Students listen and read. Students practise reading the conversation aloud.

AUDIO CD TRACK 22**DIFFERENTIATION**

Ask confident speakers to perform the conversation for the class. Note any pronunciation difficulties the students have and correct these at the end. Use a choral **drilling** method to teach correct pronunciation to the whole class (see page 6). You could use track 22 of the audio CD to provide examples of the correct pronunciation.

2 Aim: to present new vocabulary for household objects (10 minutes)

- Students read again and match the words with the pictures.
- Students listen and check their answers.
- Then they listen again and repeat the words.

ANSWERS / AUDIO CD TRACK 23

- | | | | |
|------------|----------|----------------|-------|
| 1 mirror | 2 flower | 3 grass | 4 rug |
| 5 curtains | 6 vase | 7 mobile phone | |

3 Aim: to check comprehension and to review *be* in the simple present (10 minutes)

- Students write the correct forms of *be* in the simple present.

ANSWERS

- 1 aren't 2 aren't; are 3 isn't, is 4 is; is

YOUR TURN Aim: to make speculations about a situation (10 minutes)

- Students read the example. Ask them to think of other ideas about where Tony is.
- In pairs, students share their ideas.
- Take a class survey to determine the most popular opinion.

Lesson 2**Objectives**

- Target language: Presentation and practice of the past simple with *be* affirmative and negative; text message language.
- Skills: Writing a text message.

Warm-up (3 minutes)

- Focus students on the pictures of the living room on pages 30 and 31. Explain that these are two pictures of the same room at different times. Ask students *What is different in the picture on page 31?* (The window isn't broken; there aren't any flowers in the garden; the mirror is smaller etc.)
- After students complete exercise 2, point out that they have repeated the warm-up exercise using the past tense. Draw their attention to how their knowledge of English has improved since the start of the lesson.

4 Aim: to present the past simple with *be* (5 minutes)

- Go through the grammar chart with the class.
- Point out that in the past tense, the subject *I* does not have a separate verb form like *am* in the present. *I* is followed by *was*, just like *He*, *She* and *It*.
- Explain that there are no short forms for the affirmative of *be* in the past.
- For the negative, elicit the similarity between the short forms *wasn't* / *weren't* and *isn't* / *aren't*. (In both tenses, we add *not* to the verb and replace the letter *o* with an apostrophe.)

5 Aim: to practise the past simple with *be* (5 minutes)

- Students circle the correct verbs.
- Check by asking students to read each sentence aloud.

ANSWERS

1 wasn't 2 weren't 3 weren't 4 wasn't 5 was

6 Aim: to practise the past simple with *be* (5 minutes)

- Students look at the picture. Explain that it shows the same living room in the past (last year).
- Students read the example and then complete the sentences.

ANSWERS

1 were 2 was 3 weren't 4 was
5 weren't 6 wasn't

7 Aim: to distinguish between the past simple and the present simple with *be* (5 minutes)

- Students look at the two pictures of the living room. Read the example. Elicit why *but* is used. (It joins two statements with contrasting information about past and present.)
- Students write sentences describing five more differences between the pictures.
- Invite students to write their sentences on the board.

SUGGESTED ANSWERS

- 2 The grass in the garden was long, but now it is short.
- 3 There weren't any flowers in the garden, but now there are pink flowers.
- 4 There was a small mirror in the living room, but now there is a bigger mirror.
- 5 There were two black rugs, but now there are two brown rugs.
- 6 There were pink flowers in a vase on the table, but now there are white flowers.

8 Aim: to present past time expressions (5 minutes)

- Go through the grammar chart.

- Point out that *ago* comes after a period of time. Elicit some other expressions with *ago* (for example, *three years ago*, *six months ago*).
- Point out that *last* comes before a time word which is always singular. Explain that we can use *last* with the name of a day or month, for example *last Friday*, *last April*.
- Explain the meaning of *yesterday*. Point out that it can be used by itself or in front of *morning*, *afternoon* or *evening*. Draw attention to the exception to this pattern: *last night*, not *yesterday night*.

9 Aim: to practise past time expressions (5 minutes)

- Students refer back to the chart to complete the sentences.
- Check the answers with the class.

ANSWERS

1 ago 2 last 3 yesterday 4 ago
5 last 6 yesterday

Watch out (2 minutes)

- Read the Watch out box with the class. Remind students that a lot of text language is based on the sound of letters and symbols, so it is helpful to say the words aloud.

10 Aim: to practise interpreting English text messages (5 minutes)

- Go through the example with the class. Elicit the words that are abbreviated (*are*, *you*, *at*). Point out that there are no capital letters in the text message.
- Students rewrite the text messages.
- Invite students to write their answers on the board.

ANSWERS

- 1 You're late, too!
- 2 Meet you at your house.
- 3 I can't see you.
- 4 See you later.
- 5 I'm late for lunch because I'm with Eric.

YOUR TURN Aim: to write a message in text language (10 minutes)

- Students read the example message. Elicit the words which are different in text language (*aren't*, *you*, *at*).
- Students write a message in text language.
- In pairs, students read each other's messages.
- Invite several pairs to write their messages on the board for the class to read.

DIFFERENTIATION

- Give fast finishers some more English text words, for example: *2mro*, *y*, *btwn*, *thr*. Encourage students to guess the meanings (*tomorrow*, *why*, *between*, *there*).

Lesson 3

Objectives

- Target language: Consolidation of the past simple with *be* affirmative and negative.
- Skills: Reading and listening to a blog; writing using the past simple with *be*.

Warm-up (5 minutes)

- Split the class into two groups, A and B. Prepare cards with different sentences written in 'text language'. Use the language from page 32 exercise 10. Give one card to each A student. Give each B student a card with a sentence written in normal English.
- Each A student must find the B student who has the same sentence as on their card, written in normal English. They do this by mingling in the classroom and showing each other their cards. When they find the student with the matching card they should sit together and work as partners for today's lesson.

11 Aim: to make an inference from the text (10 minutes)

- Explain in the students' language that when we read, we often understand things which aren't directly stated in the text. For example, from a description of what someone does or says, we can often tell how they feel.
- Students read the text quickly. Then they circle the adjectives that describe Jamal Yasser's feelings.
- Ask students to explain why they chose these adjectives.

AUDIO CD TRACK 24

DIFFERENTIATION

Some students may find it difficult to listen and read simultaneously because they feel the need to re-read lines or sections of text. Encourage your 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.

ANSWERS

b, e

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

- Students read the text again and circle *T* or *F*.

ANSWERS

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

13 Aim: to check comprehension by correcting mistakes about the text (10 minutes)

- Students correct the false sentences.

ANSWERS

- 2 The car wasn't open.
- 4 The computer was quite old.
- 5 There were important things on the computer.
- 6 The hotel manager doesn't know where the computer is.

14 TRY IT OUT Aim: to describe a lost possession (15 minutes)

- Students think about their favourite possession. Ask: *What is it? Why is it special?* Then tell students to think about a time when they actually lost it, or to imagine that it is lost.
- Students write their texts.
- Invite several students to read out their text.

SAMPLE ANSWER

I can't find my mobile phone. I was on the bus and it was in my bag, but I haven't got it now. My mobile phone is very special to me because it was a gift from my sister. It is red and black. I use it every day. I talk to my friends and family with it. Now I can't talk to them easily, and I can't send text messages to my friends.

Unit 5 Workbook answers

Workbook: Extra practice pages 88–89

1 1 weren't 2 were 3 was 4 were 5 wasn't

2 1 wasn't 2 yesterday 3 last
4 weren't; were 5 ago; was

3 1 vase 2 curtains 3 flower
4 mobile phone 5 mirror 6 rug

6 ▶ Where were you?

Grammar

Past simple with **be**: Yes / No questions

Past simple with **be**: information questions

Vocabulary

Prepositions of place *above below (in the) centre (to the) left (to the) right*

Functions

Speaking Asking and answering about situations in the past

Writing A description of a room now and in the past

Topics

Home Location of things in a room

Crime Investigation of a possible burglary

ANSWERS / AUDIO CD TRACK 26

1 left 2 centre 3 below 4 above 5 right

DIFFERENTIATION

In every class there will be students who respond best to tactile or kinaesthetic exercises involving movement. Involve these students by playing a movement-based game to reinforce the prepositions of place. Elicit other prepositions which students already know (*next to, in front of, between*). Invite a small group of students to the front. Give simple commands with the prepositions, for example: *Put your hand above your head. Stand next to the desk. Stand behind the table, etc.*

Give the commands in a chain at a faster speed. If a student does the incorrect action or performs the actions in the incorrect order, he or she sits down. Play continues until there is only one student remaining. The other students are responsible for checking that the commands are done accurately and in order.

Invite another group to the front for different commands.

Lesson 1

Objectives

- Target language: Introduction of the past simple with *be* Yes / No and information questions; prepositions of place.
- Skills: Reading and listening to a conversation.

Warm-up (15 minutes)

- The mid-point of the book is a good place to review vocabulary from the preceding Units. One way of doing this is with 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 appropriate meaning. Check the answer with the class.
- Repeat until all the cards have been picked up. The student in each group with the most cards at the end is the winner.

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

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

AUDIO CD TRACK 25

2 Aim: to present and practise new prepositions of place (5 minutes)

- Students look at the pictures and complete the sentences.
- Check the answers with the class.
- Students listen and repeat the list of words.

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

- Students read the conversation again and then choose the correct answers

ANSWERS

1 b 2 c 3 c 4 b

EXTRA (5 minutes)

- Ask students if they have any ideas about what happened to Eric's tennis racket.

Lesson 2

Objectives

- Target language: Presentation and practice of the past simple with *be* Yes / No and information questions.
- Skills: Speaking using the past simple with *be* Yes / No and information questions.

Warm-up (5 minutes)

- Revise 'information question words' which appear in Lesson 2 by asking students to match words to the appropriate types of information.
- Write the following words on the board: *Who, Where, What, When, The teacher, At school, My notebook, Tomorrow afternoon*. Students match the words. (For example *Who?* → *the teacher*.)
- Orally revise these words by asking information questions using the present simple and continuous, for example *Where is Ahmed sitting? Who is the head teacher?* etc.

4 Aim: to present Yes / No questions with *be* in the past simple (5 minutes)

- Go through the grammar chart with the class.
- Point out that past questions with *be* are formed in the same way as present questions, by inverting the subject and the verb. In questions for *There was / were*, the word *there* and the verb are inverted. There is no use of *do* in these questions.
- Look at the questions with *there*. Elicit the reason for using *Was* in the first example and *Were* in the second. (*Because glass is singular but marks is plural*.)

5 Aim: to practise past simple forms of *be* in questions and short answers (5 minutes)

- Students complete the questions and answers with past forms of *be*.
- Check by asking different students to ask and answer across the class.

ANSWERS

- 1 Was; wasn't 2 Were; were 3 Were; weren't 5 Was; was

6 Aim: to practise forming Yes / No questions with *be* in the past simple (5 minutes)

- Look at the example with the class. Point out that students have to supply the verb themselves.
- Students write the questions.

ANSWERS

- 1 Was there an interesting programme on TV last night?
2 Were your best friends at school yesterday?
3 Was your teacher happy last week?
4 Was your favourite team in an important game last year?
5 Were there any good books in the library last month?

YOUR TURN Aim: to practise asking and answering Yes / No questions (5 minutes)

- Read the example with the class. Then elicit a few more answers from the class.
- Students ask and answer the questions in pairs.

7 Aim: to present information questions with *be* in the past simple (5 minutes)

- Go through the grammar chart with the class.
- Point out again that past simple questions with *be* follow the same rules as present simple questions with *be*.

DIFFERENTIATION

Ask fast finishers to look at the picture on page 34. Explain that you are going to ask some questions about it. Give them 30 seconds to study the picture. Then they close their books.

Read the following questions. Students write the answers.

- 1 Who was next to the window?
- 2 Who was near the sofa?
- 3 Was there a picture on the wall?
- 4 What was broken?
- 5 What colour were the rugs?
- 6 What colour was Eric's T-shirt?
- 7 Who was to the left of Dad?
- 8 Were there any curtains on the window?
- 9 Was the black mark smaller than the blue mark?

Read the questions again. Students compare answers in pairs.

Elicit answers from the class. Then ask students to open their books and check the picture.

ANSWERS

- | | | |
|---------------|--------------------|---------------------|
| 1 Mum. | 2 Dad. | 3 No, there wasn't. |
| 4 The window. | 5 They were brown. | 6 It was blue. |
| 7 Mum. | 8 Yes, there were. | 9 No, it wasn't. |

8 Aim: to practise information questions with *be* in the past simple (5 minutes)

- Students read the example. Point out that they need to read the answer to decide which question word to use.
- Students complete the questions.

ANSWERS

- 1 What was 2 When were 3 Who was 4 Where was

9 Aim: to practise forming information questions with *be* in the past simple (5 minutes)

- Look at the example with the class. Point out that the words in brackets need to be reordered and the verb added. Draw attention to the position of the time expression (*three years ago*) at the end of the sentence.
- Students write the questions.

ANSWERS

- 1 What was your favourite school subject last year?
- 2 Who was your favourite teacher a year ago?
- 3 Where was your best friend yesterday afternoon?
- 4 When were you in year 5?
- 5 Where were your parents last night?
- 6 When was your friend in science class?
- 7 Who was your English teacher in year 6?

YOUR TURN Aim: to practise asking and answering information questions in the past simple (5 minutes)

- Read the example with the class. Then elicit a few more answers from the class.
- Students ask and answer the questions in pairs.

Lesson 3

Objectives

- Target language: Consolidation of the past simple with *be Yes / No* and information questions and prepositions of place.
- Skills: Reading and listening to an advertisement; writing a description of a room using the past simple and present simple.

Warm-up (5 minutes)

- Focus students on the pictures. Elicit the words for the objects in the pictures and write them on the board. Then elicit some differences between the two pictures.

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

- Before students read, explain that *Home Beautiful* is the name of a business.
- Students read the text quickly and label the pictures.

AUDIO CD TRACK 27

ANSWERS

- 1 Two years ago 2 Now

BACKGROUND INFORMATION

Home decorating companies, like the fictional one in the advertisement, give advice on 'home improvements'. This idea has been promoted by TV reality shows in which people transform their house with the help of a professional designer.

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

- Students read again and tick the reasons why Sue was unhappy with her bedroom.

ANSWERS

- 1 ✓ 4 ✓ 6 ✓

12 Aim: to find more detailed information in the text (5 minutes)

- Students read the advertisement again and match the questions and answers.

ANSWERS

- 2 e 3 d 4 b 5 a

13 TRY IT OUT Aim: to describe a room now and in the past (20 minutes)

- Read out the complete sample answer below.
- Ask students to list all the furniture and decorations in their bedroom now. Then they mark the items which weren't in their bedroom five years ago, or which were different then (for example, in a different position or in a different colour).
- Students use their lists to write their descriptions.
- Invite some students to read their descriptions to the class.

SAMPLE ANSWER

Five years ago, the desk was to the left of the bed and there was a map above the desk. Now, my desk is to the right of the bed and there's a poster above my desk. Five years ago, there wasn't a computer in my room, but now I have a small computer on my desk. My room was boring five years ago, but now it's great.

DIFFERENTIATION

Drawing 'then' and 'now' pictures of their bedrooms can help students to visualize the room for their description. Students who require extra speaking practice can use their pictures to explain the changes orally in pairs or groups. You can display students' pictures and texts around the classroom and encourage students to move around the room and read each other's texts. This will encourage students to learn from each other's work.

Unit 6 Workbook answers

Workbook: Extra practice pages 90–91

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

- 2 1 Was Lama in the living room?
No, she wasn't.
2 Was there a football match on TV?
No, there wasn't.
3 Was there a funny programme on TV?
Yes, there was.
4 Were there three people in Lama's room?
Yes, there were.
5 Were Lama's brother and sister at home?
No, they weren't.

- 3 1 above 2 right 3 left 4 below

► Skills practice 5–6: History

Reading

Fort Musmak About Fort Musmak and the King Abdul Aziz Historical Centre

Reading Strategy Understanding facts and opinions

Listening

The History Museum A teenager's visit to the museum

Writing

Giving opinions Describing museums and cities

Reading

Objectives

- Learning about Fort Musmak.
- Understanding facts and opinions in written texts.

BACKGROUND INFORMATION

Fort Musmak was built around 1865. In 1902 it was captured by King Abdul-Aziz as part of his taking control of Riyadh. Today it is part of the King Abdul Aziz Historical Centre and contains a museum.

1 Aim: to introduce the strategy of scanning

- Look at the Reading Strategy with the class. Explain that it is important to be able to understand the difference between facts and opinions in texts.
- Ask *What gives information – opinions or facts? (Facts.) What often begins with I think? (Opinions.) What often uses adjectives? (Opinions.)*
- Look at the example. Ask *How do we know this is not an opinion? (It gives information.)*
- Students read the sentences and decide which are facts and which are opinions.
- Do not check the answers at this stage.

ANSWERS

1 O 2 F 3 O 4 F 5 O

2 Aim: to read the text and check the answers to exercise 1.

- Play the CD. Students read and listen to the text and check the answers to exercise 1.
- Check the answers to exercise 1.

AUDIO CD TRACK 28

3 Aim: to check comprehension of the text.

- Students read the text and write the answers.

ANSWERS

- 1 Mud and brick.
- 2 A very large gate.
- 3 One person.
- 4 The King Abdul Aziz Historical Centre.
- 5 The National Museum of Saudi Arabia.
- 6 One exhibition on the geography of Saudi Arabia, and one about Islam.

4 Aim: to practise key vocabulary from the text.

- Students complete the sentences with the words. They find the words in the text and check their answers were correct.

ANSWERS

1 home 2 buildings 3 interesting 4 beautiful

Listening

Objectives

- Listening to a teenager's description of their trip to the history museum.

1 Aim: listening for the general idea.

- Look at the pictures. Ask *Which picture is from a science museum? A history museum? A space museum? (B, A and C.)*
- Play the CD. Students listen and tick the thing that Faisal saw.

ANSWER

A

2 Aim: to listen for specific information.

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

ANSWERS

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

3 Aim: to correct the false sentences from exercise 2.

- Students rewrite the false sentences from exercise 2.

ANSWERS

- 2 The Quran was in a room with very large windows.
- 5 The coral was an animal.
- 6 The coral was red and orange.
- 8 Faisal is interested in space and plants.

AUDIO CD TRACK 29

We were at the history museum last night. It was amazing. I'm happy there is a museum in our city now. There wasn't a museum here 20 years ago.

There were many interesting things at the museum! My favourite exhibition was the Islamic books. There was a very old Quran. It was gold, green, red and blue. It was beautiful. It was in the middle of a white room. There were very large windows on all the walls. There was a lot of sun in the room, but it wasn't very hot.

There was also an exhibition on the history of the Red Sea. There was an animal from the sea called 'coral'. It was like a plant. It was hard, like a part of a tree, but it wasn't brown. It was red and orange. There weren't any eyes or even a face on the coral! Very strange!

Maybe the city will build another museum in the future. We haven't got a space museum or a plant museum. I love space. Someday, I want to travel into space. I also love plants. Maybe that's why I liked the coral – because it was like a plant. I know other cities have got space and plant museums. We'll see what happens!

Speaking

Aim: to ask and answer questions related to the listening text.

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

Writing

Objectives

- Expressing opinions.
- Describing a visit to a museum or city.

1 Aim: to introduce the strategy of expressing opinions.

- Look at the writing strategy with the class. Explain that expressing opinions can make our writing more interesting.
- Ask *Where do we use phrases like In my opinion?* (At the beginning of a sentence.) *What comes after the phrase In my opinion?* (A comma.) *Do we use a comma after I think?* (No.)
- Look at the texts. Explain that for the sentences which are opinions, students should write *I think* or *In my opinion*. For the sentences which are facts, they should write an *X* and change the next letter to a capital letter.
- Students complete the texts.

ANSWERS

Text 1: 1 X 2 X 3 X 4 In my opinion

Text 2: 1 X 2 I think 3 X 4 In my opinion

2 Aim: to prepare for writing a text by taking some notes.

- Students think of a time they visited a museum or another city and write short answers to the questions.

3 Aim: to describe a visit to a museum or city.

- Using the notes in exercise 2 to help them, and the texts in exercise 1 as models, students write a description of a visit to a museum or city.

Grammar**Past simple:** affirmative and negative**Vocabulary****Verbs** *call check notice scare text***Irregular past simple forms** *(buy) bought (bring) brought (do) did (find) found (have) had (know) knew (leave) left (know) knew (run) ran (swim) swam (go) went (wear) wore (write) wrote***Functions****Speaking** Making a deduction
Describing past events in a picture**Writing** A description of an embarrassing experience**Topics****Psychology** Using evidence to draw a conclusion**Society** Handling an embarrassing situation

- Tell students to find and underline the other four words in the e-mail.
- Students match the words with their meanings.
- Check the answers with the class.
- Students listen and repeat the words.

AUDIO CD TRACK 31

1 check 2 scare 3 text 4 call 5 notice

ANSWERS

2 e 3 a 4 b 5 d

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

- Students read the e-mail again. Then they look at the example and write the answers.

ANSWERS1 dad 2 window 3 grass 4 wall
5 mobile phone**YOUR TURN Aim: to make a deduction (10 minutes)**

- Explain or elicit the meaning of *strange*.
- Read the question and the example answer. Ask: *What expensive things are in the house?* (A mobile phone, a computer.)
- Students share their opinions in pairs.
- Elicit several opinions from the class.

DIFFERENTIATION

Ask fast finishers to extend this exercise by speculating about what will happen next in the story. They work in pairs and write sentences about what they think might happen. Write a few of their ideas on the board. Keep a record of these ideas and see whether any of them were accurate when you get to Unit 8 Lesson 1.

Lesson 1**Objectives**

- Target language: Introduction of the past simple affirmative and negative; five new verbs.
- Skills: Reading and listening to an e-mail; speaking about the storyline.

Warm-up (10 minutes)

- Write the words *mobile phone, friend, grass, dad, wall, window* on the board.
- Put students in small groups. Tell them to write a true sentence for each word. Stop the activity when one group has completed the six sentences.
- Ask students from the group to write their sentences on the board. The other students should check for grammar and spelling errors or errors in meaning.

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

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

AUDIO CD TRACK 30**2 Aim: to present five new verbs (5 minutes)**

- Look at the example with the class. Ask students to find the sentence with *check* in the e-mail. Show that only meaning c fits with the way the word is used in its context.

Lesson 2**Objectives**

- Target language: Presentation and practice of the past simple affirmative and negative; irregular past forms.
- Skills: Describing a picture using the past simple.

Warm-up (3 minutes)

- Revise the verbs from Lesson 1 by playing a game. Invite one student to come to the front of the classroom and sit facing towards the class, away from the board.

- Write the verbs from Lesson 1 on the board. The class try to explain the words to the student by offering definitions, nouns which collocate with the verbs or by making gestures. Circle the words on the board as the student guesses them correctly.
- This is a good revision exercise for the whole class, not just the guesser.

4 Aim: to present the past simple affirmative (5 minutes)

- Go through the grammar chart with the class.
- Emphasize that the regular past ending is *-ed*. Point out that spelling rules 2, 3 and 4 are similar to those that students have already learned for *-ing* verbs, comparatives and superlatives.
- Practise the pronunciation of the final sound /d/ or /t/ for regular verbs. Verbs ending in the sounds /k/, /p/, /s/, /ʃ/ and /tʃ/ have the final sound /t/ in their past tense forms.
- Go through the irregular verbs in the chart. Emphasize that these verbs must be memorized. Point out that many common verbs are irregular, for example *come, go, take, see, have, know*, etc.

5 Aim: to practise forming the past simple affirmative (5 minutes)

- Students read the example. Remind them that *stood* is an irregular past tense form.
- Students complete the sentences.
- Check the answers with the class.

ANSWERS

1 called 2 saw 3 used 4 came 5 dropped

DIFFERENTIATION

- Ask fast finishers to work in pairs or small groups. They read the sentences in exercise 5 and put them in the order in which they happened.
- Invite a student to read the sentences in order. Ask if all the students agree. Go over the events of the story if necessary.

ANSWERS

5, 1, example, 4, 2, 3

6 Aim: to practise making sentences in the past simple affirmative (5 minutes)

- Look at the example with the class. Ask students to identify the verb (*asks*) and elicit the past form (*asked*).
- Ask students to underline the verb in each sentence and then rewrite the sentences in the past simple.

ANSWERS

- 1 Our friends came to dinner.
- 2 They studied English in school.
- 3 My grandmother lived in Al Khobar.
- 4 I saw my aunt once a month.

7 Aim: to practise irregular past tense forms (5 minutes)

- Students write the base form of the irregular past verbs. They should be able to guess the ones that are new.
- Students listen and check their answers.
- Then they listen again and repeat both forms of the verbs.

AUDIO CD TRACK 32

ANSWERS

- | | | | |
|----------|---------|---------|--------|
| 2 wear | 3 leave | 4 find | 5 know |
| 6 swim | 7 have | 8 bring | 9 buy |
| 10 write | 11 do | 12 run | |

8 Aim: to present the past simple negative (5 minutes)

- Go through the grammar chart with the class.
- Explain that *did* is the past simple form of *do*. Elicit the full form of *didn't* (*did not*).
- Point out that there is only one form for the negative of the past simple (*didn't* + verb).
- Point out that there is no difference between regular and irregular verbs in the negative.

9 Aim: to practise forming the past simple negative (5 minutes)

- Students read the example. Elicit the affirmative past form of *watch* (*watched*). Emphasize that the base form *watch*, not *watched*, is used in the negative.
- Students complete the exercise.

ANSWERS

- | | | |
|---------------|--------------|---------------|
| 1 didn't take | 2 didn't go | 3 didn't swim |
| 4 didn't see | 5 didn't buy | |

10 Aim: to practise forming sentences in the past simple (7 minutes)

- Explain that the picture shows Kevin (the boy in the centre) with his family last year. The events happened in the past, so we use the past simple to talk about them.
- Students write full sentences with either the affirmative or the negative form of the verbs.

ANSWERS

- | | |
|-----------------------------|----------------------------|
| 1 He took his towel. | 2 He went with his father. |
| 3 He didn't bring his bike. | 4 He scared his brother. |
| 5 He didn't wear a hat. | |

YOUR TURN Aim: to personalize and practise the new grammar (5 minutes)

- Ask students to bring a picture from a magazine to this class.
- Ask students to read the example.
- In pairs, students talk about their pictures.

DIFFERENTIATION

Play a game using the irregular verb forms in exercise 7. Give fast finishers a minute or two to go over the past tense forms and then ask them to close their books. Divide the students into two teams. Say the base form of the verbs. The first team to give the past form wins a point. Teams lose a point for an incorrect answer. Tell students to put up their hands instead of shouting out answers – you may want to deduct a point for answers that are shouted out.

Lesson 3

Objectives

- Target language: Consolidation of the past simple affirmative and negative.
- Skills: Reading and listening to a story; writing a story using the past simple.

Warm-up (10 minutes)

- Practise the past simple with a speaking exercise similar to the Your turn exercise on page 44. Divide the class into groups and give each group a different picture from a magazine or newspaper. Give them a couple of minutes to think about how they can describe the picture in English.
- Rearrange the class into new groups. The students describe the picture they saw to their new group using the past simple.
- While the students are speaking, circulate and note any errors you hear as well as any examples of good language use. Write these on the board and correct the errors and praise the good language.
- Finally show the pictures to the whole class.

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

- Explain the meaning of the word *embarrassed*.
- Students read the story quickly and circle the answer.

AUDIO CD TRACK 33

ANSWER

b

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

- Students read again and put the sentences in order.

ANSWERS

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

13 Aim: to check comprehension and to practise past simple forms (5 minutes)

- Students read again and complete the sentences.

ANSWERS

- | | |
|-----------------------|--------------------|
| 1 had | 2 didn't go; went |
| 3 didn't text; called | 4 noticed, weren't |

14 TRY IT OUT Aim: to write about an embarrassing experience in the past (15 minutes)

- Read out the complete sample answer below. Elicit why the person was embarrassed in this situation.
- Students think of a time when they were embarrassed. They describe what happened and what they did about it.

SAMPLE ANSWER

I went to school last week. I wore one black shoe and one blue shoe. My friends didn't notice but I was embarrassed. I didn't stand up. I sat down all day so no one would see my feet.

DIFFERENTIATION

Expect different outcomes from different students and reward them according to their ability. Students who can write well should be encouraged to write longer texts, to use the vocabulary that has been taught in recent lessons and to use verbs in the correct form. They should also be expected to rewrite their work to improve it. Students who find writing more difficult should be rewarded for communicating the required information, before other considerations. For this reason it can be a good idea to have students work in groups of similar levels of ability when you are doing written work. Strong writers can be encouraged to read each other's work and check the grammar and vocabulary.

Unit 7 Workbook answers

Workbook: Extra practice pages 92–93

- | | | |
|-------------|-----------|-----------|
| 1 1 watched | 2 studied | 3 left |
| 4 wore | 5 had | 6 dropped |

- 1 We didn't have a test in maths.
- 2 I didn't write my name on the board.
- 3 Jack didn't bring a cake to the special dinner.
- 4 Sally didn't go to the library this morning.
- 5 My friends didn't run to the bus stop.

- 3 1 scare 2 text 3 notice 4 call

Grammar**Past simple:** Yes / No questions**Past simple:** information questions**Vocabulary****Past simple forms** (break) broke (fall) fell (hit) hit
(ring) rang (take) took (turn) turned**Functions****Speaking** Asking about and describing past actions**Reading and writing** A description of a sports event**Topics****Ethics and morals** Honesty, admitting mistakes and taking responsibility for them**Sport****Lesson 1****Objectives**

- Target language: Introduction of the past simple Yes / No and information questions; six new past forms.
- Skills: Reading and listening to conversation.

Warm-up (10 minutes)

- Go back over the story so far. Ask students to describe what happened in the previous episodes. Review their ideas about what happened to Eric's tennis racket.
- Encourage students to guess how the story ends.
- Students look at the picture on page 46. Did anybody guess that Tony is responsible for the broken window, the missing tennis racket and the mark on the wall?

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

- Students read and listen to the conversation.
- Students practise reading the conversation aloud.

AUDIO CD TRACK 34**2 Aim: to present and practise new past tense verbs (10 minutes)**

- Students find and underline the past tense verbs in the conversation.
- Students complete the sentences.
- Check the answers and write them on the board.
- Present the base forms of these verbs (*ring, take, break, hit, turn, fall*). Elicit any that students know or can guess, and teach the others. Point out that the past form of *hit* is the same as the base form.

- Students listen and repeat the verbs in the past simple.

ANSWERS / AUDIO CD TRACK 35

1 rang 2 took 3 broke 4 hit 5 turned 6 fell

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

- Students read the conversation again, and circle T or F.

ANSWERS

1 F 2 T 3 F 4 F 5 T

DIFFERENTIATION

Ask fast finishers to re-write the false sentences. (1 Tony fell and broke the window. 3 Tony was scared. 4 Tony hid the tennis racket in Rob's house.)

EXTRA (5 minutes)

- Ask students what they would do in Tony's situation. Have they ever broken anything that didn't belong to them? What did they do? Did they do the right thing? How did it make them feel? Encourage students to use the past simple.

Lesson 2

Objectives

- Target language: Presentation and practice of the past simple *Yes / No* and information questions.
- Skills: Asking and answering information questions using the past simple.

Warm-up (5 minutes)

- For this lesson it is important that the class remember the details of the story from Lesson 1. In pairs, students work together to recall the details of the story from the beginning, using the past simple. Then ask individual students to retell parts of the story.

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

- Go through the grammar chart with the class.
- Remind students that *did* is the past form of *do*. Emphasize that in questions we use the base form of the main verb, not the past form.
- Point out that in short answers, we use *did* or *didn't*, not the main verb.

5 Aim: to practise making *Yes / No* questions in the past simple (5 minutes)

- Read the example with the class. Ask students to look for the verb in the second part of the answer (*didn't fall*).
- Ask students to underline the verbs in the other answers. Remind them to use the base form of these verbs in the questions.
- Students write the questions.

ANSWERS

- 1 Did Tony's mobile phone ring?
- 2 Did Dad look at the glass from the window?
- 3 Did Eric hit the wall with his tennis racket?
- 4 Did Mum and Dad tidy up the glass?

6 Aim: to listen for specific information (5 minutes)

- Ask students to look at the pictures. Elicit what is happening in each one.
- Explain that Tony did some of these things. Students are going to listen to a conversation between Tony and his friend Rob. Tony tells Rob the things he did.
- Students listen and choose the correct pictures.

AUDIO CD TRACK 36

- Rob:** So, did your parents get angry?
Tony: Of course they did! But they aren't angry now because I helped them. First, I tidied up the glass and put it in a bin. Then I cleaned the wall. There were three marks from the tennis racket on the wall.
- Rob:** Did you paint the wall?
Tony: No, I didn't. Mum and Dad painted it.

- Rob:** Did you buy the new glass for the window?
Tony: No, I didn't. My mum and dad bought it.
Rob: I hope it wasn't expensive.
Tony: Not really, but I'm going to pay for it.

ANSWER

1 ✓

7 Aim: to present information questions in the past simple (5 minutes)

- Go through the grammar chart with the class.
- Point out that object questions are the same as *Yes / No* questions, but with a question word at the beginning.
- Remind students that in subject questions the question word takes the place of the subject. With these questions the verb is in the past form, and we don't use *did*.

8 Aim: to practise forming information questions in the past simple (5 minutes)

- Students reorder the words to form questions.
- Check the answers with the class.

ANSWERS

- 1 Where did your parents live twenty years ago?
- 2 How did you come to school?
- 3 When did you eat breakfast?
- 4 What happened in English class last week?

9 Aim: to practise forming information questions in the past simple (5 minutes)

- Draw attention to the underlined word in the example sentence. Point out that *afternoon* is a time, and questions asking about time use the question word *When*. Explain to students that the underlined word will tell them which question word to use.
- Students write the questions.

ANSWERS

- 1 Who did Kevin send an e-mail to?
- 2 Where did he go last week?
- 3 How did he come here?
- 4 What did she buy?
- 5 When did they live in England?

YOUR TURN Aim: personalize and practise the new grammar (10 minutes)

- Ask two students to read the example conversation aloud. Student B gives true information in the reply.
- Students ask and answer the questions in pairs.
- Invite several pairs to share their information with the class.

DIFFERENTIATION

After they have spoken with one partner, ask strong speakers to find a new partner. They should ask and answer questions about their previous partner, e.g. *What did (student's name) do yesterday afternoon? He / She watched a football match on TV etc.*

Lesson 3

Objectives

- Target language: Consolidation of the past simple *Yes / No* and information questions.
- Skills: Reading and listening to an instant message conversation; writing about a sports event.

Warm-up (10 minutes)

- Play a game with students' answers to questions 1–3 and the example in exercise 8 from Lesson 2. Students move around the room and ask *Yes / No* questions to find others with the same answers. For example, a student who watched TV yesterday afternoon asks: *Did you watch TV yesterday afternoon?* If the other person answers *Yes, I did.*, the student writes down their name. If not, the student continues asking other students.
- The first student to find people for all four answers is the winner.

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

- Elicit what is happening in the picture.
- Students read the instant message conversation quickly and answer the questions.

AUDIO CD TRACK 37

ANSWER

Khaled scored a goal and his team won the match.

11 Aim: to check comprehension of the text and to practise short answers (5 minutes)

- Students read the text again and answer the questions with short answers.

ANSWERS

- 1 No, he didn't. 2 Yes, he did. 3 Yes, he did.
4 No, he didn't. 5 Yes, they did.

DIFFERENTIATION

Ask fast finishers to write what the individuals did for the questions with negative answers.

ANSWERS

- 1 Bob watched the match last night.
4 Khaled scored a goal with his head.

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

- Briefly review the use of *but* (to show a contrast between two different events).
- Students refer back to the text and match the sentence halves.

- Check by asking students to read the complete sentences.

ANSWERS

2 a 3 b 4 e 5 f 6 c

13 TRY IT OUT Aim: to write a description of a sports event (15 minutes)

- Elicit some sports events that students have watched. If there is one show that most students watched, ask them to say what happened.
- Tell students to choose a different sports event from the one you have discussed.
- Read out the complete sample answer below.
- Students write their descriptions.
- Invite several students to read their paragraph to the class.

SAMPLE ANSWER

Last Thursday, I watched a basketball game. It was very good. The two teams played very well but my team won! At the end of the game they scored and everybody was very happy. Now they are in the final! I'm very excited!

Unit 8 Workbook answers

Workbook: Extra practice pages 94–95

- 1 1 Did Tariq play tennis? Yes, he did.
2 Did Tariq's sister go to the sports centre?
No, she didn't.
3 Did Tariq's sister buy a new mobile phone?
Yes, she did.
4 Did Tariq's parents walk to the restaurant?
No, they didn't.
5 Did Tariq's parents cook Chinese food?
No, they didn't.

- 2 1 Where did she buy
2 How did they travel
3 Who found
4 When did you have

- 3 1 fell, broke 2 hid 3 rang; turned

► Skills practice 7–8: Geography

Reading

The journeys of Ibn Battuta Journeys across the Muslim world

Reading Strategy Matching information to paragraphs

Listening

Ibn Battuta More information about Ibn Battuta's travels

Writing

A journey Describing a journey

Writing Strategy Using sequencing words

Reading

Objectives

- Learning about the travels of Ibn Battuta.
- Matching information to paragraphs.

BACKGROUND INFORMATION

Ibn Battuta (1304–1369) was a Moroccan explorer who travelled across the Muslim world and as far east as China. The distance he travelled is thought to have been greater than that travelled by anybody until the invention of the steam engine almost 500 years later. He documented his journey in his book *The Rihla*.

1 Aim: to introduce the strategy of matching information to paragraphs

- Look at the Reading Strategy with the class. Explain that sometimes we need to find specific information in a text. We can use skimming (Skills practice unit 1–2) and scanning (Skills practice unit 3–4) to help us find this.
- Ask *What do you do first?* (Skim the text for the general idea.) *What do you read next?* (The information you need to find.) *What do you do then?* (Scan the text for key words to help you find the information.)
- Students skim the text for the general idea. Ask *What did Ibn Battuta do?* (He travelled around the Muslim world.)
- Look at the example question. Explain that 'B' refers to a paragraph in the text. Ask *What is the name of Ibn Battuta's book?* Students scan paragraph to find this information (*The Rihla*).
- Students read the questions and underline the key words. Then they scan the text and match the sentences to the paragraphs.

ANSWERS

1 D 2 E 3 A 4 B 5 C

2 Aim: to check comprehension of the text.

- Play the CD. Students read and listen to the text and circle the correct answers.

AUDIO CD TRACK 38

ANSWERS

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

3 Aim: to order events from the text.

- Students read the events and number them in the order they appear in the text.

ANSWERS

a 2 b 1 c 3 d 5 e 4

4 Aim: to check understanding of details in the text.

- Students complete the sentences with the place names. They find the names in the text and check that they are correct.

ANSWERS

1 Tunis 2 Egypt 3 Syria 4 Madinah

Listening

Objectives

- Learning more about Ibn Battuta's travels.

1 Aim: to listen for the general idea.

- Look at the map with the class. Explain that the three coloured lines represent the routes of three of Ibn Battuta's journeys.
- Play the CD. Students listen and match the routes (a–c) to the journeys (1–3).

ANSWERS

a 3 b 2 c 1

2 Aim: to listen for specific information.

- Play the CD. Students listen and circle the correct answers.

ANSWERS

1 c 2 a 3 c 4 b 5 a

AUDIO CD TRACK 39

Journey 1

From Makkah, Ibn Battuta went across Saudi Arabia, and then to Baghdad. Baghdad in that time was an amazing city. It had many libraries and schools. It also had many beautiful mosques. Ibn Battuta then went back to Makkah because he loved the people and the life there.

Journey 2

On his next journey, Ibn Battuta left Makkah and travelled to Yemen. He wrote about the rain in Sana'a. It only rained in the afternoon! Next, he crossed the Red Sea to Somalia. He didn't stay for very long. He went to Mombasa. Then he went back to Arabia, but he stopped in Dhofar, Oman first.

Journey 3

Ibn Battuta started his third journey in Makkah and then travelled to Egypt, Palestine and Turkey. The good Muslims in these places gave him food. Ibn Battuta next took a boat across the Black Sea. The weather was awful and everyone was scared. Ibn Battuta then went through Afghanistan, and into India. The Sultan in Delhi gave him many things.

Speaking

Aim: to discuss Ibn Battuta's journeys.

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

Writing

Objectives

- Writing a description of a journey using the past simple.
- Completing structured exercises to prepare for writing.
- Using sequencing words.

1 Aim: to introduce the strategy of using sequencing words.

- Look at the writing strategy with the class. Explain that these sequencing words are useful for writing about events in the past.
- Ask *What can we use at the beginning or end of a sentence? (After that). What can we use to end the sequence? (Finally). What can we use in the middle of a sentence? (Then or next.) What can we use to start the sequence? (First.)*
- Students complete the text with the sequencing words.

ANSWERS

Then / next; After that; After that; Finally.

2 Aim: to recognize verb tenses used in a text.

- Ask *What is the verb in the first sentence? (Went.) What tense is it in? (The past simple.)*
- Students underline the verbs in the other sentences.

ANSWERS

2 joined 3 travelled 4 went 5 travelled

All verbs are in the past simple.

3 Aim: to write a description of a journey.

- Students think of a journey they went on last year. This could be a long journey to another city or country or it could be a shorter journey. If necessary they could write about a journey from another time.
- Students write a description of their journey using the text in exercise 1 as a model. Remind them to use sequencing words and the past simple.

4 Aim: to correct and rewrite texts from exercise 2.

- Using a different coloured pen, students underline the past tense verbs in their texts. They also correct their texts, looking for incorrect spelling, vocabulary, grammar etc. If possible, circulate and help students with this exercise.

5 Aim: to give students' texts a score.

- As students complete exercise 3, check their work.
- Give students a score for their work. Use the guidelines on page 19 to help you. For the *Vocabulary* score, pay special attention to the correct use of sequencing words. For the *Grammar* score, pay special attention to the correct use of the past simple.

Grammar**Past continuous:** affirmative and negative**Vocabulary****The weather** fog lightning rain thunderstorm wind**Compass points** east north south west**Functions****Speaking** Talking about the weather**Writing** An account of a severe weather event**Topics****Environment** Weather conditions, emergencies caused by the weather
Surviving a natural disaster**Geography** Saudi Arabia

- Play the CD. Students practise reading the news article aloud.

AUDIO CD TRACK 40**2 Aim: to present weather vocabulary (5 minutes)**

- Present the words *fog*, *lightning*, *rain*, *thunderstorm* and *wind* by acting them out. Ask students to find these words in the text and underline them.
- Students match the weather words with the pictures.
- Check the answers with the class.
- Students listen and repeat the words.

ANSWERS / AUDIO CD TRACK 41

1 rain 2 wind 3 thunderstorm 4 fog 5 lightning

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

- Students read the article again and circle the answers.

ANSWERS

1 b 2 c 3 b 4 a

DIFFERENTIATION

Set a more challenging exercise for stronger readers by giving the following comprehension questions:
What direction was the plane flying in? [West.]
What happened to the plane at 10:30 p.m.? [It flew into rain.]
When did the plane fly into a thunderstorm? [At 11:00 p.m.]
How many people were there on the plane? [Three.]
Who was the pilot? [Ron Kellner.]

YOUR TURN Aim: to practise talking about the weather using the new vocabulary (10 minutes)

- Read the question aloud. Ask: *What was the weather like yesterday?* Students respond, using the weather nouns. If the weather was fine, elicit the expression *It was sunny* or *It was cloudy* from Student's Book 1.
- Ask about the weather in other parts of the country.

Lesson 1**Objectives**

- Target language: Introduction of the past continuous affirmative and negative; weather vocabulary.
- Skills: Reading and listening to a news article; speaking about the weather.

Warm-up (10 minutes)

- Ask students if they know any survival stories. Ask them to explain what happened and how the people survived or were rescued.
- Look at the picture with the story on page 54, and ask students to say what they can see.
- Explain that the plane is flying over the Rocky Mountains. Write the name on the board and elicit the meaning of *mountain*. If possible, use a map to show the Rocky Mountains and the location of Colorado.

BACKGROUND INFORMATION

The **Rocky Mountains** are a mountain range that extends more than 4,800km, from northwestern British Columbia in Canada to New Mexico in the southwestern United States. The Rocky Mountains are often called The Rockies. Most of the highest mountains, many of them higher than 4,000m, are in the U.S. state of Colorado.

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

- Students look at the news article on page 54. Explain that this is the beginning of a new story. It will continue for the next four units.
- Students read and listen to the news article.

Lesson 2**Objectives**

- Target language: Presentation and practice of the past continuous affirmative and negative and weather vocabulary.
- Skills: Asking and answering questions about the weather.

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.

4 Aim: to present the past continuous affirmative and negative (5 minutes)

- Go through the grammar chart with the class.
- Point out that the past continuous and the present continuous have similar forms.
- Explain that the past continuous is used for actions that were in progress at a certain time in the past.

5 Aim: to practise making sentences in the past continuous (10 minutes)

- Ask students to look at the picture. Explain that Ron and Mrs Kellner are Max and Kevin's parents and this is a picture of what they were doing at a specific time yesterday.
- Students write the sentences using the past continuous.

ANSWERS

- 1 Mr Kellner was checking the plane.
- 2 Max was putting the bags in the plane.
- 3 Kevin and Mrs Kellner weren't helping Max.
- 4 Kevin and Mr Kellner were talking on their mobile phones.

6 Aim: to practise the past continuous (5 minutes)

- Look at the example with the class. Explain that all the sentences describe actions that were (or weren't) happening at the time when the plane disappeared.
- Students write the past continuous verbs.

ANSWERS

- 1 was taking
- 2 were travelling
- 3 were going
- 4 wasn't travelling
- 5 weren't flying

7 Aim: to present the cardinal points of the compass (5 minutes)

- On the board, draw a simple compass with the four cardinal points (north, south, east and west). Elicit the names of the compass points in the students' language. Then present the words in English. Write them as labels on the compass.
- Students look at the map on page 56. Ask *What names of cities can you see?*
- Students look at the example and complete the sentences.

ANSWERS

- 1 south
- 2 north
- 3 east
- 4 west
- 5 east

Watch out (2 minutes)

- Go through the Watch out box. Explain that this rule applies mainly to short weather nouns. We don't say *lightningy* or *thunderstormy*, although *stormy* is possible.

8 Aim: to practise listening for specific information (5 minutes)

- Read the names of the five cities aloud. Elicit where each of these cities is located. (São Paulo – Brazil, Barranquilla – Colombia, Tokyo – Japan, Seoul – South Korea, San Francisco – the U.S.A.)
- Students listen to the five weather reports and check the weather for each city.
- Check by asking students to say sentences about the weather in these cities.

AUDIO CD TRACK 42

- 1 The weather in São Paulo will be beautiful tomorrow! We will see sun in the morning, but then the wind will get stronger in the afternoon. In the evening, we will have some rain in the west of the city.
- 2 The weather in Barranquilla will be very good tomorrow. We will have some wind in the morning and afternoon, but the sun will probably be strong in the afternoon.
- 3 The weather in Tokyo won't be very good tomorrow. We will have fog in the morning, and then we will definitely have rain, but it won't be windy.
- 4 The weather in Seoul will be nice tomorrow. In the morning, we will have some fog and rain in the south of the city, but in the afternoon, it will be very sunny.
- 5 The weather in San Francisco will be nice. There will be wind from the north in the morning and evening, but the afternoon will probably be foggy.

ANSWERS

- 1 sunny, rainy, windy
- 2 sunny, windy
- 3 foggy, rainy
- 4 sunny, foggy, rainy
- 5 foggy, windy

YOUR TURN Aim: to personalize and practise the new vocabulary (5 minutes)

- Ask *What is the weather like today?* Elicit the most appropriate adjective.
- Students read the example conversation.
- In pairs, they discuss the types of weather they do and don't like.
- Invite individual students to say what weather they do and don't like.

DIFFERENTIATION

If you have fast finishers, ask them to conduct a class survey by doing a **Find Somebody Who** exercise (see page 7). Prepare a questionnaire, or ask students to prepare one, containing questions about the weather. Each participating student should have a copy of the questionnaire. The students circulate and ask each other the questions, noting the answers they receive. Finally, students produce sentences describing their results, for example *5 students like rainy weather, Nobody likes foggy weather* etc.

Lesson 3

Objectives

- Target language: Consolidation of the past continuous affirmative and negative.
- Skills: Reading and listening to a text about Hurricane Katrina; writing a story about the weather.

Warm-up (3 minutes)

- Focus on the photo. Ask *What is the weather like in this photo?* (Windy.)
- Focus on the map. Ask *What country is this?* (The USA.)
- Ask *Who knows what a hurricane is?* (A very dangerous storm.) Explain that this lesson is about a famous hurricane called Hurricane Katrina which destroyed a city called New Orleans in 2005.

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

- Teach the word *hurricane* using the picture on page 57.
- Students read and draw the path of Hurricane Katrina on the map.

AUDIO CD TRACK 43

ANSWER



DIFFERENTIATION

If you have students who need extra listening practice, you could use this as a listening-only exercise. Students cover the reading text and listen to the recording. Then they read the questions in exercise 10 and complete them as they listen a second time. Finally, allow them to see the reading text and check their answers.

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

- Students read the text again and circle *T* or *F*.

ANSWERS

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

11 Aim: to check comprehension by correcting mistakes about the text (10 minutes)

- Students rewrite the false sentences.

ANSWERS

- 1 Hurricane Katrina was moving to the north on 27th August.
- 3 Lucinda and her family weren't having breakfast.
- 4 Lucinda and her family ran up the stairs.
- 5 At 10 a.m., the water was coming into the living room.

12 TRY IT OUT Aim: to write a description of a severe weather event (15 minutes)

- Discuss the task and read the sample answer below.
- Students write their description. Go around the class and check their use of past tenses.

SAMPLE ANSWER

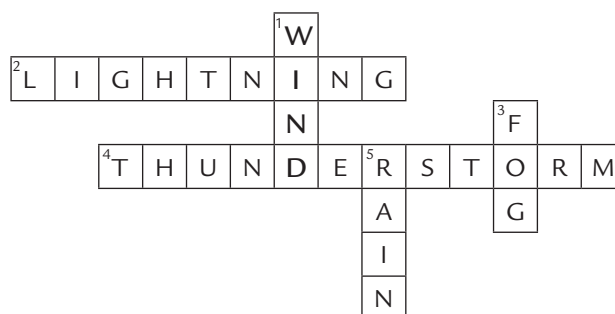
Last year there was an incredible thunderstorm. We were going to my grandparents' house. The water was hitting the car and the window, so my dad stopped the car. Mum called Grandad on her mobile phone. The wind was very strong and there was lightning in the sky. I was scared. Finally the rain stopped and we got to my grandparents' house at 9 o'clock.

Unit 9 Workbook answers

Workbook: Extra practice pages 96–97

- 1 Nasser wasn't reading a book. He was watching TV.
- 2 Maha wasn't texting her parents. She was calling a friend.
- 3 They weren't wearing grey shirts. They were wearing white shirts.
- 4 Nour wasn't eating an apple. He was drinking some water.

2



- 3 1 north 2 east 3 south

10 ▶ What were you doing?

Grammar

Past continuous: Yes / No questions

Past continuous: information questions

Vocabulary

Geographical places forest island lake mountain
river valley waterfall

Functions

Speaking Describing a part of your country
Talking about past activities

Writing A description of a frightening event

Topics

Survival in the wild

Environment Landscape, wildlife: bears

AUDIO CD TRACK 44

DIFFERENTIATION

Ask confident speakers to come to the front of the class and perform the conversations for the class.

2 Aim: to present words for natural features (7 minutes)

- Ask students to find and underline the words in the text.
- Students label the pictures with the words.
- Students listen and check their answers.
- Then they listen again and repeat the words.

ANSWERS / AUDIO CD TRACK 45

- | | | | |
|----------|---------|-------------|----------|
| 1 valley | 2 lake | 3 waterfall | 4 forest |
| 5 island | 6 river | 7 mountain | |

3 Aim: to find specific information in the text and to practise the new vocabulary (10 minutes)

- Students read the example and complete the sentences.
- They read the conversation again and check.

ANSWERS

- 1 mountains 2 forest 3 river 4 lake

YOUR TURN Aim: to personalize and practise the new vocabulary (10 minutes)

- Invite students to name different regions of Saudi Arabia and to say the natural features of each one. Write notes on the board. Students may need help with words that are not on the list in exercise 2, for example *beaches, hills, caves*.
- Students read the example conversation.
- In pairs, they describe their favourite part of the country.
- Invite several students to share their opinion with the class.

Lesson 1

Objectives

- Target language: Introduction of the past continuous Yes / No and information questions; geographical places vocabulary.
- Skills: Reading and listening to conversations; speaking about Saudi Arabia.

Warm-up (8 minutes)

- Ask questions to review the events of the story in Unit 9: *What are the names of the two young people in the story?* (Kevin and Max.) *What were they doing before 11:30 last night?* (They were flying in a plane.) *Who was the pilot?* (Their father, Ron.) *Where were they going?* (To Los Angeles.) *What was the weather like?* (It was bad. There was fog, wind, rain and a thunderstorm.) *What happened at 11:30?* (The plane disappeared.)
- Ask the class to guess what happened. If the family survived, what problems are they probably facing now?

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

- Ask students to look at the first picture. Ask: *Who are the men?* Allow them to answer in their own language. (They are a police officer and an airport traffic controller.) Ask: *Who is in the second picture?* (Ron, Kevin and Max.)
- Play the CD. Students read and listen to the two conversations.
- Students practise reading the conversations aloud.

Lesson 2

Objectives

- Target language: Presentation and practice of the past continuous *Yes / No* and information questions.
- Skills: Asking and answering questions using the past continuous.

Warm-up (3 minutes)

- Elicit the events of the story so far. Ask *What do you think is going to happen?* Elicit some ideas. If students struggle to think of ideas, prompt them with reminders of details from the story, for example that they are in a large forest, there might be bears, and they are near an island on a lake below a waterfall.

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

- Go through the grammar chart. Elicit the difference in form between the past continuous and present continuous for *Yes / No* questions (The past form of *be* is used in the past continuous, but they are the same otherwise.)
- Review the spelling of *-ing* verb forms.

5 Aim: to practise forming *Yes / No* questions in the past continuous (5 minutes)

- Students look at the example and complete the sentences.

ANSWERS

- | | | |
|----------------|-----------------|----------------|
| 1 Was, talking | 2 Were, flying | 3 Was, playing |
| 4 Was, cooking | 5 Were, calling | |

6 Aim: to practise short answers (7 minutes)

- Students look at the first picture. Ask the example question from exercise 5. Ask a student to read the short answer.
- Students look at the other pictures and answer the questions.

ANSWERS

- | | | |
|-----------------|---------------------|------------------|
| 1 Yes, she was. | 2 No, they weren't. | 3 No, he wasn't. |
| 4 Yes, he was. | 5 No, they weren't. | |

7 Aim: to practise making sentences with the past continuous (5 minutes)

- Look at the example with the class. Draw attention to the use of the past continuous.
- Students write the three sentences with correct information from the pictures.

ANSWERS

- 2 The men were at the airport at 9:30.
- 3 Daniel Bronson was watching the news at 10:30.
- 5 Ron and Kevin were trying to get a signal on their mobile phones at 1:15.

DIFFERENTIATION

This exercise involves both describing the pictures using the correct vocabulary and correctly forming the new grammatical structure. If your students are struggling to use the past continuous correctly, make it easier by eliciting the vocabulary needed orally before they begin to write. Write useful phrases such as *Watching the news* on the board. Students can then focus on writing the past continuous sentences accurately.

8 Aim: to present information questions in the past continuous (5 minutes)

- Go through the grammar chart with the students.
- Point out that the question forms are the same as for the present continuous except that *be* is in the past tense.
- Review the difference between object and subject questions if necessary.

9 Aim: to practise information questions in the past continuous (5 minutes)

- Look at the example. Ask: *Why do we use "What"?* (Because the answer is *A mirror* – a thing.) *Why do we use "was", not "were"?* (Because the subject is *Kevin* – a singular person.)
- Students complete the questions.

ANSWERS

- | | | |
|-------------|-------------|-----------|
| 1 When was | 2 What were | 3 Who was |
| 4 What were | 5 Where was | |

10 Aim: to practise forming information questions in the past continuous (5 minutes)

- Students read the example. Point out that the words are in the correct order, but the verb has to be changed to the past continuous. Remind them to put *was* or *were* before the subject.
- Students write the questions.

ANSWERS

- 1 Where were you sitting in English class last week?
- 2 What were your friends doing last Saturday at 7 o'clock?
- 3 Who was your teacher talking to two minutes ago?
- 4 What was your teacher saying to the class ten minutes ago?

YOUR TURN Aim: to personalize and practise the new grammar (5 minutes)

- Ask two students to read the example question and answer. Then elicit Student B's true information.
- In pairs, students ask and answer the questions.
- Invite students to ask and answer across the class.

Lesson 3

Objectives

- Target language: Consolidation of the past continuous Yes / No and information questions.
- Skills: Reading and listening to an interview; writing a story using the past continuous and past simple.

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:
Sunny, foggy, island, windy (island)
Go, walk, broke, eat (broke)
Forest, thunderstorm, waterfall, lake, river (thunderstorm)
- Elicit the answers and also the reasons why – for example, *island* is a noun and the others are adjectives; the other words are weather words, *island* is a place word etc.

11 Aim: to guess the meaning of a word from its context (10 minutes)

- Write the word *drive* on the board. Say the word for students to repeat.
- Ask students to read the text quickly to find the word (*were driving* in the introduction and in Rawson's first reply).
- Students decide which definition fits best.

AUDIO CD TRACK 46

ANSWER

a

BACKGROUND INFORMATION

Bears are quite common throughout the forests of Colorado and they will go into populated areas if food is readily available. Bears are generally shy and are not interested in people. However, they will approach people who are carrying strong-smelling food. People hiking and camping in the forest should carry dried food, which has a less strong smell, and it should be in sealed containers.

12 Aim: to recognize words with similar meanings (5 minutes)

- Look at the example. Point out that both questions are asking about the size of the bear in relation to the car.
- Students match the questions.

ANSWERS

2 d 3 e 4 b 5 a

13 Aim: to check comprehension of the text and to practise the past continuous (10 minutes)

- Students answer the questions in full sentences.
- Students read the text again and check their answers.

ANSWERS

- 1 Martin's brother was travelling with him.
- 2 It was sitting in the centre of the road.
- 3 It was looking at the river in the valley below them.
- 4 Because the bear walked over to the car and put its head on his window.

14 TRY IT OUT Aim: to write about a frightening event (15 minutes)

- In the students' language, elicit examples of occasions when they were scared. Ask them to describe where they were and what happened.
- Read out the complete sample answer below.
- Students write their descriptions.
- Invite several students to read their paragraphs to the class.

SAMPLE ANSWER

Three years ago, I was walking past a bus station with my friend. A bus was leaving the bus station, and the driver wasn't looking. The bus hit a car in the road. The car left the road and hit a bike and a large bin in front of the shopping mall. We were two metres behind the bin! We ran into the shopping mall. It was awful!

DIFFERENTIATION

Ask strong writers who finish quickly to sit together to swap their written texts with each other. Using a pencil they should mark errors in their classmate's work, looking at spelling, letter formation and the use of the past continuous. They return the texts. Students should rewrite corrected versions of their texts.

Unit 10 Workbook answers

Workbook: Extra practice pages 98–99

- 1 Was Latifah cooking? Yes, she was.
2 Was Abdullah sitting on the sofa? Yes, he was.
3 Were Fahd and Abdullah listening to a CD? No, they weren't.
4 Was Khalid reading a magazine? No, he wasn't.
5 Were Fahd and Abdullah watching TV? Yes, they were.

- 2 1 Where was Abdullah sitting?
2 Who was cooking?
3 What was Khalid reading?
4 When were Abdullah and Fahd watching TV?

- 3 1 island 2 valley 3 forest
4 river 5 waterfall 6 mountain

► Skills practice 9–10: Science

Reading

The regions of Saudi Arabia Desert and national park regions

Reading Strategy Guessing meaning from context

Listening

Holiday destinations Four teenagers describe their holidays

Speaking

Speaking Strategy Asking about preferences

Writing

A holiday Describing a holiday

Vocabulary Weather and holiday locations

Reading

Objectives

- Learning about the regions of Saudi Arabia.
- Guessing meaning from context.

BACKGROUND INFORMATION

Saudi Arabia has a varied geography. Although much of the country is desert, the Asir National Park is a mountainous and green region, which experiences a lot of rain and cold winters.

Oases (singular 'oasis') are small lakes or pools of water found in the desert.

1 Aim: to introduce the strategy of guessing meaning from context

- Look at the Reading Strategy with the class. Explain that this strategy is useful when we don't have a dictionary.
- Ask *What can you do first when you don't understand a word?* (Look at the pictures and the topic.) *What can you look for next?* (Familiar words in nearby sentences.) *What else can you think about?* (The part of speech of the word.)
- Ask students to find the word *oases* in lines 4 and 6. Explain that the picture *Date palm in a desert oasis* can help them to understand this word. Ask *What part of speech is oases?* (Plural noun.) Look at the example. Ask *Who guessed the correct meaning of oases?*
- Students scan the text to find the words. Then they circle the correct meaning, using the advice in the writing strategy to help them.

ANSWERS

1 a 2 b 3 c 4 c

2 Aim: to check comprehension of the text.

- Ask students *Where are there birds – in the desert or in Asir National Park?* (There are birds in both places.) Look at the example.
- Play the CD. Students read and listen to the text and complete the table.

AUDIO CD TRACK 47

ANSWERS

1 Desert regions	2 Asir National Park
3 Both	4 Asir National Park
5 Asir National Park	

3 Aim: to check understanding of details in the text.

- Students read the text and match the sentence halves.

ANSWERS

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

Listening

Objectives

- Listening to teenagers describe their holidays.

1 Aim: to listen for the general idea.

- Look at the photos. Ask *Does anybody recognize these places?*
- Play the CD. Students listen and match the photos (a–d) to the names (1–4).

ANSWERS

1 b 2 d 3 a 4 c

2 Aim: to listen for specific information.

- Ask *Who had hot weather on holiday?* (Tariq in Dubai.)
- Look at the table with the class. Explain that there is one correct answer for each question.
- Play the CD. Students listen and complete the table.

ANSWERS

1 Ahmad	2 Hala	3 Aminah
4 Hala	5 Tariq	6 Ahmad

AUDIO CD TRACK 48

- Aminah:** My family had a wonderful holiday last year. We went to the beach in Jeddah. The weather was beautiful. It wasn't very hot, only 30°C. We were sitting on the sand and looking at the water. There weren't many people. I loved it!
- Tariq:** My dad and I went on holiday together six months ago. We went to Dubai. We went shopping. We bought some clothes for my sister. The weather was very hot, about 40°C! We were staying in the shopping malls during the day!
- Ahmad:** My grandfather took me on holiday last month. We had a very special holiday in Istanbul. We visited the Topkapi Palace. The weather was cool. It was about 23°C. It was also raining during our holiday. This was unusual for me! We don't get rain very often in my city.
- Hala:** I went on holiday with my family a month ago. We went to the mountains in Asir National Park. We stayed at a beautiful hotel and went into the mountains. The weather was very cold, about 13°C. It was also snowing on our holiday. I made a small ball of snow! It was amazing.

Speaking

Aim: discuss preferences.

- Look at the speaking strategy. Explain that these are ways of expressing preferences.
- Ask individual students about their preferences using the format *Would you prefer to go to the park or the desert?* etc. Encourage them to respond using *I'd prefer to go to ... because ...*
- In pairs, students ask and answer the questions.
- Ask individual students for the questions. Write on the board some examples of good vocabulary or grammar used by the students.

Writing

Objectives

- Writing a description of a holiday.
- Completing structured exercises to prepare for writing.
- Practising and using vocabulary of weather and holidays.

1 Aim: to practise vocabulary of weather and holidays.

- Look at the photos with the class. Ask *Where were these photos taken?* (The mountains and the beach.)
- Look at the words in the word pools. Give students time to check words in their dictionaries, or explain words that students don't know.
- Students complete the texts using the words.

ANSWERS

Text 1: 1 cold 2 foggy 3 snow 4 forest 5 food

Text 2: 1 beach 2 hot 3 sunny 4 windy

2 Aim: to take notes in preparation for writing.

- Students think of a holiday they have been on. They take notes by answering the questions.

ANSWERS

Students' own answers

3 Aim: to write a description of a holiday.

- Students think of a holiday they have been on. Students write a description of their holiday using the texts in exercise 1 as a model. Remind them to use the past simple and vocabulary from exercise 1.

Grammar*when / while***Vocabulary****Verbs** *relax rescue search shine shout***Functions****Speaking** Recounting an event in the past**Writing** A strange news story**Topics****Search and rescue events****Society** Helping other people**Lesson 1****Objectives**

- Target language: Introduction of *when / while*; five new verbs.
- Skills: Reading and listening to a newspaper article; telling a story.

Warm-up (10 minutes)

- Start with a quick review of past simple verbs. Divide the class into two teams. Read out a list of verbs in their base form, asking each team in turn. Students put up their hands if they can say the past form. Choose students to answer. Teams get a point for a correct past verb and an extra point if they can spell it correctly. Use a mixture of regular and irregular verbs, for example: *see, make, turn, find, leave, drop, buy, give, look, ring, come, notice*.
- Ask students to say what happened in the last episode of the story, using the past simple.

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 49**2 Aim: to guess the meaning of new verbs from their context (5 minutes)**

- Ask students to find *relax* in the text (in the first sentence). Point out that definition d is the only one that fits well with the situation described by this sentence.
- Students find the other verbs in the text and complete the exercise.
- Students listen and repeat the words.

AUDIO CD TRACK 50

- | | | |
|---------|----------|----------|
| 1 relax | 2 rescue | 3 search |
| 4 shout | 5 shine | |

ANSWERS

- 2 e 3 a 4 b 5 c

3 Aim: to check comprehension of the text and to practise the past continuous (10 minutes)

- Students read the example.
- Students read the article again and complete the sentences.

ANSWERS

- | | | |
|-----------------|-------------------|---------------------|
| 1 were relaxing | 2 weren't sitting | 3 was looking at |
| 4 was moving | 5 was shining | 6 wasn't looking at |

DIFFERENTIATION

Give fast finishers the opportunity to reinforce the new vocabulary by personalizing it. Give a couple of personal sentences including this vocabulary, for example *I relaxed at the weekend because I was tired*. Students should write three sentences of their own. Remind students that it is easier to remember new words if they write true sentences about themselves.

YOUR TURN Aim: to personalize and practise the new vocabulary (10 minutes)

- Read the example. Elicit some examples of things students have searched for. Ask: *Have you ever rescued someone?*
- Students talk about their experiences in pairs.
- Invite several students to report their partner's story.

Lesson 2**Objectives**

- Target language: Presentation and practice of *while / when*.
- Skills: Writing descriptions of a story; speaking about the recent past.

Warm-up (3 minutes)

- Prepare for the structure taught in this lesson by writing the sentences below on the board. Explain that students must match sentences A–C with sentences 1–3.

A–C

- | | |
|---|--------------------------------------|
| A | <i>Ron's plane disappeared.</i> |
| B | <i>Bob was looking at the river.</i> |
| C | <i>A plane flew over.</i> |

1–3

1 *He saw a yellow light.*

2 *Kevin was holding a mirror.*

3 *They were flying over Colorado.*

- Check the answers: A3, B1, C2. Explain that in each pair there is one past simple and one past continuous sentence, and that in this lesson the students will learn how to connect them to form single sentences.

4 Aim: to present *when* and *while* for interrupted actions in the past (3 minutes)

- Go through the grammar chart with the class.
- Explain that we use the past continuous to show an activity that was in progress – it started earlier and was happening for some time. We use the past simple to show an event that interrupted or happened during that activity.
- Point out that we can use *while* or *when* to join the two actions. We use *while* + past continuous and *when* + past simple.

5 Aim: to distinguish between *when* and *while* (5 minutes)

- Look at the example with the class. Elicit the reason for using *when*. (Because a past simple verb follows.)
- Students complete the sentences.

ANSWERS

1 *while* 2 *When* 3 *While* 4 *when* 5 *when*

6 Aim: to practise using the past simple and past continuous with *when* and *while* (5 minutes)

- Students look at the example and complete the sentences.
- Check by asking students to read the sentences aloud.

ANSWERS

1 *stopped* 2 *was swimming* 3 *were buying*
4 *walked* 5 *was talking*

7 Aim: to practise forming sentences with *when* and *while* (6 minutes)

- Write the two sentences from the example on the board. Ask a student to underline the two verbs.
- Explain that you want to join the sentences with *when*. Ask: *Where do we put “when”?* (Between the two sentences.) *How do you know?* (Because *when* goes before a past simple verb.) Write the combined sentence on the board.
- Students combine the sentences.
- Check the answers. Elicit which sentences require commas.

ANSWERS

- 1 Our parents came home while we were tidying the living room.
- 2 While we were having dinner, Dad got home.
- 3 I was taking a shower when my mobile phone rang.
- 4 When I left, she was cooking dinner.

8 Aim: to practise forming sentences with *when* and *while* (8 minutes)

- Look at the example. Point out that the clauses are in the opposite order, but the two sentences have the same meaning.
- Students rewrite the sentences.

ANSWERS

- 1 I sent him an instant message while he was writing an e-mail to me.
- 2 When our head teacher came into the room, we were listening to our teacher.
- 3 While we were visiting my grandmother, Sam called.
- 4 We were reading in the library when someone shouted.

9 Aim: to practise forming sentences with the past continuous (5 minutes)

- Tell the students to look at the picture. Explain that it shows a moment in time when someone shouted “Help!”. Ask: *Why did someone shout?* (Because a boy was in trouble in the water.)
- Students use the verbs to describe what people in the picture were doing at that moment.

SUGGESTED ANSWERS

- 1 A man was reading a newspaper.
- 2 Two boys were playing volleyball.
- 3 An old man was reading a book.
- 4 A man was running on the beach.
- 5 A boy was surfing.

10 Aim: to listen for specific information (5 minutes)

- Tell students that they are going to hear a boy describing the event at the beach.
- Students listen and match the sentence halves.

AUDIO CD TRACK 51

Last year, my family went to the beach. The weather was beautiful. Every morning when we opened the curtains, the sun was shining. One day something happened while we were relaxing on the beach. Someone shouted, “Help!” A small boy was in the water. His grandpa was on the beach. He shouted, “Help, he can’t swim! The boy’s grandpa was still searching for help when a young man ran by on the beach. The man, Andrew, heard the boy’s grandpa and jumped into the water. He swam to the boy and rescued him. On the beach, people were very worried, but the boy was fine. While we were talking to Andrew and the boy, someone took their photo.

ANSWERS

2 e 3 d 4 b 5 a

YOUR TURN Aim: to personalize and practise the new grammar (5 minutes)

- Ask students to think about what they were doing at eight o'clock last night.
- Students tell each other what they were doing using the past continuous.

DIFFERENTIATION

Encourage strong speakers to ask their partner questions to find out more information about what they were doing. For example, in response to the sample answer, one could ask *What did you have? Did you like it?* Ask individual students to tell the class the information they found out about their partner.

Lesson 3

Objectives

- Target language: Consolidation of *when / while*.
- Skills: Reading and listening to an article; writing a news story.

Warm-up (5 minutes)

- Books closed. Revise the present continuous by asking students to try to remember the picture on 68. *What was happening in the picture? What were the people doing?*
- Write up a couple of answers on the board. Then ask students to open their books on page 68 and look at the picture. Give them one minute to try and remember everything in the picture.
- After one minute, students close their books and, working in pairs, say all that they can remember. Encourage students to use the present continuous.

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

- Elicit the meaning of *strange news*.
- Students read and circle the answer.

AUDIO CD TRACK 52

ANSWER

b

12 Aim: to check comprehension and to practise the grammar of the unit (7 minutes)

- Students read and match the sentence halves.

ANSWERS

2 d 3 b 4 a 5 c

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

- Students read and circle the correct answer.

ANSWERS

1 c 2 b 3 a 4 a

14 TRY IT OUT Aim: to write about a strange event (15 minutes)

- Read out the complete sample answer below.
- Explain that the story can be about real events or imaginary ones. Ask students to plan their story before they write.
- Students exchange stories with a partner. Ask them to guess if their partner's story was real or invented.
- Ask some students to read out their story to the class.

SAMPLE ANSWER

An astronaut was living on a space station. He was playing computer games with the other astronauts when he saw strange letters and pictures on the screen. Someone was sending a message! After three minutes, the message disappeared. Where did it come from? What did it mean?

DIFFERENTIATION

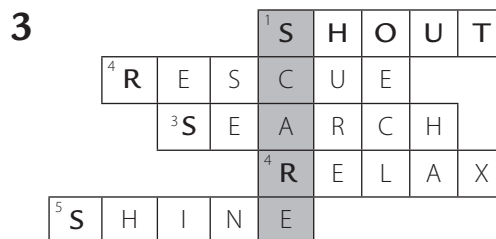
Allow students who find writing difficult to work in pairs to think of an idea for their text. Then they take notes about the story. Check their notes before they write the final text.

Unit 11 Workbook answers

Workbook: Extra practice pages 100–101

1 1 when 2 While 3 while 4 When 5 While

2 1 were playing, started 2 was writing, broke
3 came, were having 4 was running, dropped



Mystery word: scare

Grammar**Reflexive pronouns**

Review: past simple, past continuous, *when / while*,
be going to and *will*

Vocabulary

Verbs *behave burn enjoy hurt injure take care of*

Functions

Speaking Describing a dinner

Writing A description of taking care of someone

Topics

Accidents and injuries

Society Supporting and caring for friends and family

Lesson 1**Objectives**

- Target language: Introduction of reflexive pronouns.
- Skills: Reading and listening to a conversation.

Warm-up (10 minutes)

- Review the events and some of the key words in the story so far. Write this list of nouns and verbs on the board: *forest, plane, thunderstorm, mirror, light, leg, break, rescue, search, fly, see, disappear*.
- Students work in small groups. They make three sentences about events in the story, using as many of the words as possible. Some groups may be able to include five words or more in one sentence. For example: *The plane disappeared while it was flying over a forest in a thunderstorm.*
- Find out which group has used the most words from the list. Ask them to write their sentences on the board. The other students check that the sentences are accurate.

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

- Look at the picture with the class. Ask: *Who can you see? What's happening?* Establish that the Kellner family are at a dinner in Los Angeles.
- Play the CD. Students read and listen to the conversation.
- Students practise reading the conversation aloud.

AUDIO CD TRACK 53**2 Aim: to present and practise the new verbs (10 minutes)**

- Ask students to find the verb *injure* in the conversation. Elicit its meaning.
- Ask students to find and underline the other verbs in the conversation. Point out that *hurt* is an irregular verb. Its past simple form is *hurt*.
- Students complete the sentences. Remind them to pay attention to the verb forms needed.
- Check the answers with the class.
- Students listen and repeat the list of verbs.

AUDIO CD TRACK 54

1 injure 2 behave 3 enjoy 4 burn 5 take care of
6 hurt

ANSWERS

2 Behave 3 enjoy 4 burned 5 takes care of 6 hurt

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

- Students read the conversation again. They circle *T* or *F*.

ANSWERS

1 T 2 T 3 F 4 F 5 F

EXTRA (10 minutes)

- Ask students to correct the false sentences from exercise 3 in their notebooks. Don't expect them to use the reflexive pronoun in the first sentence.

ANSWERS

- 3 Max didn't burn Kevin. He burned his hand.
- 4 Ron didn't fall in the plane. He was running from the plane when he fell.
- 5 Ron hurt his leg badly. He broke it.

DIFFERENTIATION

Ask fast finishers to rewrite the false sentences with correct information. This provides extra practice of target language for this and previous units.

ANSWERS

- 3 Max burned himself.
- 4 Ron fell while they were running.
- 5 Ron broke his leg.

Lesson 2

Objectives

- Target language: Presentation and practice of reflexive pronouns; review of grammar from throughout *Look Up 4*.
- Skills: Telling a story.

Warm-up (3 minutes)

- Prepare for teaching reflexive pronouns by revising the meaning of *subject* and *object*.
- Write on the board: *The boy ate the apple. Which word is the verb? (Ate.) Who did the action? (The boy.)* Explain that this means *the boy* is the *subject* of the sentence. *What did the boy eat? (The apple.)* Explain that this means *the apple* is the *object* of the sentence.
- Write some other simple sentences on the board in the present and past simple and continuous. In pairs, students work out which words are the subjects and objects of the sentences. Check the answers.

4 Aim: to present reflexive pronouns (5 minutes)

- Go through the grammar chart with the class. Point out that each subject pronoun has its own reflexive pronoun. Draw attention to the difference between *yourself* (singular) and *yourselves* (plural).
- Explain that reflexive pronouns are a special type of object pronoun. We only use them when the object and the subject of the verb are the same person. In other words, the “doer” is also the “receiver” of the action.
- Tell students that all the new verbs in exercise 2 can be used with reflexive pronouns. Ask them to find examples in the conversation in exercise 1.

5 Aim: to practise reflexive pronouns (5 minutes)

- Look at the example. Ask: *Why do we use “himself”?* (Because *Ron* is the subject.) Explain that if we say *Ron hurt him*, this means that *Ron* hurt some other man.
- Students complete the sentences.

ANSWERS

- 1 himself 2 themselves 3 himself 4 ourselves
5 themselves 6 myself 7 themselves

6 Aim: to practise forming sentences with reflexive pronouns (5 minutes)

- Look at the example with the class. Point out that the reflexive pronoun needs to be added.
- Students reorder the words and add the correct pronouns.
- Check the answers with the class.

ANSWERS

- 1 The lion injured itself.
2 You and Nada behaved yourselves in class.
3 The bears washed themselves in the river.
4 Saud didn't burn himself.

- 5 He saw himself on TV.
6 I cut myself.
7 We enjoyed ourselves at the dinner.

YOUR TURN Aim: to personalize and practise the new grammar (7 minutes)

- Ask a student to read the example. Emphasize the use of *enjoy* + reflexive pronoun.
- In pairs, students describe a dinner they went to.
- Invite a few students to report on their partner's experience. Ask: *Did (name) enjoy himself / herself at the dinner? Why / Why not?*

7 Aim: to review the past simple (5 minutes)

- Look at the example with the class. Remind students that *come / came* is irregular. Ask: *What is the regular ending for past simple verbs? (-ed.)* Elicit the negative form of *came* (*didn't come*).
- Students complete the sentences.

ANSWERS

- 1 gave 2 brought 3 didn't give
4 didn't visit 5 enjoyed

8 Aim: to review the past simple and past continuous with *when* and *while* (8 minutes)

- Review the use of the past simple and past continuous in *when / while* sentences. Elicit the rule that we use *when* + past simple and *while* + past continuous.
- Students complete the sentences.
- Check by asking students to read the sentences aloud.

ANSWERS

- 1 was running, fell 2 was holding, ran
3 were talking, saw 4 were helping, stopped
5 got home, were watching TV

DIFFERENTIATION

Ask fast finishers to rewrite the sentences changing *when* to *while*, and *while* to *when*.

9 Aim: to practise affirmative and negative forms of *be going to* and *will* (7 minutes)

- Elicit when we use *be going to* (future plans) and when we use *will* (predictions).
- Students look at the example and write the sentences.
- Check by asking students to read the sentences aloud.

ANSWER

- 1 We are going to buy some new shoes.
2 Adel is going to search for a new bag.
3 I'm not going to get a bag.
4 Adel will design shoes in the future.
5 I will not design shoes in the future.

Lesson 3

Objectives

- Target language: Consolidation of reflexive pronouns.
- Skills: Reading and listening to an e-mail; writing about helping somebody.

Warm-up (10 minutes)

- As this is the last lesson in this book, ask students to look through the book and write down: three words whose meaning 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 scan the text quickly to find specific information (10 minutes)

- Elicit the type of information needed for each question. (1 *a time*, 2 *a place*, 3 *a person*.)
- Tell students to read the e-mail very quickly to find the information. You may wish to set a time limit for this.

AUDIO CD TRACK 55

ANSWERS

- 1 tomorrow night
- 2 in the cafeteria at school
- 3 Tariq's friend Mohammed

11 Aim: to check comprehension of the text and to review information questions (15 minutes)

- Go over the example with the students. Elicit the tense used in the question (*be going to* for future plans).
- Tell students to answer the questions in full sentences. Point out to that they need to pay attention to the tense used in each question.

ANSWERS

- 1 He fell on his ankle.
- 2 He touched some broken glass.
- 3 Khalid and Ahmed.
- 4 They are going to eat cake and sandwiches.

12 TRY IT OUT Aim: to write a description of a time when one took care of a friend (15 minutes)

- In the students' language, discuss how Mohammed probably felt after his accident. Ask students if Tariq is being a good friend to Mohammed by having a dinner for him. What would they do if this happened to one of their friends?
- Point out that *take care of* can mean giving physical help (food, shelter, medical help, etc.), but it can also mean supporting someone if they are feeling bad. Ask students to think about a time when they took care of a friend.
- Read the complete sample answer below.
- Students write their descriptions.
- Invite some students to read out their paragraphs, but don't insist on this if the contents are private.

SAMPLE ANSWER

Last year my friend Deemah was very sad, so I called her every day, and I sent her instant messages in the evening. She was sad because her brother left home in February. He got a job in Australia and moved to Sydney. Deemah was very unhappy after her brother's plane left, and she needed help from her friends. Now he's happy and excited because he's going to visit her next month.

DIFFERENTIATION

Fast finishers should read their texts to each other. Encourage them to ask questions about the stories to get extra information.

Unit 12 Workbook answers

Workbook: Extra practice pages 102–103

- 1 You enjoyed yourself at the dinner.
2 We can see ourselves in the mirror.
3 I burned myself in the kitchen.
4 The children usually behave themselves.
5 She injured herself while she was running.

- 2 1 behaving themselves 2 see itself
3 enjoyed ourselves 4 burn yourselves
5 Take care of yourself 6 cut himself
7 hurt herself

► Skills practice 11–12: Religious Studies

Reading

The life of the Prophet About Prophet Mohammed (peace be upon him)

Reading Strategy Using background knowledge

Listening

Ramadan People's Ramadan stories

Writing

Ramadan experiences Telling stories about Ramadan

Reading

Objectives

- Learning about the life of the Prophet.
- Using background knowledge.

BACKGROUND INFORMATION

The Prophet Mohammed (peace be upon him) was born in Makkah in 570 and died in 632. He began to receive revelations from Allah when he was 40, and these form the basis of the Quran.

1 Aim: to introduce the strategy of using background knowledge.

- Look at the Reading Strategy with the class. Explain that it can be helpful to think about what you already know about the topic of a reading text.
- Ask *What's the first thing you look at?* (The title and the pictures.) *What's the next thing you should do?* (Think about what you already know about the topic.)
- Look at the example. Students write four more pieces of information about the life of the Prophet that they expect to find in the text.
- Explain that while this can be a useful strategy, it is still important to read the text carefully because sometimes they could be surprised by the information they find.

ANSWERS

Students' own answers

2 Aim: to read the text and check the answers to exercise 1.

- Play the CD. Students read and listen to the text and tick the things in their lists that they find in the text.
- Ask individual students *How many of your guesses were there in the text?*

AUDIO CD TRACK 56

3 Aim: to check comprehension of the text.

- Students read the text and order the events in the order that they occurred.

ANSWERS

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

4 Aim: to check understanding of details in the text.

- Students complete the sentences with the words. They find the words in the text and check their answers were correct.

ANSWERS

1 grandfather 2 uncle 3 people 4 Angel 5 wife

Speaking

- Look at the example with the class.
- In pairs or small groups, students talk about the sentences they wrote for exercise 1.

Listening

Objectives

- Listening to people's Ramadan experiences.

1 Aim: listening for the general idea.

- Look at the picture. Ask *What kind of meal do you think these people are eating?* (Their Eid meal.)
- Play the CD. Students listen and match the names (1–3) to the events (a–c).

ANSWERS

1 a 2 c 3 b

2 Aim: to listen for specific information.

- Play the CD. Students listen and complete the chart.

ANSWERS

	Abdullah	Abdullah	Khalid
1	last year	five years ago	two years ago
2	grandfather came to visit	there was a power cut	meal
3	cooking	eating their Iftar meal	talking in the living room
4	talked to uncle	the lights came back on	they ate the other food
5	surprised and happy	happy	sad

AUDIO CD TRACK 57

Abdullah

Last year during Ramadan, my grandfather came to visit. He arrived early, and we were in the kitchen cooking. It was really nice because we don't see him very often. Then the phone rang. It was my uncle who lives in London. All of the family spoke to him. We were surprised and happy.

Magda

Five years ago during Ramadan, something awful happened. While we were eating our Iftar meal, there was a power cut. The lights in the house stopped working, so we couldn't see. I was only eight years old at the time and I was scared. After an hour, the lights came back on. I was really happy.

Khalid

I remember Ramadan two years ago. We had a lot of friends and family at our house. My mum had planned a wonderful meal for everyone. We were all in the living room together talking, when suddenly we noticed a smell of burning. My mum ran into the kitchen. The meat was burned. We were sad because my mum was upset, but we ate the other food and it was lovely.

Speaking

Aim: to describe memorable Ramadan events.

- Students think of a memorable Ramadan event they have experienced. They use the questions to help them prepare to speak.
- In pairs, students tell each other about their Ramadan experience.
- Ask a few individual students to tell their stories. Write on the board some examples of good vocabulary or grammar used by the students.

Writing

Objectives

- Writing about memorable Ramadan experiences.
- Checking verb forms and punctuation.

1 Aim: to complete a model text using the correct verb forms.

- Ask *What tenses can you use to describe your Ramadan event?* (The past simple and continuous.)
- Students complete the text with the correct forms of the verbs in the brackets.

ANSWERS

1 were cleaning 2 arrived 3 stayed 4 were

2 Aim: to prepare for writing a text by taking some notes.

- Students prepare to write about their Ramadan experience by writing answers to the questions on page 76.

3 Aim: to describe a Ramadan experience.

- Using the notes in exercise 2 to help them, and the text in exercise 1 as a model, students write about their Ramadan experience.

4 Aim: to introduce the strategy of checking verb forms and punctuation.

- Look at the strategy with the class. Explain that by checking verb forms and punctuation and rewriting their work, students can get better marks in tests.
- With a different coloured pen, students correct their work from exercise 3.

5 Aim: to rewrite texts from exercise 3.

- Students rewrite corrected versions of their texts from exercise 3.

6 Aim: to give students' texts a score.

- As students complete exercise 5, check their work. Compare their texts in exercises 3 and 5, and praise students whose work has improved for exercise 5.
- Give students a score for their work. Use the guidelines on page 19 to help you.

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
- recognize future time phrases

STEPS:

Warm-up

- Elicit days of the week. Ask *What day is it today? What day is it tomorrow?*
- Elicit *Tomorrow is [day of the week]*.

Presentation

- Focus students on the picture and text in exercise 1.
- *Where are the boys? Who is Mr Peters?* [The teacher.]

Practice

- Ask focus questions after listening to the dialogue: *What is happening next week? What is happening tomorrow?*
 - Ask *When is the boys' IT class?* [Tomorrow afternoon.]
- Exercise 2: future time phrases. Listen and check.
Exercise 3: comprehension of the text.

Production

- Students practise reading the conversation from exercise 1 aloud.
- Practise in closed groups and take turns to read the different parts. Teacher monitors.
- Form new groups and repeat.

Closure

- Choose a strong group to perform the conversation for the whole class.
- Give students the opportunity to feed back on how well they have learnt 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
- formal presentation of vocabulary
- grammar and vocabulary practice exercises
- skills: listening and speaking using the target language of the unit

PERFORMANCE OBJECTIVES:

At the end of the lesson the students will be able to:

- recognize and spell target vocabulary: school subjects
- write positive and affirmative sentences about the future using *be going to*
- write *be going to* Yes / No questions
- ask and answer *be going to* questions about school subjects

STEPS:

Warm-up

- Give students written *be going to* Yes / No questions about school subjects.
- Students answer questions in pairs. Check answers.

Presentation 1

- Focus students on the grammar chart (exercise 4).
- Ask students to look at Lesson 1 exercise 1 and find examples of *be going to*.

Practice 1

- Follow the activities to practise the grammar.
Exercise 5: completing sentences using *be going to*.

Presentation 2

- Focus students on the exercise 6 timetable and word pool.
- Ask *Which subjects do you do?*

Practice 2

- Follow the exercises to practise the vocabulary.
Exercise 6: completing the text with the words.

Presentation 3

- Focus students on the grammar chart (exercise 7).
- Ask students to look at Lesson 1 exercise 1 and find examples of *be going to* Yes / No questions.

Practice 3

- Follow the exercises to practise the grammar
- Exercise 8: rearranging words to make *be going to* Yes / No questions.
- Exercise 9: answering *be going to* Yes / No questions from exercise 8.
- Exercise 10: listening to a conversation containing *be going to* Yes / No questions and school subjects vocabulary.

Production

- Students use the language they have learnt in the lesson in the 'Your turn' activity to discuss future study plans.
- Practise in closed pairs and teacher monitors.

Closure

- Choose two students to perform the target language of the 'Your turn' activity for the class.
- Give students the opportunity to feed back on how well they have learnt 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 an e-mail
- answer comprehension questions about the text
- write a school timetable

STEPS:

Warm-up

- Write numbers 1–10 on the board. Elicit the ordinal numbers *first–tenth*.
- Ask *What is the first class today? What is the third class today?* etc.

Presentation

- Focus students on the gist question (exercise 11).

Practice

- Focus questions to be answered after reading the text:
Who is writing the email? What is the email about? How many classes will Talal and Ibrahim have together?
- Follow the activities for comprehension:
Exercise 12: comprehension of the text.
Exercise 14: comprehension of the text.

Production

- Students use the language they have learnt in the unit in the 'Try it out' activity.
- Model the language for the students (Teacher to student).
- Transfer the modelling to students, who write a personal text based on the lesson text.

Closure

- Choose a few of the best texts to read to the class.
- Give students the opportunity to feed back on how well they have learnt 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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