

Introduction

Welcome to *Lift Off! 1b*, a course written specially for students learning English in the second term of Grade 7 in Saudi Intermediate Schools. *Lift Off! 1a* and *1b* follow *Get Ready*, the new Macmillan English course for Grade 6.

Lift Off! 1b is intended for use in the second term of Grade 7.

The components of *Lift Off!*

- a combined Student's Book and Workbook
- a Teacher's Book with flashcards
- a CD

The Student's Book and Workbook

At the beginning of the book there is a list of contents. This is designed to assist teachers to understand the overall plan of the course, and it is followed by a list of essential rubrics/instructions and grammatical terms that the students will need to understand, translated into Arabic.

There are ten units in the book. The units each contain four lessons. The fourth lesson in each unit provides a Review of the language in the unit.


There is a dictionary at the end of the book. This contains the vocabulary introduced in *Get Ready* and *Lift Off! 1a* as well as the new vocabulary in *Lift Off! 1b*.


Lift Off! 1b presumes that students have covered the material in *Get Ready* and *Lift Off! 1a* but need to revise and recycle this material.

The Workbook lessons appear after the Students' Book lessons and practise the material covered in these lessons. The arrangement of the Workbook lessons reflects the Student's Book – i.e. ten units. The only difference is that there are three lessons in each Workbook unit practising the material in lessons 1 – 3 of each Student's Book unit.

The Workbook is primarily intended for homework.

Special features of the Student's Book

- Many lessons contain a *Look!* box. These boxes explain aspects of language that students may find new, difficult or confusing.
- Some lessons contain a *Pronunciation corner* devoted specifically to aspects of pronunciation.
- Many lessons contain a pair work icon  suggesting that the activity is best done by students in pairs.

- When students are required to complete a written exercise they will often see . It is a tenet of *Lift Off!* that students should, in pairs, check each other's work. Teachers should, of course, also check that the students are doing this satisfactorily.
- Every Review lesson contains a *Grammar Study* box. *Lift Off!* provides a gentle introduction to basic English grammar. Students are encouraged to study this box in class and copy it for homework

The CD

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

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

The Teacher's Book

The Teacher's Book contains:

- A plan of the Student's Book.
- A compilation of games and activities that teachers may wish to use to enhance their lessons.
- Suggested visual classroom signs which teachers may consider useful in minimising the use of Arabic in the classroom.
- A step-by-step guide to the Student's Book lessons. Teachers may, of course, choose to follow their own methods and strategies in dealing with the Student's Book material.

However, this guide provides support and resources for the teacher, as it:

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

With the Teacher's Book are a number of **flashcards** (page 92) for classroom use.

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

The activities suggested to start and finish the lessons and extra activities are optional. Teachers may use them as time and inclination allow. Also the authors would encourage teachers to bring their own supplementary material into their classes.

Optional games and activities

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

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

Family members

- Each student divides a piece of paper into 30 squares.
- They then write the letters of the alphabet in 26 squares. The remaining squares should be used to write an extra *e, a, t* and *o*.
- Students cut the paper into individual letters.
- In pairs, they make as many family members as they can from the letters.
- Elicit ideas from the class and write them on the board.

Possible family members: *father, mother, parents, husband, wife, brother, sister, aunt/auntie, uncle, cousin, grandmother/grandma, grandfather/grandpa, nephew, niece.*

Guess the country

- Note down a list of countries that the students know.
- Tell the class that you are going to give them the first and last letters of a country.
- The first student to put up their hand and spell the country correctly, gets a point.
- Students could continue the game in pairs/small groups, using different categories of words.

School subjects tic-tac-toe

- Copy the grid below on the board. Each square contains a school subject with the letters in the wrong order.
- In pairs, students copy the grid – one for each pair.
- They take turns to find the subjects.
- When a student completes a row (across, down or diagonally) they score a point.

lectyghoon	yoshirt	trops
encesic	caplyhis udnioecta	orphegyga
shingle	cnehfr	shamt

Answers:

technology	history	sport
science	physical education	geography
english	french	maths

Grammar tic-tac-toe

- Divide the class into two teams.
- Write a grid on the board, as in School subjects tic-tac-toe, but write sentences in the squares with grammar you wish to practise, for example *I'm good ____ maths. It's ____ to rain.* (**Answers:** *at, going*)
- In turn, ask a member of each team to fill in the words.
- When a team completes a row (across, down or diagonally) they score a point.

What's my job?

- A pair of students choose a job.
- The class can ask 15 questions to find out what it is.
- The answer can only be *yes* or *no*.
- If a student guesses the job and it's wrong, the game is lost. Therefore, tell the class to find out as much as they can first.
- If a student guesses correctly, they think of the next job with their partner.
- **Examples of questions:**
Do you work outside?
Do you help animals?
Do you use a computer?
Do you work in a school?
Do you wear a uniform?
Do you work in a city?
Do women usually do this job?

Grid talking

- Divide the class into pairs.
- Draw a simple grid on the board for the class to copy.

- Tell students they are going to draw or write different things in each square. It doesn't matter which squares they choose.
- They should not look at their partner's grids.
- Give the following instructions (or choose your own):
Write the date of a day you remember.
Write the name of somebody important to you.
Draw some food or weather you don't like.
Write a number that is important to you.
Write the name of a place you like.
Write a job you would like / would not like to do.
- Write *Who ...? Why ...? Where ...? When ...? What ...?* on the board as prompts.
- Students swap notebooks and ask questions about their partner's grid, for example, *What's this number? Why did you write ...? Who's ...?*

A, some or any

- Write the words below on the board (or choose your own):
pen sheep chair door photocopy skewer
map clock money coffee dictionary sandwich
tree window board juice
- Point to the words in turn and elicit true sentences from the class using, *I can / can't see + a / some / any ...*
Example answers: *I can see some pens. I can't see any photocopies. I can see a window.*

Pass the ...

- Turn away from the class and say *Go!*
- Students should pass an object, for example a pen, around the class until you say *Stop!*
- The student who has the object has to answer a question/do a task.
- The class must not help.
- Students score a point for correctly performing a task or answering a question.
Examples of questions/tasks:
 1 *What is the past of I am hungry?*
 2 *A person from Poland is _____.*
 3 *Point to the right.*
 4 *What do you call a man who flies a plane?*

- 5 *Can you name three English coins?*
- 6 *In the European calendar, how many days are there in September?*
- 7 *What percent is 2/10?*
- 8 *Complete the following: bad, worse, _____.*
- 9 *If you cut something into two, you have two halves. If you cut something into four, you have four _____s.*
- 10 *Touch a ruler.*

Answers:

1 *I was hungry.* 2 *Polish* 4 *a pilot* 5 For example: *1p, 2p, 5p, 10p, 20p, 50p, £1, £2* 6 *30* 7 *20%* 8 *the worst* 9 *quarters*

Find your word family

- Choose about five word categories, for example *school subjects, countries, nationalities, jobs, animals*. Note examples under each heading so that the total number of examples matches the number of students in the class. (It doesn't matter if the categories are not equal).
- Write the category headings on the board.
- Walk around the class and say one of the words quietly to each student, for example *art, Italy, Spanish, vet, hippo*. Continue, until all the students have been given a word.
- Say *Go!*
- Students must find other members of their word family.
- Check by eliciting the words allocated to each student and writing them below the headings on the board.

Can you count it?

- Remind students that an uncountable noun can be made countable, for example:
coffee – a cup of coffee tea – a packet of tea
- Divide the class into four teams.
- Each team makes two lists: 1 Countables 2 Uncountables
- Team 1 starts and says a word/phrase to team 2 who must say whether it is countable or uncountable.
- Team 2 does the same with team 3 and so on.
Examples: *a plate of chips (C), an apple (C), juice (UC)*
- Write the scores on the board.

Write a sentence

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

- Repeat with other examples – see below.

Examples of words:

yesterday park
going climb
haven't much
expensive than
she Italy
her mine
50% bag
365 European
grill minutes
mustn't corridor

Questionnaires

- In small groups, students write ten questions to ask other students.
- All students in the group should have a copy of the questions.
- Monitor the question-writing.
- Students mingle and interview three or four students.

Example topics for questions:

family
school subjects
jobs
food
shopping
holidays
animals
plans
hobbies

Animal alphabet

- In pairs, students write as many animals as they can in alphabetical order.
- Elicit animals from the class and write an animal alphabet on the board.

School rules

- Divide the class into small groups of three to five students.
- Tell them they are the teachers in a new school.
- They must think of ten rules for their new school, using *You must/mustn't* ...
- Groups read their rules to the class.

The sounds game

- Revise some words with the same vowel sounds, for example 1 *hair/chair* 2 *book/could*.
- Write the following words, as headings, on the board:
hair book go blue ear
- Students write the headings in their notebooks.
- Divide the class into small groups of four to six students and give them about 10 minutes to write words with the same vowel sounds below the headings.

- In turn, get a student from each group to write a word below one of the headings on the board.
- The group with the most original words wins the game.

Example answers:

hair	book	go	blue	ear
there	cook	don't	moon	here
their	would	know	shoe	hear
chair	could	OK	who	year
stair	look	home	two	dear
where	good	goat	to	we're
wear	foot	hippo	too	
	put	hello	boot	
		no	fruit	
		show	food	
			zoo	
			do	
			you	
			through	
			June	

Group sketches

- Tell the class they are going to write and perform some short sketches.
- Divide the class into groups of two to six students.
- Write some titles on the board and tell the groups to choose one, for example: *Booking a room; Going shopping; The school trip; A day at school; In a restaurant; A day at the zoo; I'm not very well.*
- Tell students they must:
 - 1 Decide who they are.
 - 2 Decide what happens.
 - 3 Write the script. (Write what they say.)
 - 4 Practise.
 - 5 Perform to the class. (Start by introducing themselves and explaining where they are).

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

Treasure hunt

- In pairs, students draw a map.
- They can include, for example: forests, rivers, fields, roads, houses, shops.
- Each pair should decide where the treasure is hidden.
- They choose a starting point and write directions to the treasure.
- Tell students not to use a direct route!
- Students exchange maps and directions with another pair and try to find the treasure.

Where are you?

- In pairs, students describe a route from the classroom to a destination.
- Their partner has to guess the destination.
Example: *Go out of the classroom and turn left. Go along the corridor, past the library and then turn right. Go along the corridor and out of the front door. Go straight on and stop! Where are you?*

The stress game

- Divide the class into small groups.
- Write the words below on the board. Do not underline, or write the numbers!
pepper(2) waterproof(3) assembly(3) technology(4)
postman(2) photocopy(4) European(4) Australian(4)
grandmother(3) sandwich(2) depart(2) medicine(3)
degree(2) discover(3)
- Explain *syllable*, for example by holding up three fingers in turn, as you slowly say *pineapple*.
- Groups must discuss the following for each of the words on the board:
1 *How many syllables are there in the words?*
2 *Which syllable is stressed?*
- Check answers.
Answers: Numbers following words = number of syllables. Stress is underlined.

How much can you remember?

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

Buy a sentence!

- Write the sentences and prices below on the board.
1 I love rice. So am I. £1.50
2 They're going at the wildlife park. £3
3 Why don't you take a medicine? £5.50
4 The Vikings lived in England a thousand years ago. £3
5 Cut the onions and tomatoes into quarters. £5
6 Nina's wearing some leather, brown walking boots. £2.50
7 We've got too many oranges. £4
8 There's 10% off this bag. £7.50
9 I haven't got some water. £3.50
10 My book's more interesting than yours. £2.50

- Tell students some of the sentences are correct and some have mistakes.
- Students work in pairs. They have £20 to buy sentences.
- Give the students about 10 minutes to decide which ones to buy.
- When the time is up, tick the correct sentences and cross the incorrect ones.
- Students should add up the prices of the correct sentences they have bought. From this total, they subtract the total of the incorrect sentences.
- The winners are the pair with the highest total.
- Go through the mistakes with the class.
Answers: 1 ~~X~~ So **do** I. 2 ~~X~~ going **to** the
3 ~~X~~ take **some** medicine 4 ✓ 5 ✓
6 ~~X~~ some **brown, leather** walking 7 ✓ 8 ✓ 9 ~~X~~ got **any** 10 ✓

Hear the differences

- Tell students to look at a picture in the Student's Book.
- Describe the picture to the class, making some mistakes.
- Students note differences between what you say and the picture.
- Elicit the mistakes from the class.
- Students repeat the activity in pairs with different pictures.

True or false?

- In pairs, students write some sentences about *Lift Off! 1b*.
- They should include some false sentences, for example Charlie's going to the zoo on Sunday. (It should be Saturday.)
- In turn, pairs read their sentences to the class.
- Students should call out *True!* or *False!*
- If false, a student should be chosen to correct the sentence.

Students' own end of term quiz

- Divide the class into four teams.
- Teams choose names which should be written on the board.
- Tell teams to write about six questions for a quiz.
- They can include grammar, vocabulary or general knowledge.
- Team 1 asks team 2 a question. If team 2 can't answer, team 3 can try. If team 3 can't answer, team 4 can try.
- Team 2 then asks team 3 a question, and so on.
- Score in the usual way or, if you prefer, teams can score points for grammatically correct questions, correct answers and for correcting other teams' questions.

Teacher's signs

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



Listen



Say



Trace/Draw



Copy/Write



Find



Look



Read



Open book



Count



Match



Repeat/Again



All together



Don't speak



Think



You do it



Tick

Introduction

Instructions الأوامر

Compare قارن

Follow the instructions اتبع الإرشادات

Imagine تخيل

Interview مقابلة

Label/with وضع العلامات

Match امatch

Underline خط تحت

Language terms مصطلحات اللغة

Abbreviation اختصار

Comparative adjective صفة قياسية

Countable/uncountable nouns الأسماء القابلة/غير القابلة للحساب

Paragraph فقرة

past simple tense الزمن الماضي البسيط

Plural جمع

possessive adjective صفة الملكية

possessive pronoun ضمير الملكية

Preposition حرف

present continuous tense زمن المضارع المستمر

present simple tense زمن المضارع البسيط

Punctuation الترقيم

Stress التأكيد (نصبي)

superlative adjective صفة التفضيل

Other terms مصطلحات أخرى

Agree يوافق

Article مقال

Conversation محادثة

Definition تعريف

Dialogue حوار

Item ع

missing words الكلمات المفقودة

Mistake خطأ

Nationality الجنسية

odd word كلمة غريبة

polite request طلب عيضي

Prediction تنبؤ

Silent صامت

Suggestion اقتراح

Symbol رمز

Task مهمة

Contents

Grammar	Functions	Vocabulary	Skills Reading/Writing	Pronunciation
UNIT 1 BACK TO SCHOOL				
LESSON 1 Old friends				
Past tense <i>to have</i>	Revise informal greetings	<i>friendly</i> English names	Writing names	/tə/ /eə/
LESSON 2 A new teacher				
<i>How long ... ?</i>	Formal introductions	<i>exciting, head (teacher), fortnight, assembly, wall, the Middle East, study (v), hope</i>	<i>How long ... ?</i> questions and answers	
LESSON 3 A new timetable				
Revise present simple	Discussing differences	<i>technology, French, sport, P.E., art, maths, change (n), scared</i>	A school timetable Completing an e-mail	
REVIEW				
Grammar study: Past tense affirmative <i>to have</i>				
UNIT 2 DISTANT FAMILIES				
LESSON 1 She lives in Australia.				
Revise present continuous	Describing nationality	<i>baby, Grandma, Grandpa, Auntie, lunchtime, bell, text (v), carpenter, Poland/Polish, France/French, Italy/Italian, Germany/German, Spain/Spanish, best friend, older</i>	E-mail Nationalities	Word stress
LESSON 2 What does he do?				
Present simple questions Revise	Talking about jobs	<i>sheep, clever, farmer, vet, shop assistant, postman, waiter, pilot, lots of</i>	Jobs <i>lots of</i>	Word stress
LESSON 3 Good news				
Imperatives <i>Could I ... ?</i>	Following instructions Polite requests	<i>(good) news, webcam, plug (v), monitor, click, (computer) mouse, excited</i>	E-mail	Intonation in requests
REVIEW				
Grammar study: Polite requests with <i>could</i>				
UNIT 3 IT'S BIGGER THAN THE GREEN BAG.				
LESSON 1 They're having a sale.				
Comparative adjectives (I)	Comparing	<i>sale, % (per cent), (bank) note, coin, pound (£), calendar, UK money</i>	An advertisement	
LESSON 2 Thirty days has September.				
Possessive pronouns	Possession	<i>photocopy, European</i> Possessive pronouns	Possessive pronouns	Possessive pronouns
LESSON 3 Some photographs of Jeddah.				
<i>some/any</i> <i>I hope ...</i> <i>So am/do I.</i>	Expressing hope	<i>nervous, talk (n), surprise (n), warm</i>	<i>some/any</i> E-mail	/səm/ /səm/
REVIEW				
Grammar study: Comparative adjectives				

UNIT 4 INTO THE PAST

LESSON 1 Hurry up, Nina.

<i>need</i> Past tense questions (1)	Expressing need	<i>big day, raincoat, ruler, dictionary, paints (n), sandwich, notes, housewife, husband, married, born, hobby</i>	Form filling Past questions <i>need</i> sentences	Word stress
---	-----------------	--	---	-------------

LESSON 2 Special days

Past simple tense (2) <i>exciting/-ed, interesting/-ed</i>	Historical narrative	<i>primary school, school trip, Viking, countries, sail (v), world, discover, brave, flat, edge, foggy, believe</i>	Historical narrative Definitions	
---	----------------------	---	-------------------------------------	--

LESSON 3 What's the matter, Jack?

Irregular comparatives Past simple tense (3)	Talking about health Historical narrative	<i>temperature, degrees, surgery, Morocco/Moroccan, countries, continue, depart, explore, die, return, Sultan, (TV) programme, internet, medicine</i>	Historical narrative	Dates
---	--	---	----------------------	-------

REVIEW

Grammar study: Regular past simple tense

UNIT 5 ALL ABOUT FOOD

LESSON 1 Could you do me a favour?

Countables/uncountables (1) <i>how much/many</i> Possessive pronouns (2)	Talking about a recipe	<i>lamb, cumin, quarter (n), skewer, cut, grill, supermarket, loaf, packet, special, kilo(gram), kg, salt, pepper</i>	Shopping list <i>how much/many</i>	
--	------------------------	---	---------------------------------------	--

LESSON 2 Mine's great, Mum.

Countables/uncountables (2)	Talking about food	<i>dish, foreign, bored, permission, waterproof, Lake District, ad</i>	Letter	/ʊ/ /u:/
-----------------------------	--------------------	--	--------	----------

LESSON 3 A new menu

Countables/uncountables (3) <i>some/any</i> (2)	Restaurant ordering	<i>spinach, pineapple, fruity, special, lunchtime, look forward to</i>	Menu	Word stress
--	---------------------	--	------	-------------

REVIEW

Grammar study: Countable/uncountable nouns

UNIT 6 THE SCHOOL TRIP

LESSON 1 Getting ready

Adjective order Present continuous (Future) revision	Preparations	<i>woolly, leather, bright, banana, stay, hotel, comfortable, world-famous, sweater</i>	E-mail Brochure extract	
--	--------------	---	----------------------------	--

LESSON 2 The largest and the longest

Superlatives (regular) <i>How far/long ...?</i>	Tourism	<i>beauty, tourist, deep, metre, seat belt, population, coach (n), lunchtime, (get) lost</i>	Superlatives <i>How ... questions</i>	Superlatives
--	---------	--	--	--------------

LESSON 3 Where are Elena and Nina?

Superlatives (irregular)	Narrative story telling	<i>baker, policewoman, safe (v), countries, continents, rivers</i>	Quiz	
--------------------------	-------------------------	--	------	--

REVIEW

Grammar study: Superlative adjectives

UNIT 7 A DAY AT THE ZOO

LESSON 1 Wild animals

<i>going to</i> (1)	Future plans	<i>zoo, plan (n), wild, camel, hippo, giraffe, snake, tiger, motorbike, BBQ, endangered, cage, free (adj)</i>	<i>going to</i>	Animals
---------------------	--------------	---	-----------------	---------

LESSON 2 We can plan the day.

<i>going to</i> (2) short forms	Planning a day	<i>café, jacket potato, playground</i>	Map reading Tourist information	/əʊ/ /u:/
------------------------------------	----------------	--	------------------------------------	-----------

LESSON 3 We got very wet.				
<i>going to</i> (3) <i>I think it's going to ...</i>	Predicting	<i>hunt, die out, a cold, sneeze, rhino, save, forest, miss(the bus), late for, book (a room)</i>	<i>I think it's going to ...</i> (predictions)	
REVIEW				
Grammar study: <i>going to</i>				
UNIT 8 GOING PLACES				
LESSON 1 Holiday time				
Past simple (2) <i>in, on, at</i>	Past activities	<i>island, castle, Scotsman, beach</i>	Past simple tense Word puzzle	/t/ /d/ /ɪd/
LESSON 2 What do we need?				
Revise <i>need</i> <i>Why don't you ... ?</i>	Expressing need Suggesting	<i>(get) ready, bank, sensible, umbrella, suitable, guide (book), good idea, laptop computer</i>	A poem	Agreeing
LESSON 3 You mustn't lose your passport.				
<i>must/mustn't</i>	Instructions	<i>(school) rules, phrase book, useful, flight, safe, grass, polite</i>	Cultural differences	/məʃ/ /məʃn/
REVIEW				
Grammar study: <i>must/mustn't</i>				
UNIT 9 A VISIT TO OXFORD				
LESSON 1 Welcome to the White Horse.				
General revision	Inviting	<i>first name, surname, fill in, form abbreviation, guest</i>	Form filling Welcome/invitation card	
LESSON 2 School visits				
<i>good/bad at</i> <i>too much/many</i>	Talking about abilities	<i>lend, borrow, size, secret (n), (football) match, party</i>	<i>good/bad at + gerund</i>	
LESSON 3 Well done, Omar!				
<i>It's time to ...</i>	Formal welcome	<i>quiet, football vocabulary</i>	<i>It's time to ...</i> Narrative past Sequencing	<i>qu</i> words
REVIEW				
Grammar study: <i>too much/too many</i>				
UNIT 10 SAYING GOODBYE				
LESSON 1 Lost in Oxford				
Revise directions Revise prepositions (motion)	Understanding directions	<i>Post Office</i>	Map reading	silent <i>r</i>
LESSON 2 The wrong present				
Revise <i>can</i> Revise present continuous	Saying goodbye	<i>letter, post box</i>	A poem	
LESSON 3 Time to go				
Revise <i>Why don't ... ?</i>	Narrative building Doing a formal test	<i>traditional, jam, marmalade</i>	An exam	
REVIEW OF THE BOOK				
General revision				

Unit 1

Back to school

LESSON 1 *Old friends*

Note: The function of this unit is largely to introduce the characters who feature in this book as well as breaking students gently back into English after their holidays.

Language

Functions: Revise informal greetings

Grammar: Past tense *to have*

Vocabulary: *friendly*, names

Pronunciation: /ɪə/ /eə/

Reading and writing: Writing names

Bring to the lesson:

- the CD (tracks 1 – 3)
- the Student's Book (pages 6 and 7)
- the Workbook (pages 88 and 89)

Unit 1 Back to school

LESSON 1 Old friends

1 Look, listen, say and write. *Track 1*

Find Fred and Nina in picture 1. Fred and Nina are in Oxford. It's their first day back at school.

2 Look and write. *Track 2*

Look at the pictures. Do you remember the names of Nina's friend and her friend's mother?

3 Listen and check.

4 Look!

Write the names of the boys and girls.

5 Pronunciation corner *Track 3*

Listen and repeat. Listen and repeat again. Write the words in the correct columns.

where	we're	your	there	they're

To start:

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

1 Look, listen, find and write.

Aims: to revise informal greetings; to introduce new characters.

- Say *Look at the pictures. Find Fred and Nina.*
- Say *Listen to the CD. Find Jack and Charlie in picture 1.*
- Play the first part of track 1.

- Say *Listen. Find Lucy and Elena in in picture 2.*
- Play the second part of track 1.
- Say *Listen again. Write the names of the new boys and girls.*
- Play track 1 again.
- Students label the pictures: *Jack, Charlie and Nina, Lucy, Elena.*

Extra activity:

- In threes, students may listen again and repeat the greetings. Boys can repeat the first part, girls the second.
- Check that students are copying the pronunciation patterns as closely as possible.

AUDIOSCRIPT TRACK 1

Jack: Hello, Fred.

Fred: Hi, Jack. Hi, Charlie.

Charlie: Hi, Fred. How are you?

Lucy: Look, Elena! It's Nina.

Nina: Hello, Lucy. Hello, Elena.

Elena: Hi, Nina. How was Saudi?

2 Look and write.

Aims: to revise characters from *Lift Off! 1a*; to write and spell names correctly.

- Ask students to look at the pictures. In pairs they should name the characters.
- In pairs they should choose the correct names and copy them.

ANSWERS: 2 Rakan 3 Yasser 4 Penny

3 Look, say and listen.

Aim: to revise names of characters from *Lift Off! 1a*.

- a)
 - Ask students to look at the picture in pairs. What are the names of Nina's Saudi friend and her mother? (*Reema and Ranya*.)
- b)
 - Ask *Why does Ranya speak good English?* (*Because she's an English teacher.*)
 - Do not indicate whether the students answer correctly or not.
- c)
 - Say *Listen to the CD. Were you correct?*
 - Play track 2.

AUDIOSCRIPT TRACK 2

Elena: How was Saudi, Nina?

Nina: We had a great time. The weather was beautiful. Hot and sunny every day. And the people were really friendly.

Elena: It sounds wonderful!

Nina: It was. Look, I've got a photo. We're having a picnic. That's me ... and that's my friend Reema. And that's her mother, Ranya. Ranya speaks very good English. She's an English teacher. And she's a great cook!

Elena: Where's that?

Nina: It's a beautiful valley. It's called Wadi al-Touqi.

4 Look.

Aim: to introduce the past tense of *to have*.

Note: The students were introduced to the past tense of the verb *to be* in *Lift Off! 1a*. This is the first time they have met the past tense of *to have*.

- Students should look at the pictures and read the sentences.
- You may reinforce this by writing *Now* on the board, smile and say *I'm having a great time*. Erase *Now* and write *Yesterday*. Smile, point at *yesterday* and say *I had a great time*.
- Students may copy the sentences in their notebooks.

Pronunciation corner

Aim: to hear and say the different sounds /ɪə/ and /eə/.

- a)
 - Say *Listen and repeat*.
 - Play track 3.
- b)
 - Say *Listen and repeat again* and play track 3 again.

c)

- Say the two words *where* and *we're* slowly and clearly, if possible exaggerating the difference.
- Students write the remaining words in the correct columns. Encourage them to say the words before they choose the column.
- In pairs they should check each other's work.

ANSWERS:

where	we're
here	year
there	they're

AUDIOSCRIPT TRACK 3

where where

we're we're

year year

here here

there there

they're they're

Homework: Workbook pages 88 and 89

Final activity:

- Divide the class into small groups.
- Write short jumbled words (known to the students) on the board (e.g. *tca* (cat), *ujiec* (juice), *allb* (ball), *soeh* (shoe), *okob* (book) etc.).
- The team that says the word first gets a point.
- Say *Well done. See you again soon*.

WORKBOOK ANSWERS:

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

2 1 they're having 2 Last year 3 we had 4 We're having
5 Yesterday 6 She had

3

where	we're
there	year
chair	hear
hair	ear

4 1 having 2 weather 3 picnic 4 beautiful 5 eat 6 great

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

Unit 1 Back to school

LESSON 2 *New teachers*

Language

Functions: Formal introductions

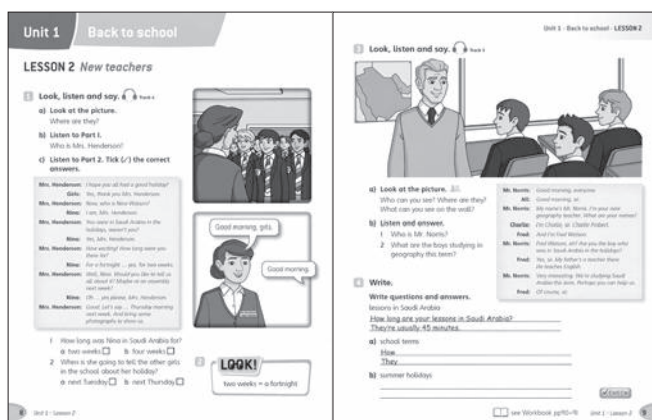
Grammar: *How long ...?*

Vocabulary: *exciting, head (teacher), fortnight, Assembly, wall, the Middle East, study (v), hope (v)*

Reading and writing: *How long ...?* questions and answers

Bring to the lesson:

- the CD (tracks 4 and 5)
- the Student's Book (pages 8 and 9)
- the Workbook (pages 90 and 91)
- flashcards of Ibrahim, Yasser, Omar, Rakan, Ranya, Reema and Fahad



To start:

- Greet the students.
- Show flashcards of Ibrahim, Yasser, Omar, Rakan, Ranya, Reema and Fahad (all characters in *Lift Off! 1a*). Ask students for their names.
- Say Open your books at page 8, please.

1 Look, listen and say.

Aims: to introduce *How long ...?* and the answer *for* (+ length of time); to introduce the new head teacher at Nina's school.

- Say *Look at the picture on page 8. Who can you see? Where are they?*
- Say *Listen to the CD. Who is Mrs. Henderson? (Nina's new head teacher.)*
 - Play the first part of track 4.

c)

- Say *Read the questions in Exercise 1c.*
- Say *Listen to the next part of the CD. Tick the correct answers.*
- Students listen and tick.
- Ask individual students for the answers.

ANSWERS: 1 a 2 b

AUDIOSCRIPT TRACK 4

1

Mrs. Henderson: Good morning, girls.

Girls: Good morning.

Mrs. Henderson: I'm your new head teacher. My name's Mrs. Henderson. Welcome to the first assembly of the term.

Girls: Thank you, Mrs. Henderson.

2

Mrs. Henderson: I hope you all had a good holiday?

Girls: Yes, thank you Mrs. Henderson.

Mrs. Henderson: Now, who is Nina Watson?

Nina: I am, Mrs. Henderson.

Mrs. Henderson: You were in Saudi Arabia in the holidays, weren't you?

Nina: Yes, Mrs. Henderson.

Mrs. Henderson: How exciting! How long were you there for?

Nina: For a fortnight ... yes, for two weeks.

Mrs. Henderson: Well, Nina. Would you like to tell us all about it? Maybe at an assembly next week?

Nina: Oh ... yes please, Mrs. Henderson.

Mrs. Henderson: Good. Let's say ... Thursday morning next week. And bring some photographs to show us.

2 Look!

Aim: to teach *a fortnight*

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

3 Look, listen and say.

Aim: to introduce a new teacher at Fred's school.

- a)
 - Ask students to look at the picture on page 9 in pairs. Who can they see? Where are they? What is on the wall?
- b)
 - Ask students to read the questions in Exercise 3b.
 - Say *Listen to the CD and answer the questions.*
 - Play track 5. Students listen and answer.

ANSWERS: 1 *He's Fred's new geography teacher.*
2 *The Middle East.*

AUDIOSCRIPT TRACK 5

Mr. Norris: Good morning, everyone.

All: Good morning, sir.

Mr. Norris: My name's Mr. Norris. I'm your new geography teacher. What are your names?

Charlie: I'm Charlie, sir. Charlie Probert.

Fred: And I'm Fred Watson.

Mr. Norris: Fred Watson, eh? Are you the boy who was in Saudi Arabia in the holidays?

Fred: Yes, sir. My father's a teacher there. He teaches English.

Mr. Norris: Very interesting. We're studying Saudi Arabia this term. Perhaps you can help us.

Fred: Of course, sir.

Extra activity:

- You may ask the students to read the dialogues aloud in pairs or groups of three. Girls can read the dialogue on page 8, boys the one on page 9.

4 Write.

Aim: to practise questions beginning *How long ...?*

- Ask the students to read the example in Exercise 4.
- Have them write the questions and answers in a and b.
- Monitor the writing. Check for spelling, punctuation and capitalisation.

ANSWERS: a *How long are your school terms in Saudi Arabia? They're usually 12 weeks.* b *How long are your summer holidays? They're usually 8 weeks.*

Homework: Workbook pages 90 and 91

Final activity:

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

ANSWERS:

1 1 *Hi* 2 *Hello* 3 *How* 4 *Fine* 5 *How* 6 *afternoon*
7 *Good afternoon* 8 *Welcome* 9 *hope* 10 *thank you*

2 1 *break* 2 *Assembly* 3 *terms* 4 *subjects* 5 *head teacher*
6 *fortnight* 7 *map* 8 *wall*

3 1 *Nina is in Assembly.*
2 *Nina and Fred have got new teachers.*
3 *They were in Riyadh for three weeks.*
4 *They had a good holiday.*
5 *Their father teaches English in Saudi Arabia.*

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

5 1 *How long is your winter holiday?*
2 *How long are your English lessons?*
3 *How long is your school day?*
4 *How long are your school terms?*

6 1 *Mr. Norris* 2 *Saudi Arabia* 3 *map* 4 *next week*
5 *photographs* 6 *Assembly*

Unit 1 Back to school

LESSON 3 A new timetable

Language

Functions: Discussing differences

Grammar: Revision of present simple tense

Vocabulary: technology, French (language), sport, P.E., art, maths, change (n), scared

Reading and writing: A school timetable; Completing an e-mail

Bring to the lesson:

- the CD (track 6)
- the Student's Book (pages 10 and 11)
- the Workbook (pages 92 and 93)
- a clock with moveable hands

Extra activity:

- In pairs or small groups, students may discuss the differences between their timetable this year, their first year at Intermediate School, and their timetable at Primary School. (*Last year we had ... on ... This year we have it on ...*)

Unit 1 Back to school

LESSON 3 A new timetable

1 Listen and say.

Listen and say. (Track 6)

What time does the lesson start?

What time does the lesson end?

What time does the lesson start?

2 Read and say.

Read the timetable.

What time does the lesson start?

What time does the lesson end?

What time does the lesson start?

3 Match and say.

Match the pictures with the subjects.

1. French 2. English 3. Maths 4. Art 5. P.E. 6. Technology

4 Read, choose and write.

Read the text and choose the correct words.

Mr. Norris: Now then, boys. We've got a new timetable this term. There are some important changes. Last term you had sport on Tuesday afternoon. This term you have it on Thursday. In the break I want you all to read it and write it down.

AUDIOSCRIPT TRACK 6

Mr. Norris: Now then, boys. We've got a new timetable this term. There are some important changes. Last term you had sport on Tuesday afternoon. This term you have it on Thursday. In the break I want you all to read it and write it down.

2 Read and say.

Aim: to read and understand an English school timetable.

- Ask students to read the timetable in Exercise 2.
- They read the timetable and discuss it in pairs. They can ask you to help them with new vocabulary, e.g. *assembly*, *P.E.*
- Ask them to read and answer the questions.

Note: Many British schools have both P.E. and sport. The difference is that P.E. normally takes place indoors in a gymnasium and consists mainly of physical exercises and acrobatics. Sport takes place outside and features the games of football, rugby, cricket, hockey, tennis, etc.

ANSWERS: Lessons are 45 minutes long. There are seven in a day (plus Assembly).

3 Look.

Aim: to introduce letter-by-letter abbreviations.

- Ask students to read the *Look!* box.
- Ask if they can think of similar examples (e.g. *the U.A.E.*, *the U.K.*).

To start:

- Greet the students.
- Using the clock, revise times (only .00, .15, .30, .45).
- Say *Open your books at page 10, please.*

1 Listen and say.

Aim: to introduce discussing differences.

- Ask students to look at the picture. Ask *Who can you see? What is he looking at?*
- Ask students to read the questions in Exercise 1.
- Say *Listen to the CD and answer the questions.*
- Play track 6.
- The students discuss their answers in pairs.

ANSWERS: The timetable. On Tuesday afternoon. On Thursday.

4 Match and say.

Aims: to practise the vocabulary of school subjects; to discuss the difference between Saudi and English timetables.

- a)
- Ask students to match the names of the school subjects with the pictures.
 - They can do this in pairs.

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

Extra activity:

- In pairs, students revise other school subjects (taught in *Get Ready*). For example, history, geography, Arabic grammar. One says the subject, the other draws a representation.
- b)
- In pairs, students discuss the differences between their timetable and the English one.
 - Monitor the activity and check that they are comparing subjects studied, times of the school day and any other differences (e.g. lessons in the afternoon).

Extra activity:

- Ask students to make simple notes as they discuss the different timetables.
- At the end ask for class feedback.

5 Read, choose and write.

Aim: to read and complete an e-mail.

- a)
- Ask students to read Nina's e-mail.
- b)
- Ask them to read the words in part b and complete the e-mail with the correct words.
 - Students check each other's work.

Extra activity:

- You may want students to suggest, in pairs, words that might fit in the e-mail before they read the words in part b.

ANSWERS: 2 head teacher 3 Henderson 4 Assembly
5 abaya 6 family

Homework: Workbook pages 92 and 93

Final activity:

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

ANSWERS:

1 The following answers plus students' own ticks.

1 science 2 sport 3 maths 4 P.E. 5 French 6 English
7 technology 8 art

2 1 Assembly 2 9.15 3 technology 4 11.00 5 12.30 6 sports
7 art 8 art

3 1 Assembly starts at 9.00.
2 They have morning break at 10.45.
3 Maths starts at 9.15.
4 They have seven lessons on Monday.
5 Sports finishes at 2.15.
6 They study French at 11.00.

4 Students' own answers.

5 1 Fatimah Reema 2 Love Dear 3 Dear Love
4 morning afternoon 5 exercise education 6 excited scared
7 school uniform an abaya / her abaya 8 the same different

Unit 1

Back to school

LESSON 4 REVIEW

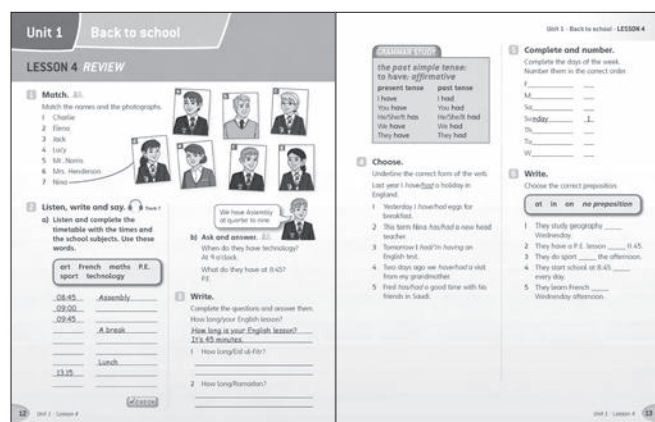
Language

Revision of language in Unit 1.

Grammar study: Past tense of *to have*

Bring to the lesson:

- the CD (track 7)
- the Student's Book (pages 12 and 13)
- the Workbook (pages 88 – 93)



To start:

- Put students into teams of three or four.
- Ask each team to write a list of as many school subjects (English and Saudi) that they can think of in three minutes. Say Go.
- Stop them after three minutes. The 'winning' team is the one with the longest list (spelt correctly).
- Say *Open your books at page 12, please.*

1 Match.

Aim: to further familiarise the students with new characters in the book.

- Ask the students, in pairs, to match the names and the pictures.

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

2 Listen, write and say.

Aim: to revise times and practise school subjects.

a)

- Ask students quickly to read the skeleton timetable in Exercise 2.
- Say *Listen to the CD and complete the timetable.*
- Play track 7. Students listen and complete.
- You will probably have to play the track again.
- Play one more time for students to check their answers in pairs.

ANSWERS:

08:45 Assembly
09:00 Technology
09:45 French
10:30 A break
11:00 Maths
11:45 P.E.
12:30 Lunch
13:15 Art
14:00 Sport

b)

- In pairs, students take it in turns to ask and answer about the timetable. *When do they have ...? What do they have at ...?*

AUDIOSCRIPT TRACK 7

Boy's voice: We have Assembly at quarter to nine. Then, at nine o'clock we have technology. At 9.45 we have French. At half past ten we have a break. At eleven o'clock we have maths. And at 11.45 we have P.E. Lunch is at 12.30. After lunch, at 1.15, we have art. Then we have sport at two o'clock.

3 Write.

Aim: to practise writing *How long ...?* questions and answers.

- Ask students to read the example in Exercise 3.
- Students should complete the questions and answer them.
- Students check each other's work in pairs.

Extra activity:

- Ask individual students to write the questions and answers on the board.

ANSWERS: 1 *How long is Eid ul-Fitr. It's three days.*
2 *How long is Ramadan? It's a month.*

Grammar study:

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

4 Choose.

Aim: to choose the correct form of the verb *to have*.

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

ANSWERS: 1 *had* 2 *has* 3 *'m having* 4 *had* 5 *had*

5 Complete and number.

Aim: to revise days of the week and their *European* order.

Note: You may wish to remind students that in the European calendar the first day of the week is Sunday.

- Ask students to complete the days of the week and complete the numbers in the correct order.
- Students can complete this activity in pairs.

Extra activity:

- Write 1 *Sunday* on the board. Ask individual students to the board to complete the list.

ANSWERS:

Friday	6
Monday	2
Saturday	7
Sunday	1
Thursday	5
Tuesday	3
Wednesday	4

6 Write.

Aim: to practise prepositions of time.

- Ask students to complete the sentences with the correct preposition or no preposition.

ANSWERS: 1 *on* 2 *at* 3 *in* 4 *no preposition* 5 *on*

Homework:

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

Final activity:

- Revise family members.
- Put the students into groups of three or four. They should choose one member of their group to be the writer.
- Tell them that they have two minutes. They must make a list of as many family members (*mother, father, etc.*) as they can in the time.
- Say *Go* and *Stop* after two minutes.
- The 'winning' team is the team that has most spelt correctly.
- Say *Well done. See you again soon.*

Unit 2 Distant families

LESSON 1 *She lives in Australia*

Language

Functions: Describing nationality

Grammar: Revise present continuous tense

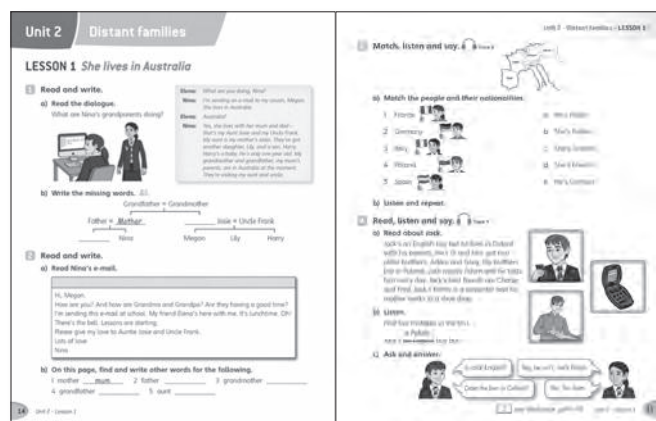
Vocabulary: *Grandma, Grandpa, Auntie, baby, bell, text (v), carpenter, best friend, older, Poland/Polish, France/French, Germany/German, Spain/Spanish, Italy/Italian, Australia*

Pronunciation: Nationalities

Reading and writing: Reading an e-mail; Nationalities

Bring to the lesson:

- the CD (tracks 8 and 9)
- the Student's Book (pages 14 and 15)
- the Workbook (pages 94 and 95)
- a map of the Middle East



ANSWER: *Her grandparents are in Australia visiting Nina's aunt and uncle.*

b)

- In pairs, students should read the dialogue again and complete the family tree.

ANSWERS:

Grandfather = Grandmother
 Father = *Mother* Aunt Josie = Uncle Adam
 Brother (*Fred*) Nina Cousins Megan Lily Harry

2 Read and write.

Aim: to read an e-mail; 'familiar' family names.

Note: Capitalisation of family names: students don't need to worry too much about whether to spell family names with a capital letter. Traditionally, though, when we are using the words to address a person, i.e. as a name, we use capitals (e.g. *Hello, Aunt/Mum/Dad*). When we are using them to describe our relationships a capital is not necessary (e.g. *She's my grandma./ He's my uncle.*)

a)

- Ask students to read the e-mail in Exercise 2.
- Ask *Why does Nina finish her e-mail?* (Because lessons are starting.)

b)

- Ask students to do Exercise b. They will know *Mum* and *Dad* from previous books.
- They can do this exercise in pairs.

ANSWERS: 2 *dad* 3 *grandma* 4 *grandpa* 5 *auntie*

To start:

- Greet the students.
- Using the map, revise the English names and spellings of the countries adjacent to Saudi Arabia. You can do this as a team competition – small groups writing lists with a time limit of three minutes.
- Say *Open your books at page 14, please.*

1 Read and write.

Aim: revision of close family.

a)

- Ask students to read the question and dialogue in Exercise 1.

3 Match, listen and say.

Aim: to introduce European countries and nationalities.

a)

- Ask students to look at the map of Europe in Exercise 3.
- Check that they know the names of the countries in Arabic.
- Ask students to match the people and their nationalities. They may do this in pairs.

Note: These countries and nationalities are probably new to the students. However, although the countries and the nationalities have different spellings, the first two or three letters of the words are the same and they should be able to guess which words are related.

Unit 2 • Distant families • LESSON 1

- b)
- Tell the students that they are going to hear the correct pronunciation of the nationalities.
- Say *Listen to the CD*.
- Play track 8.
- Say *Listen again and repeat*.
- Play the CD again. Pause to give time for students to repeat.

Extra activity:

- Students copy the countries and nationalities in their notebooks. Check that they are using capital letters.

AUDIOSCRIPT TRACK 8

He's Polish. He's Polish.
 She's Italian. She's Italian.
 She's Spanish. She's Spanish.
 She's French. She's French.
 He's German. He's German.

4 Read, listen and say.

Aim: to identify differences between a spoken and written text.

- a)
- Ask students to read about Fred's friend Jack. They should also look at the pictures to understand the new words *text* and *carpenter*.
- b)
- Explain that there are five mistakes in the text they have just read. The 'true' version is on the CD.
- Ask students to read the text again as they listen to the CD. They should find and correct the mistakes.
- Play track 9.
- You may need to play the CD more than once.
- Students may correct the text in pairs.

Note: There are more than five corrections in the text below. A basic error is that Jack only has one brother and this generates other mistakes – but students should spot this.

ANSWERS:

a Polish 13
 Jack's ~~an English~~ boy but he lives in Oxford with his parents. He's ~~15~~
 one
 and he's got ~~two~~ older brothers, Adam ~~and Greg~~. His brothers lives
 week
 in Poland. Jack misses Adam and he texts him every ~~day~~. Jack's best
 friends are Charlie and Fred. Jack's father is a carpenter and his
 clothes
 mother works in a ~~shoe~~ shop.

- c)
- Ask students to ask and answer questions about Jack as in the model questions and answers in Exercise 4c. They should do this in pairs or groups of three.

- You may like to give students a little time to write a list of questions.

AUDIOSCRIPT TRACK 9

Jack's a Polish boy but he lives in Oxford with his parents. He's 13 and he's got one older brother, Adam. Adam lives in Poland. Jack misses Adam and he texts him every week. Jack's best friends are Charlie and Fred. Jack's father is a carpenter and his mother works in a clothes shop.

Homework: Workbook pages 94 and 95

Final activity:

- Make two statements about a person in this book or in *Lift Off!* 1a. For example, *He's a Saudi man. He's got a son called Omar. Who is he? (Ibrahim)* The students call out the name of the character.
- The students continue taking turns to describe and identify other characters in the books.
- Say *Well done. See you again soon*.

ANSWERS:

- 1 11/One 2 Jenny and Alfie 3 Millie 4 Ian 5 Cathy and Lenny
 6 Yes. / Yes, you have. 7 Zoe
- 2 1 They're drinking 2 She's sending 3 They're visiting
 4 He's studying 5 We're speaking 6 He's holding 7 I'm doing
- 3 1 She's Australian. 2 He comes from Italy.
 3 They come from France. 4 She's Spanish.
 5 We come from England. 6 You're German.
 7 I come from Poland.
- 4 1 grandfather grandpa
 2 auntie aunt
 3 mother mum
 4 dad father
 5 grandmother grandma
 6 parents mother and father
- 5 1 Do Yes, they do.
 2 Does No, his mother does.
 3 Are No, they aren't.
 4 Is Yes, he is.
 5 Does No, he doesn't.
 6 Does No, he doesn't.
 7 Is No, he isn't. He's a carpenter.
 8 Does Yes, he does.
 9 Are Yes, they are.
- 6 1 bell
 2 baby
 3 carpenter
 4 grandparents
 5 text/text message

Unit 2 Distant families

LESSON 2 What does he do?

Language

Functions: Talking about jobs

Grammar: Revise present simple questions

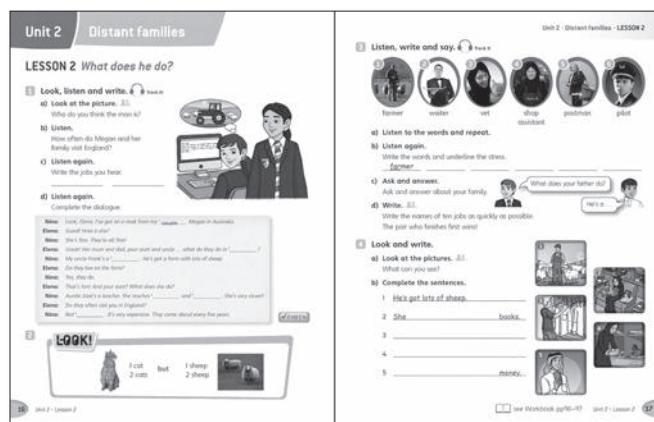
Vocabulary: *sheep, clever, farmer, vet, postman, waiter, pilot, lots of*

Pronunciation: Word stress

Reading and writing: Jobs, Countries, *lots of*

Bring to the lesson:

- the CD (tracks 10 and 11)
- the Student's Book (pages 16 and 17)
- the Workbook (pages 96 and 97)



To start:

- Greet the students.
- Draw a simple picture of a sheep on the board. Say *What is it?* If the students don't know, say *sheep*.
- In pairs, students take it in turns to draw and identify other animals they know.
- Say *Open your books at page 16, please*.

1 Look, listen and write.

Aim: revision of present simple questions/answers.

- a)
- Ask students to look at the picture in Exercise 1 in pairs. Who do they think the man is? What is his job? (They will have to guess who the man is. It's Nina's uncle in Australia.)

b)

- Say *Read question 1b. Listen to Nina and Elena on the CD and answer.*
- Play track 10.

ANSWER: *About every five years.*

c)

- Play track 10 again.
- Students write the jobs they hear.

ANSWERS: *farmer; teacher*

d)

- Students should try to complete the dialogue from memory. They may do this in pairs.
- Play track 10 again for students to check.

ANSWERS: *2 Australia 3 farmer 4 English 5 history 6 often*

AUDIOSCRIPT TRACK 10

Nina: Look, Elena. I've got an e-mail from my cousin Megan in Australia.

Elena: Good! How is she?

Nina: She's fine. They're all fine!

Elena: Great! Their mum and dad, your aunt and uncle ... what do they do in Australia?

Nina: My uncle Frank's a farmer. He's got a farm with lots of sheep.

Elena: Do they live on the farm?

Nina: Yes, they do.

Elena: That's fun! And your aunt? What does she do?

Nina: Auntie Josie's a teacher. She teaches English and history. She's very clever!

Elena: Do they often visit you in England?

Nina: Not often. It's very expensive. They come about every five years.

2 Look.

Aim: to introduce the concept of irregular plurals.

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

Extra activity:

- It is a good idea to encourage students to start a list of irregular plurals in a special place in their notebooks. They already know *child/children*.

3 Listen, write and say.

Aim: to introduce vocabulary of jobs.

- a)
- Ask students to look at the pictures in Exercise 3.
 - Check that students recognise the jobs portrayed by asking them to say the words in Arabic.
 - Say *Listen to the CD and repeat the words.*
 - Play track 11. Pause to give students time to repeat.
- b)
- Play the CD again. Pause to give students time to copy the words and underline the stressed syllables. Students say the words with the correct stress as they write.
 - Check that they have underlined the correct syllables.

Note: Although students have done similar exercises previously in *Get Ready* and *Lift Off! 1a*, the concept of stress may still be somewhat unfamiliar. If necessary, help the students by saying the words yourself with a heavy stress on the correct syllable. It may assist them if you also tap your desk as you say the stressed syllable.

ANSWERS: farmer waiter vet shop assistant postman pilot

- c)
- In pairs, students should ask and answer about their own family members. You will need to provide translations into English for 'new' jobs. As you say the new words, write them on the board and have the students copy into their notebooks.
- d)
- In pairs, ask students to write lists of ten jobs.
 - The pair that finishes first should shout *Finished!*
 - Check their spelling.

AUDIOSCRIPT TRACK 11

1 farmer farmer 2 waiter waiter 3 vet vet
4 shop assistant shop assistant 5 postman postman
6 pilot pilot

4 Look and write.

Aim: to write sentences using *lots of*.

- a)
- In pairs students look at the pictures in Exercise 4.
 - Students describe what they see to each other.
 - Ask individual students to talk about the five pictures using *lots of*.
- b)
- Ask students to write the sentences using *lots of*.
 - They should check each other's work.

ANSWERS: 2 *She's got lots of books.* 3 *He's got lots of shirts.*
4 *She's got lots of eggs.* 5 *He's got lots of money.*

Homework: Workbook pages 96 and 97

Final activity:

- Write these jumbled letters on the board:
b h k c t o g a s
u r e l y i d
- Arrange students in groups of three or four. One of them should be the writer.
- Write a word that can be made by choosing letters on the board (e.g. *bag*).
- Explain that letters may be used more than once in a word (e.g. *book*).
- Give the groups a short time – maybe five minutes or less – to write as many words as they can find from the jumbled letters.
- Say *Go* and *Stop* after the time has elapsed. The winning group is the one with most words (spelt correctly).
- *bag, ball, bed, big, bike, black, blue, board, book, boy, cat, chair, class, desk, door, horse, hot, red, say, school, shirt, tree, yes* are just some of the known words that can be made.
- Say *Well done. See you again soon.*

ANSWERS:

1
1 ~~a~~text an e-mail
2 Spain Australia
3 grandfather uncle
4 goats sheep
5 vet farmer
6 hungry clever
7 technology history
8 cheap expensive
9 months years

2 1 policeman 2 shop assistant 3 nurse 4 postman 5 vet
6 doctor 7 farmer 8 pilot

3 1 He's a pilot. 2 She's a vet. 3 He's a doctor.
4 He's a shop assistant. 5 He's a waiter. 6 He's a farmer.
7 He's a postman.

4 1 What does your father do?
2 What does your uncle do?
3 How often does your cousin visit you?
4 Do your friends live on a farm?
5 Does she teach French?

5 12 plates 2 5 sheep 3 10 girls 4 3 tomatoes 5 7 children
6 9 horses 7 35 students 8 20 trees

6 I can see lots of apples. I can see lots of sheep.
I can see lots of children. I can see lots of mountains.
I can see lots of birds. I can see a tree. I can see a cat.
I can see a cloud. I can see a goat.

Unit 2

Distant families

LESSON 3 *Good news*

Language

Functions: Following instructions; Polite requests.

Grammar: Imperatives; *Could I/you ...?*

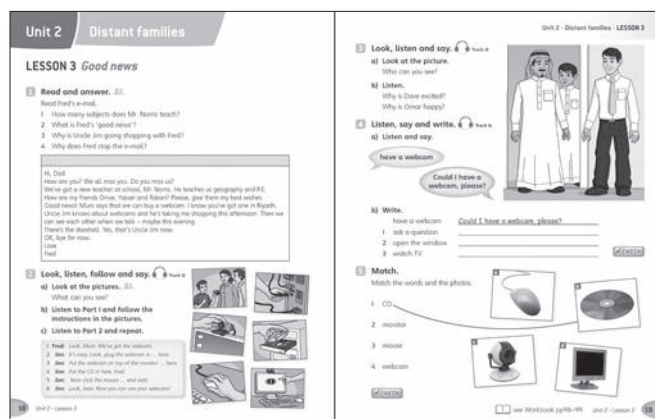
Vocabulary: (good) news, webcam, plug (v), monitor (n), click, (computer) mouse, excited

Pronunciation: Intonation in requests

Reading and writing: An e-mail; Polite requests

Bring to the lesson:

- the CD (tracks 12 – 14)
- the Student's Book (pages 18 and 19)
- the Workbook (pages 98 and 99)
- job flashcards



To start:

- Greet the students.
- Using flashcards, revise the vocabulary of jobs.
- Say *Open your books at page 18, please.*

1 Read and answer.

Aim: to read and understand an e-mail.

- Ask students to read the questions in Exercise 1.
- Students read the e-mail and, in pairs, answer the questions.
- Ask individual students to answer the questions.

ANSWERS:

- two (geography and P.E.)
- Fred's mum says that he can buy a webcam.
- To help him buy a webcam.
- Uncle Jim is at the door.

2 Look, listen, follow and say.

Aim: to give and follow instructions.

- In pairs, students should describe what they can see in the pictures. At this time they will not have all the necessary vocabulary but they can use mime to describe the actions.
- Say *Listen to the CD. Look at the pictures as you listen.*
 - Play track 12 part 1. Students listen and follow the pictures in their books.
- Say *Listen to the CD and repeat.*
 - Play part 2 of track 12. Pause to give students time to repeat.

AUDIOSCRIPT TRACK 12

Part 1

1

Fred: Look, Mum. We've got the webcam.

Penny: How exciting! How does it work, Jim?

2

Jim: It's easy. Look, plug the webcam in ... here.

3

Jim: Put the webcam on top of the monitor ... here.

4

Jim: Put the CD in here, Fred.

5

Jim: Now click the mouse ... and wait.

6

Jim: Look, here. Now you can use your webcam!

Penny: I've got a very clever brother! Thank you, Jim.

Part 2

2

Jim: Plug the webcam in ... here.

3

Jim: Put the webcam on top of the monitor ... here.

4

Jim: Put the CD in here.

5

Jim: Now click the mouse ... and wait.

6

Jim: Look, here. Now you can use your webcam!

3 Look, listen and say.

Aim: to introduce *Could I/you ...?* in polite requests.

- a)
 - Ask students to look at the picture in Exercise 3. Who can they see? (*Dave, Ibrahim, Omar.*)
- b)
 - Ask students to read the questions in Exercise 3b.
 - Say *Listen to the CD and answer the questions.*
 - Play track 13.

ANSWERS: Because Fred's got a webcam and he can see his family as he talks to them. Because Ibrahim says that he can have a webcam.

Extra activity:

- Play the line *Could I have a webcam? Could you buy me one?* again for students to repeat.

AUDIOSCRIPT TRACK 13

Dave: Hello, Ibrahim. Hi, Omar.
Omar: Hello.
Ibrahim: Hello, Dave. How are you? Come in, please.
Dave: I'm fine, thanks. I'm excited. I've got good news.
Ibrahim: What's that, Dave?
Dave: It's Fred ... he's got a webcam. Now I can talk to my family and see them at the same time.
Ibrahim: That's great!
Omar: A webcam ... oh, Dad. Could I have a webcam? Could you buy me one?
Ibrahim: I ... er ... don't know ...
Omar: Please, Dad. Then I can talk to Fred. It's good for my English.
Ibrahim: Oh ... well, er, yes. OK.
Omar: Oh, thank you Dad. I'm so happy!

4 Listen, say and write.

Aim: to say and write polite requests using *Could I ...?*

- a)
 - Say *Listen to the CD and repeat.*
 - Play track 14. Pause to give students time to repeat.
- b)
 - Ask students to write the requests.
 - Check for spelling and punctuation.
 - Students check each other's work in pairs.

AUDIOSCRIPT TRACK 14

have a webcam Could I have a webcam, please?
 have a webcam
 ask a question Could I ask a question, please?
 ask a question
 sit down
 open the window
 see your photograph
 watch TV

5 Match.

Aim: to revise computer vocabulary.

- Ask students to match the words and pictures.

ANSWERS: 1 b 2 d 3 a 4 c

Extra activity:

- Ask students to write the words in their notebooks.

Homework: Workbook pages 98 and 99

Final activity:

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

ANSWERS:

1 1 desk 2 monitor 3 mouse 4 webcam 5 CD

2 1 Plug in 2 Put on top of 3 in 4 click wait 5 use

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

4 1 mouse 2 good news 3 doorbell 4 happy 5 clever 6 easy 7 excited

5 1 Could I watch a DVD please?
 2 Could you pass the water please?
 3 Could you close the door please?
 4 Could we have some juice / a drink please?
 5 Could I take a photo/ photograph please?

6 1 father 2 doorbell 3 hospital 4 baby 5 bye 6 you 7 bad

Unit 2 Distant families

LESSON 4 REVIEW

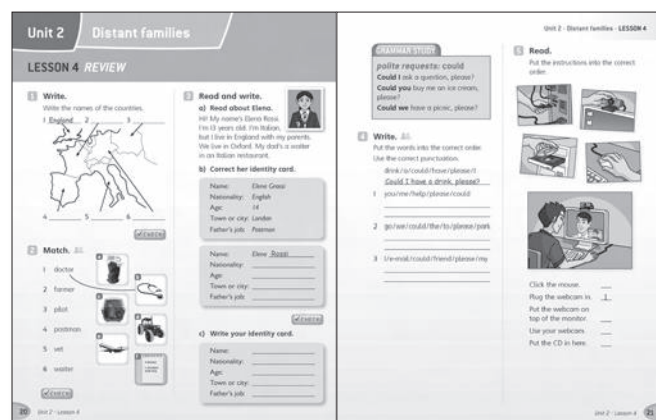
Language

Revision of language in Unit 2.

Grammar study: Polite requests using *Could I...?*

Bring to the lesson:

- the Student's Book (pages 20 and 21)
- the Workbook (pages 94 – 99)



To start:

- Greet the students.
- Play *Guess the job*.
- Demonstrate to the class. Mime a job (e.g. sawing wood.) Students say the job (*carpenter*).
- In groups of three or four students take it in turns to mime and guess.
- Say *Open your books at page 20, please*.

1 Write.

Aim: to revise the names of European countries.

- Ask students to label the map with the names of the countries. They should try to do this from memory but, as a last resort, they can check on page 15.
- Students check each other's work in pairs.

ANSWERS: 1 *England* 2 *France* 3 *Poland* 4 *Spain* 5 *Italy*
6 *Germany*

2 Match.

Aim: to revise the vocabulary of jobs.

- Ask students to match the name of the job to the picture.
- Students check each other's work in pairs.

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

3 Read and write.

Aim: to practise reading and writing personal details.

- a)
 - Ask students to read about Elena.
- b)
 - Ask them to read Elena's identity card and, comparing it to the text in Exercise 3a, write the card correctly.
 - Students check each other's work in pairs.

ANSWERS:

Name: Elena Rossi
Nationality: Italian
Age: 13
Town or city: Oxford
Father's job: Waiter

- c)
 - Ask students to complete their own identity card.

Extra activity:

- Ask students to write an identity card for another student in the class.

Grammar study:

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

4 Write.

Aim: to practise writing polite requests using *Could...*?

- In pairs, students put the words in the correct order to form requests.
- Monitor the activity. Check for correct spelling and punctuation.

ANSWERS:

- 1 *Could you help me, please?*
- 2 *Could we go to the park, please?*
- 3 *Could I e-mail my friend, please?*

5 Read.

Aim: to put a set of instructions into the correct order.

- Students look at the pictures in Exercise 5 and number the instructions in the correct order.
- Students check each other's order in pairs

ANSWERS:

- | | |
|--|----------|
| <i>Click the mouse.</i> | <u>4</u> |
| <i>Plug the webcam in.</i> | <u>1</u> |
| <i>Put the webcam on top of the monitor.</i> | <u>2</u> |
| <i>Use your webcam.</i> | <u>5</u> |
| <i>Put the CD in here.</i> | <u>3</u> |

Homework:

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

Final activity:

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

Unit 3

It's bigger than the green bag

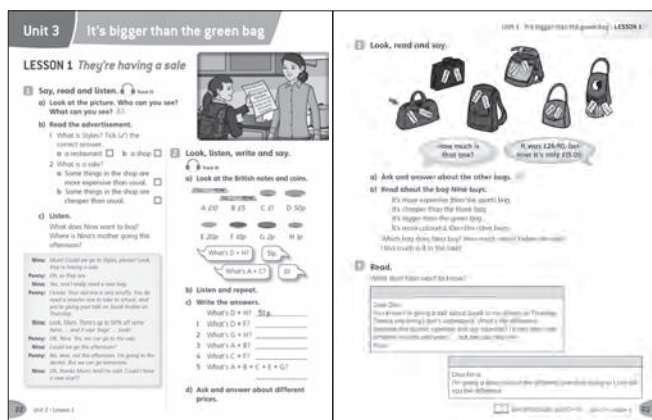
LESSON 1 *They're having a sale*

Language

Functions: Comparing**Grammar:** Comparative adjectives (1)**Vocabulary:** sale, % (per cent), (bank) note, coin, pound (£),
calendar**Reading and writing:** An advertisement

Bring to the lesson:

- the CD (tracks 15 and 16)
- the Student's Book (pages 22 and 23)
- the Workbook (pages 100 and 101)



To start:

- Greet the students.
- Play Opposites.
- Say an adjective, e.g. *big*. Students should give you the opposite (*small*). Continue with *black (white)*, *long (short)*, *new (old)*, *hot (cold)*, *good (bad)*, *fat (thin)*, *early (late)* and finish with *cheap (expensive)*.
- Say *Open your books at page 22, please*.

1 Say, read and listen.

Aim: to introduce regular comparative adjectives.

- a)
- Ask students, in pairs, to look at the picture in Exercise 1. Who and what can they see? (*Nina and Penny in the kitchen. Nina's old bag.*)

b)

- Indicate the advertisement. Ask students to read it. They don't need to understand every word.
- Ask them to tick the correct answers in Exercise 1b.

Note: If students are making a list of irregular plurals as suggested in Unit 2, Lesson 2, page 22, they can add *scarf/scarves*.**ANSWERS:** 1 b 2 d

c)

- Ask students to read the questions.
- Say *Listen to the CD and answer*.
- Play track 15.

ANSWERS: Nina wants to buy a new bag and scarf.
Penny's going to the dentist.

AUDIOSCRIPT TRACK 15

Nina: Mum! Could we go to Styles, please? Look, they're having a sale.**Penny:** Oh, so they are.**Nina:** Yes, and I really need a new bag.**Penny:** I know. Your old one is very scruffy. You do need a smarter one to take to school. And you're giving your talk on Saudi on Thursday.**Nina:** Look, Mum. There's up to 50% off some items ... and it says 'bags' ... look!**Penny:** OK, Nina. Yes, we can go to the sale.**Nina:** Could we go this afternoon?**Penny:** No, dear, not this afternoon. I'm going to the dentist. But we can go tomorrow.**Nina:** Oh, thanks Mum! And I'm cold. Could I have a new scarf?

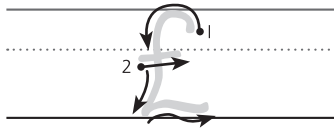
2 Look, listen, write and say.

Aim: to introduce British currency.**Note:** Some teachers may question the need for Saudi students to learn British currency unless they are planning a trip to Britain. The authors understand this concern. However, since a number of situations in this and future books take place in British shops, restaurants, etc. we consider it useful for students to understand British prices.

Unit 3 • It's bigger than the green bag • LESSON 1

a)

- Ask students to look at the pictures of British notes and coins.
- Write a pound (£) sign on the board. Write £10 and say *Ten pounds*.
- Show students how to write a £ sign. Teach it as if it were another letter of the alphabet using arrows, like this:



- Ask students to practise this sign in their notebooks until they can copy the sign with fluency.
- Ask them to read the example questions and answers so that they understand the 'rules' of the game they are about to play. For example *D (50p) + H (1p) = 51p*.

b)

- Say *Listen to the CD and repeat*.
- Play track 16. Pause to give students time to repeat.

c)

- Ask students to complete the exercise in pairs or checking each other's work.

ANSWERS: 1 60p 2 3p 3 £15 4 £1.10 5 £16.22

d)

- In pairs, students continue the game taking turns to question and answer.

AUDIOSCRIPT TRACK 16

What's D and H? 51p.
What's A and C? £11
What's B and D? £5.50

3 Look, read and say.

Aims: to compare prices before and in the sale; to read and understand comparative adjectives.

a)

- Ask students to look at the bags and their prices in the sale.
- In pairs students take turns to ask and answer about the other bags.

b)

- Ask students to read the text. Which bag does Nina buy?

ANSWERS: *She buys B. It's more expensive than the sports bag, cheaper than the black bag, bigger than the green bag and more colourful than the others.*

4 Read.

Aim: to set the scene for the next lesson.

- Ask students to read the two e-mails.
- Ask them basic questions about the Islamic calendar. How many days in the year? How many months?
- Ask if any students know differences between the Islamic and European calendars.

Homework: Workbook pages I00 and I01

Final activity:

- Practise ordinals. Say a cardinal number, for example *eight*. Students reply with the ordinal (*eighth*). Say an ordinal number, for example *second*. Students reply with the cardinal (*two*).
- Repeat two or three times.
- Students continue taking turns in pairs.
- Say *Well done. See you again soon*.

ANSWERS:

1 1 Two pounds twenty. 2 Three p. 3 Fifteen pounds.
4 One pound fifty. 5 Twenty-two p. 6 Seven pounds fifty.
7 Twelve p.

2 1 How much are the jeans? They're thirty pounds.
2 How much is the T-shirt? It's ten pounds fifty.
3 How much is the scarf? It's fourteen pounds sixty-five.
4 How much is the pen? It's ninety-nine p.
5 How much is the magazine? It's one pound ninety-five.
6 How much are the trainers? They're thirty-six pounds sixty.

3 1 Yesterday they were £15. 2 Yesterday it was £300.
3 Yesterday it was £15. 4 Yesterday they were £85.

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

5 1 hotter 2 more difficult 3 older 4 more expensive 5 bigger

6 1 Nina's new bag is smarter than her old one.
2 Megan's older than her brother and sister.
3 Riyadh's a bigger city than Dammam.
4 Are elephants bigger than lions?
5 Maths/English is more difficult than English/maths.

7 1 money 2 coin 3 calendar 4 note

Unit 3 It's bigger than the green bag

LESSON 2 *Thirty days has September*

Language

Functions: Talking about possession

Grammar: Possessive pronouns

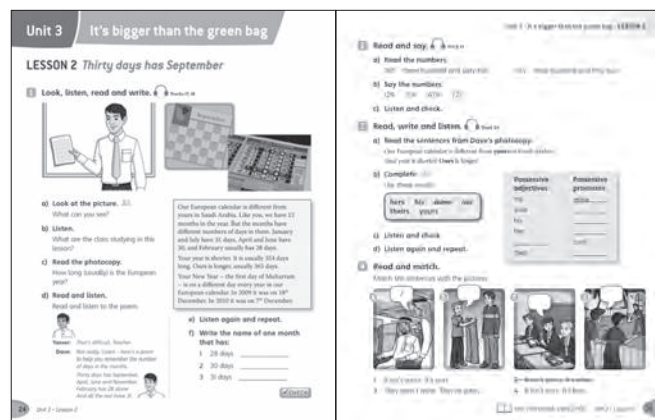
Vocabulary: photocopy, European, possessive pronouns

Pronunciation: Possessive pronouns

Reading and writing: Possessive pronouns

Bring to the lesson:

- the CD (tracks 17 – 20)
- the Student's Book (pages 24 and 25)
- the Workbook (pages 102 and 103)



To start:

- Greet the students.
- Practise the months using the *Before and after* game. Say *January*, after and students reply *February*. Say *June*, before and students reply *May*.
- Students continue in pairs.
- Say *Open your books at page 24, please*.

1 Look, listen, read and write.

Aim: to introduce differences between the Islamic and European calendars.

Note: This can be a tricky area culturally and linguistically. Nonetheless it is of considerable importance. A major problem is that we cannot simply 'translate' months and years because of the different number of days in each calendar. The authors have endeavoured to approach this difficult area sensitively and gently. However, we accept that there may be some need for discussion of various aspects of this topic in Arabic.

a)

- Ask students to look at the picture in Exercise 1. Who and what can they see? (*Dave and two different calendars*.)

b)

- Ask students what Dave's class is studying in their lesson.
- Say *Listen and answer*.
- Play track 17.

ANSWERS: *The difference between the European and Islamic calendars.*

c)

- Ask students to read the extract from the photocopy in Exercise 1c and answer the question (*365 days*).

Extra activity:

- You may wish to give extra comprehension questions on this text. For instance:
Tick (✓) the correct boxes.
1 In the European calendar, July has a) 30 ☐ b) 31 ☐ days.
2 The European year is a) longer ☐ b) shorter ☐ than the Islamic year.
3 The Islamic and the European New Year's Day is on
a) the same ☐ b) a different ☐ day.

ANSWERS: 1 b 2 a 3 b

d)/e)

- Say *Listen to the CD*.
- Play track 18.
- Say *Listen again and repeat the poem*.
- Play the track again. Students repeat the poem.
- Play and repeat one more time.

Extra activity:

- Ask students to copy the poem in their notebooks.

f)

- Ask students to complete the exercise.
- Students check each other's answers in pairs.

ANSWERS: 1 February 2 April, June, September or November
3 January, March, May, July, August, October or December

AUDIOSCRIPT TRACK 17

Dave: Good evening, everyone.

Class: Good evening, teacher.

Yasser: Please, teacher ... how's Fred?

Unit 3 • It's bigger than the green bag • LESSON 2

Dave: He's fine. He says 'hello' to everyone. Now, this evening I want to look at a difference between Europe and the Islamic world. The calendar.

Yasser: The calendar?

Dave: Yes, the calendar. The months and the years. Could you please read this photocopy and ask me questions?

AUDIOSCRIPT TRACK 18

Thirty days has September,
April, June and November.
February has twenty eight alone
And all the rest have thirty-one.

2 Read and say.

Aim: to practise saying longer numbers.

- a)
 - Ask students to read the numbers.
 - Read the numbers aloud and ask students to repeat.
- b)
 - In pairs, students say the numbers to each other.
- c)
 - Say *Listen to the CD. Did you say the numbers correctly?*
 - Play track 19. Pause to give students time to repeat.

AUDIOSCRIPT TRACK 19

one hundred and twenty-nine	six hundred and seventy-eight
five hundred and thirty-one	seven hundred and seventy-six

3 Read, write and listen.

Aim: to introduce possessive pronouns.

- a)
 - Ask students to read the short extract from Dave's photocopy.
 - Write *our ours your yours* on the board.

Note: It is very much up to you, the individual teacher, to teach or not to teach the names of grammatical parts of speech – *adjective, possessive adjective, pronoun, possessive pronoun*, etc. Some teachers find it useful to refer to parts of speech by name, others think it is an unnecessary burden on the students.

- b)
 - In pairs, students complete the chart. Although the adjectives and pronouns are normally different they are similar enough for students to guess correctly.

ANSWERS:

my	<u>mine</u>	her	<u>hers</u>
your	<u>yours</u>	our	<u>ours</u>
his	<u>his</u>	their	<u>theirs</u>

- c)
 - Say *Listen and check.*
 - Play track 20.
 - Students listen and check.

- d)
 - Say *Listen again and repeat.*
 - Play the track again. Pause for students to repeat.

AUDIOSCRIPT TRACK 20

my	mine	her	hers
your	yours	our	ours
his	his	their	theirs

4 Read and match.

Aim: to identify and use the correct possessive pronouns.

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

ANSWERS: 1 d 2 a 3 b 4 c

Homework: Workbook pages I02 and I03

Final activity:

- Practise saying numbers from 101–999.
- Write a number on the board (e.g. 889). Students say *eight hundred and eighty-nine*. Do this twice more with other numbers.
- In pairs, students take it in turns to write and say other numbers. Make sure that they are only using numbers from 101–999.
- Say *Well done. See you again soon.*

ANSWERS:

- 1 Thirty days has September,
April, June and November.
February has twenty-eight alone
And all the rest have thirty-one.
- 2 1 January 31 2 February 28 3 April 30 4 August 31
5 October 31 6 December 31
- 3 1 There are usually 354. 2 There are usually 365.
3 No, it isn't. 4 No, they don't. 5 It's February. 6 It has 30.
7 It was on 7th December. 8 Yes, it is.
- 4 four hundred and seventy-two
503
nine hundred and eighty-five
654
three hundred and thirty-three
- 5 1 theirs 2 mine 3 mine 4 yours 5 his 6 ours

Unit 3

It's bigger than the green bag

LESSON 3 *Some photographs of Jeddah*

Language

Functions: Expressing hope; Agreeing

Grammar: *some/any; I hope ...; So am/do I.*

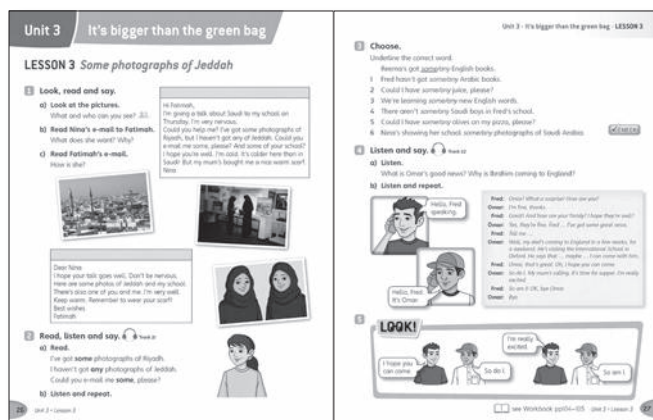
Vocabulary: *nervous, talk (n), surprise (n), warm*

Pronunciation: /səm/; /sʌm/

Reading and writing: *some/any*; e-mail

Bring to the lesson:

- the CD (tracks 21 and 22)
- the Student's Book (pages 26 and 27)
- the Workbook (pages 104 and 105)



To start:

- Greet the students.
- Together, the class repeats the poem about the months from the previous lesson.
- Say *Open your books at page 26, please.*

1 Look, read and say.

Aims: to introduce some and any; to read and understand e-mails.

- a)
- Ask students, in pairs, to look at the pictures. What and who can they see? (*Fatimah. Nina and their e-mails. A picture of Jeddah and a school.*)
- b)
- Ask students to read Nina's e-mail to Fatimah. What does Nina want? Why? (*She wants some photographs of Jeddah and Fatimah's school for her talk about Saudi Arabia.*)

c)

- Ask students to read Fatimah's reply. How is Fatimah? (*She's well.*)

2 Read, listen and say.

Aim: to reinforce the difference between *some* and *any*; to practise the weak and strong forms of some (/səm/, /sʌm/).

a)

- Ask students to read the sentences.

Note: At this stage it is enough for students to understand that we use *some* in positive sentences and questions, and *any* in negative sentences. The use of *any* in questions will be dealt with later.

Extra activity:

- Ask students to copy the sentences into their notebooks.

b)

- You may wish to practise the weak and strong forms of *some* with the students before they listen to the CD.
- Say *Listen and repeat*.
- Play track 21. Pause to give students time to repeat.

Note: We normally use the weak form, /səm/, when *some* appears in a sentence and the strong form, /sʌm/, when it is **at the end** of a sentence.

AUDIOSCRIPT TRACK 21

some (/səm/) some (/səm/)

I've got some (/səm/) photographs.

I've got some (/səm/) photographs.

some (/sʌm/) some (/sʌm/)

Could you e-mail me some (/sΛm/), please?

Could you e-mail me some (/sΛm/), please?

Unit 3 • It's bigger than the green bag • LESSON 3

3 Choose.

Aim: to practise using *some* and *any* correctly.

- Ask students to read the sentences and underline the correct word.
- Monitor that students are choosing correctly as they do the exercise.
- Students check each other's work in pairs.

ANSWERS: 1 *any* 2 *some* 3 *some* 4 *any* 5 *some* 6 *some*

4 Listen and say.

Aim: to introduce *I hope ...* and *So am/do I*.

- a)
- Say Read the questions in Exercise 4a.
 - Say Listen and answer.
 - Play track 22. Ask individual students for the answers. (In students' own words: *Omar thinks that he's coming to England/Oxford. Ibrahim's visiting the International School.*)
 - Say Listen and repeat.
 - Play track 22 again. Pause to give students time to repeat.

AUDIOSCRIPT TRACK 22

Fred: Hello, Fred speaking.

Omar: Hello, Fred. It's Omar.

Fred: Omar! What a surprise! How are you?

Omar: I'm fine, thanks.

Fred: Great! And how are your family? I hope they're well?

Omar: Yes, they're fine. Fred ... I've got some great news.

Fred: Tell me ...

Omar: Well, my dad's coming to England in a few weeks for a weekend. He's visiting the International School in Oxford. He says that ... maybe ... I can come with him.

Fred: Omar, that's great. Oh, I hope you can come.

Omar: So do I. My mum's calling. It's time for supper.

Fred: So am I! OK, Bye Omar.

Omar: Bye.

5 Look!

Aim: to indicate the difference between *So do I/So am I* in agreement.

Note: We use *So do I* when we are agreeing with a statement made in the present simple: *I like ice cream. So do I.* We use *So am I* when we are agreeing with a statement using the present tense of to be: *I'm from Saudi Arabia. So am I.* We also use *So am I* with a statement made in the present continuous: *I'm going to the park this afternoon. So am I.*

- Ask students to read the Look! box.

Extra activity:

- Ask students to copy the sentences into their notebooks.

Homework: Workbook pages 104 and 105

Final activity:

- Practise clothes vocabulary.
- Write *s _ _ _ s* on the board. Say *shoes* and write the letters *hoe* in the word, *shoes*. Write *s _ _ _ f* on the board. When a student says *scarf* ask him/her to come and write the missing letters in the word.
- Students continue with other clothes items in pairs.
- Say *Well done. See you again soon.*

ANSWERS:

- 1 He's got some notes but he hasn't got any coins.
2 He's got some chickens but he hasn't got any eggs.
3 They've got some water but they haven't got any juice.
4 They've got some sons but they haven't got any daughters.

- 2 1 England Saudi 2 class school 3 happy nervous
4 any some 5 haven't hasn't 6 texts e-mails
7 warmer colder 8 old new

- 3 1 Hi 2 hope 3 How's 4 term 5 nervous 6 friendly 7 had
8 surprise 9 love

- 4 1 So do I. 2 So am I. 3 So do I. 4 So do I. 5 So am I.
6 So do I.

- 5 Across 3 OXFORD 4 BYE 7 P.E. 8 SCARED 11 AM 12 ON
Down 1 HOPES 2 SO 5 BELL 6 WELL 9 CAN 10 AM

Unit 3

It's bigger than the green bag

LESSON 4 REVIEW

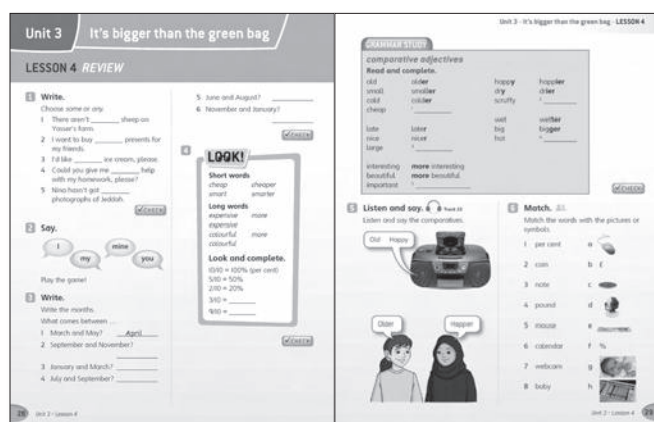
Language

Revision of language in Unit 3.

Grammar study: Comparative adjectives

Bring to the lesson:

- the CD (track 23)
- the Student's Book (pages 28 and 29)
- the Workbook (pages 100 – 105)



To start:

- Greet the students.
- Write the following word snake (without underlining the words) on the board and ask students to copy it:
asheeperpostmanolesurprisetanvetoghpilotadesaler
- Ask students, in pairs, to find six words in the snake.
- Say *Open your books at page 28, please.*

1 Write.

Aim: to practise using *some* and *any* correctly.

- Ask students to complete Exercise 1.
- Monitor the students as they are doing the exercise.
- In pairs they should check each other's work.

ANSWERS: 1 *any* 2 *some* 3 *some* 4 *some* 5 *any*

2 Say.

Aim: to practise possessive adjectives and pronouns.

- Put students into groups of four or five. The first student says a personal pronoun (*I*). The second says the possessive adjective (*my*). The third says the possessive pronoun (*mine*). The next student chooses another personal pronoun (e.g. *you*, *he*), and so on.

Note: If it is easier in terms of classroom management this game can be played in pairs.

3 Write.

Aim: to practise months.

- Ask students to complete Exercise 3.
- Students check each other's work in pairs.

ANSWERS: 2 *October* 3 *February* 4 *August* 5 *July*
6 *December*

Extra activity:

- Students continue Exercise 3 orally in pairs.

4 Look!

Aim: to introduce students to the formation of comparatives with shorter and longer adjectives.

Note: At this stage students need only know that one-syllable adjectives add *-er* and three-syllable (or more) are prefixed by *more*. Two-syllable adjectives will be dealt with later.

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

Unit 3 • It's bigger than the green bag • LESSON 4

Grammar study:

Note: The basic rules for the formation of regular comparative adjectives are as follows:

- 1 One-syllable adjectives with long vowels (e.g. /i:/) or diphthongs (e.g. /aʊ/) add *-er* (e.g. *cheaper, older*).
- 2 Short adjectives ending in *-y* drop the *-y* and add *-ier* (e.g. *happier*).
- 3 Short adjectives ending in *-e* add *-r* (e.g. *larger*).
- 4 One-syllable adjectives with short vowels (e.g. /æ/) double the last consonant and add *-er* (e.g. *fatter*).
- 5 Adjectives with three or more syllables use *more* before the adjective (e.g. *more expensive, more interesting*).

- Ask students to read and complete this section.
- In pairs, they check each other's work.

ANSWERS: 1 *cheaper* 2 *scruffier* 3 *larger* 4 *hotter*
5 *more important*

Extra activity:

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

5 Listen and say.

Aim: to practise comparatives.

- Say *Listen to the CD and repeat*.
- Play track 23 but stop after the word *happier*. Pause to give students time to repeat.
- Say *Listen and say the comparatives*.
- Play the rest of the track. Students supply the comparatives.

AUDIOSCRIPT TRACK 23

Old	Older			
Happy	Happier			
Short	Funny	Large	Small	Smart

6 Match.

Aim: to practise vocabulary from this unit.

- In pairs, students match the words and pictures.

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

Homework:

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

Final activity:

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

Unit 4 Into the past

LESSON 1 *Hurry up, Nina*

Language

Functions: Expressing need

Grammar: *need*; Past tense questions (1)

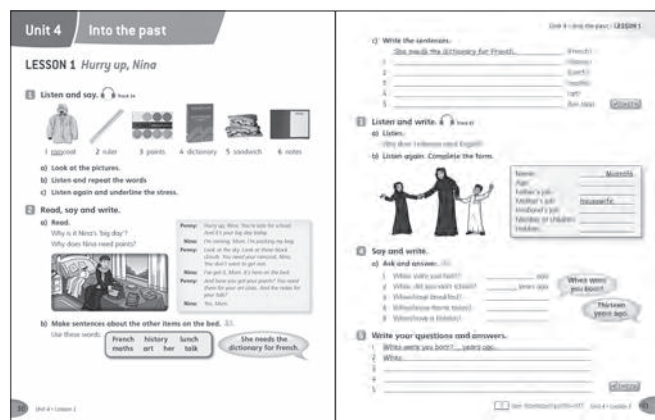
Vocabulary: *big day, raincoat, ruler, dictionary, paints (n), sandwich, notes, housewife, husband, married, born, hobby*

Pronunciation: Word stress

Reading and writing: Form filling; Past questions; *need* sentences

Bring to the lesson:

- the CD (tracks 24 and 25)
- the Student's Book (pages 30 and 31)
- the Workbook (pages 106 and 107)



To start:

- Greet the students.
- Ask students what they always (or sometimes) bring with them to school.
- Say *Open your books at page 30, please.*

1 Listen and say.

Aims: to introduce new vocabulary; to identify word stress.

- Ask students to look at the pictures and words in Exercise 1.
- Say *Listen and repeat the words.*
- Play track 24. Pause to give students time to repeat.
- Play the track again and ask students to repeat once more.

c)

- Write two words on the board (e.g. *window, excited*). Say the first word with a slightly exaggerated stress pattern. As you say the word, underline the stressed syllable on the board (window). Repeat with the second word (excited).
- Say *Listen and underline.*
- Play track 24. Students underline the stress in each word.
- Briefly check their work.

ANSWERS: 1 raincoat 2 ruler 3 paints 4 dictionary
5 sandwich 6 notes

AUDIOSCRIPT TRACK 24

1 raincoat raincoat
2 ruler ruler
3 paints paints
4 dictionary dictionary
5 sandwich sandwich
6 notes notes

2 Read, say and write.

Aim: to introduce need.

- Ask students to look at the picture in Exercise 2. What can they see? What is Nina wearing? (*A ruler, paints, a book, a dictionary, sandwiches, raincoat, notes, bag. She's wearing an abaya and a scarf.*)
- Ask students to read the dialogue in Exercise 2 and answer the questions.

ANSWERS: (In students' own words) *It's her 'big day' because she's giving her talk on Saudi Arabia. She needs paints for her art class.*

- b)
- In pairs, students should make sentences using the verb *need*.
 - Go round the class listening to the students.
 - Ask individual students to say the sentences.
- c)
- Ask students to write the sentences.
 - Students check each other's work in pairs.

ANSWERS:

- 1 *She needs the book for history.*
- 2 *She needs the sandwiches for lunch.*
- 3 *She needs the ruler for maths.*
- 4 *She needs the paints for art.*
- 5 *She needs the notes for her talk.*

3 Listen and write.

Aims: to choose the correct verbs to complete the e-mail; to practise writing the present continuous.

- a)
- Tell students that they are going to hear about a Saudi woman.
 - Say *Read the question in Exercise 3a, listen to the CD and answer the question.*
 - Play track 25.

ANSWERS: (In students' own words) *She likes English books and she likes playing games in English with her children.*

- b)
- Say *Listen again and complete the form.*
 - Give students time to read the identity card.
 - Play track 25 again.
 - You may need to pause the track and play it twice.
 - Students check each other's work in pairs.

ANSWERS:

Name: Haleema Mustafa
 Age: 25
 Father's job: farmer
 Mother's job: housewife
 Husband's job: soldier
 Number of children: 2
 Hobbies: reading English books, playing with her children

AUDIOSCRIPT TRACK 25

Haleema Mustafa was born 25 years ago near Al Hufuf in the east of Saudi Arabia. Her father was a farmer and her mother was a housewife. She had two older brothers. At school, her favourite subject was English. Now she is married. Her husband is a soldier and they have a son and a daughter. She needs English – one of her hobbies is reading English books and she enjoys playing games in English with her children.

4 Say and write.

- a)
- Ask students to read the questions in Exercise 4.
 - In pairs students take turns to ask and answer the questions giving true answers.
 - Monitor the activity to ensure that students are answering correctly.
- b)
- Ask students to write the questions and answers.
 - In pairs they should check each other's work.

Homework: Workbook pages 106 and 107**Final activity:**

- Ask students, in pairs, to create two imaginary sandwiches – one that they would love to eat, one that they would hate. Students ask you if they do not know the vocabulary for the necessary ingredients.
- Say *Well done. See you again soon.*

ANSWERS:

1 1 wall 2 map 3 raincoats 4 timetable 5 paints
 6 ruler 7 dictionaries 8 notes

2 1 They need the balls for sport.
 2 He needs the bell for his bike.
 3 They need the sandwiches for a picnic.
 4 She needs the eggs for breakfast.
 5 He needs the cup for his coffee.
 6 She needs the bag for her books.
 7 She needs the tree for her garden.
 8 They need the map for geography.

3 1 timetable 2 ruler 3 July 4 Grandpa 5 dictionary
 6 raincoat 7 cousin 8 history

4 1 Alfie Roberts 2 39 3 English / British 4 farmer
 5 French teacher / teacher 6 5 7 football and swimming
 8 Jennifer Roberts 9 36 10 English / British
 11 French teacher / teacher 12 farmer 13 5
 14 painting and cooking

5 (The following words + students' own answers.)

1 was your last 2 was 3 did you start 4 did you last eat
 5 did you last visit 6 were 7 was

Unit 4 Into the past

LESSON 2 Special days

Language

Functions: Historical narrative

Grammar: Past simple tense (2), *exciting/–ed, interesting/–ed*

Vocabulary: *primary school, school trip, Viking, countries, sail (v), world, discover, brave, flat, foggy, believe*

Reading and writing: Historical narrative, Definitions

Bring to the lesson:

- the CD (tracks 26 – 28)
- the Student's Book (pages 32 and 33)
- the Workbook (pages 108 and 109)

To start:

- Greet the students.
- Say *Open your books at page 32, please.*
- Ask students to look at the pictures and read the text *Visit Jorvik!*
- Find out if any students know anything about the Vikings.

1 Read and listen.

Aim: to establish topic *The Vikings*.

- a)
 - Ask students to read the questions.
 - Say *Listen to the CD and write the answers.*
 - Play track 26. Students write the answers.
 - Allow students to read the text while they listen to find spelling (*York, Scandinavia*).
- b)
 - Play the track again for students to check.

ANSWERS: 1 *York* 2 *In the north of England.* 3 *Scandinavia*

AUDIOSCRIPT TRACK 26

Dave: Now lets talk about the past. This time last year, Yasser, where were you?

Yasser: This time last year ... let me think. Well, I was at school ... but I was at primary school. Where were you this time last year, Teacher?

Dave: I remember it well. I was a teacher at a school in Oxford and we had a school trip.

Yasser: A school trip? Where did you go?

Dave: To York.

Rakan: Where's York, Teacher?

Dave: It's a city, Rakan. It's in the north of England.

Yasser: What's in York, Teacher?

Dave: A Viking Museum. It's called the Jorvik Centre.

Rakan: What's a Viking?

Dave: The Vikings were people from Scandinavia. Look, here. But a lot of them lived in England a thousand years ago.

2 Read and match.

Aims: to read and understand words from context; to understand details of a text.

- a)
 - Check students' understanding of the word *opposite*. Write *good* on the board. Say *Opposite, please?* If students do not answer, say and write *bad*. Write *long* on the board, say *Opposite, please?* (*short*)
 - Ask students to read the text in Exercise 2 and find the opposite words.
 - Ask individual students to say the opposites.

ANSWERS: 1 *south* 2 *round* 3 *scared*

- b)
 - Ask students to read the text again and match the halves of the sentences, in pairs.
 - Ask students to identify the places on the map on page 32.
 - Help them with new words (e.g. *foggy*).
 - Ask individual pairs to start and finish the sentences correctly.

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

3 Listen.

Aim: to provide a link between exercises.

- Ask students to read the question.
- Say *Listen to the CD and answer the question.*
- Play track 27.

ANSWER: (In students' own words) *Because he wants to go home and talk to Nina.*

AUDIOSCRIPT TRACK 27

Yasser: That's really interesting, Teacher. I'd like to go there one day.

Dave: Thank you ... Well, that's the end of the lesson. Do you know, my daughter Nina talked to her whole school today about her visit to Saudi Arabia?

Yasser: Did she?

Dave: Yes, and now I want to go home and phone her and ask her about it. Bye!

Class: Goodbye, Teacher.

4 Read, listen and tick (✓).

Aim: to listen for specific words.

- Ask students to look at the picture and read the text in Exercise 4a.
- Ask *Was Nina's talk good or bad? (Good – it was great!)*
 - a)
- Ask students to read and say out loud the adjectives.
 - b)
- Say *Listen to the CD. Tick the adjectives you hear.*
- Play track 28.
- Students tick the adjectives.
- c)
- Play track 28 again for students to check.

ANSWER: All except *exciting* are ticked.

AUDIOSCRIPT TRACK 28

Nina: Well, that's the end of my talk. Thank you very much.

Mrs. Henderson: Thank you, Nina. That was really interesting, wasn't it, girls?

Girls: Yes!

Mrs. Henderson: Yes, I enjoyed it very much. The Saudis sound very friendly people.

Nina: Yes, Mrs. Henderson, they are.

Mrs. Henderson: And your photographs! What a beautiful country ... I didn't know ...

Nina: Yes, it's very beautiful.

Mrs. Henderson: And the weather ... warm and sunny. Mmm!

Nina: Yes. We were there in the winter. I think it can be very hot in the summer.

Mrs. Henderson: Thank you again, Nina. Now, girls, time for class.

5 Look!

Aim: to introduce the difference between *excited/exciting*, *interested/interesting*.

- Ask students to look at the *Look!* box and read the sentences.
- You can reinforce this by reading a book in an interested fashion saying *I'm interested*. Then hold up the book and say *It's interesting*.

Extra activity:

- Students copy the sentences in their notebooks.

Homework: Workbook pages 108 and 109

Final activity:

- The Vikings lived in Europe a thousand and more years ago. Ask students what was happening in the Middle East in this period. At this stage it is unlikely that they will have the language to compare the so-called European 'Dark Ages' with the flourishing civilisation and learning of the Islamic world.
- Say *Well done. See you again soon.*

ANSWERS:

1 1 sailed 2 travelled 3 lived 4 sailed 5 visited 6 discovered

2 1 He was at a school in Oxford.
2 He was at primary school.
3 They were from Scandinavia.
4 They lived in England a thousand years ago.
5 They believed that the world is flat.
6 They enjoyed Nina's talk.
7 It was warm and sunny.
8 She was there in the winter.

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

4 1 interested 2 surprised 3 interesting 4 excited 5 exciting

5 1 It's sunny. 2 It's foggy. 3 It's windy. 4 It's rainy. 5 It's cloudy.

6 Students' own answers.

Unit 4 When is it?

LESSON 3 What's the matter, Jack?

Language

Functions: Talking about health; Historical narrative

Grammar: Past simple tense (3); Irregular comparatives

Vocabulary: *temperature, degrees, surgery, Morocco/ Moroccan, countries, continue, depart, explore, die, return, Sultan, (TV) programme, internet, medicine*

Pronunciation: Possessive pronouns

Reading and writing: Possessive pronouns

Bring to the lesson:

- the CD (tracks 29 to 30)
- the Student's Book (pages 34 and 35)
- the Workbook (pages 110 and 111)
- flashcards of illnesses: *headache, toothache, stomach ache, cold, doctor, nurse*

Unit 4 Into the past

LESSON 3 What's the matter, Jack?

1 Read, say, listen and write.

a) Look at the pictures.

Where is Jack? Who can you see in the photographs?

b) Read the sentences.

Doctor: Oh dear, we have got a temperature. It's 38°. You can't go to school today, or tomorrow.

Jack: No, nurse.

Doctor: Well, you're feeling better. You can go back to school tomorrow.

c) Put the pictures in the correct order.

2 LOOK!

cheap cheaper old older
good better bad worse

3 Listen and read.

4 Listen and say.

5 Listen and say.

6 Who was Ibn Battuta?

Ibn Battuta was born in Morocco in 1304. In 1325 he travelled on his way to Mecca. And he didn't stop travelling for the next 28 years! He started from Tangier, and after Mecca, he travelled all over the Islamic world. He visited South Arabia, Egypt, Turkey, Iran, Iraq and Afghanistan. Then he continued to India, Sri Lanka, the Sultan, Muhammad Tughlaq, asked him to go to China, where he visited Zhenzhen and Beijing. He returned to Morocco after 25 years - but did he stop travelling? No, he didn't. After only a few days he departed for Spain, which was a Muslim country. He stayed in the city of Granada and then returned to Morocco. He then travelled to Africa, to Fez, and then explored the River Niger. Finally, he died in Morocco, in Fez, in about 1370. In his life, Ibn Battuta travelled 117,000 km.

7 Listen and say.

8 Listen and say.

9 Listen and say.

10 Listen and say.

11 Listen and say.

12 Listen and say.

13 Listen and say.

14 Listen and say.

15 Listen and say.

16 Listen and say.

17 Listen and say.

18 Listen and say.

19 Listen and say.

20 Listen and say.

21 Listen and say.

22 Listen and say.

23 Listen and say.

24 Listen and say.

25 Listen and say.

26 Listen and say.

27 Listen and say.

28 Listen and say.

29 Listen and say.

30 Listen and say.

31 Listen and say.

32 Listen and say.

33 Listen and say.

34 Listen and say.

35 Listen and say.

36 Listen and say.

37 Listen and say.

38 Listen and say.

39 Listen and say.

40 Listen and say.

41 Listen and say.

42 Listen and say.

43 Listen and say.

44 Listen and say.

45 Listen and say.

46 Listen and say.

47 Listen and say.

48 Listen and say.

49 Listen and say.

50 Listen and say.

51 Listen and say.

52 Listen and say.

53 Listen and say.

54 Listen and say.

55 Listen and say.

56 Listen and say.

57 Listen and say.

58 Listen and say.

59 Listen and say.

60 Listen and say.

61 Listen and say.

62 Listen and say.

63 Listen and say.

64 Listen and say.

65 Listen and say.

66 Listen and say.

67 Listen and say.

68 Listen and say.

69 Listen and say.

70 Listen and say.

71 Listen and say.

72 Listen and say.

73 Listen and say.

74 Listen and say.

75 Listen and say.

76 Listen and say.

77 Listen and say.

78 Listen and say.

79 Listen and say.

80 Listen and say.

81 Listen and say.

82 Listen and say.

83 Listen and say.

84 Listen and say.

85 Listen and say.

86 Listen and say.

87 Listen and say.

88 Listen and say.

89 Listen and say.

90 Listen and say.

91 Listen and say.

92 Listen and say.

93 Listen and say.

94 Listen and say.

95 Listen and say.

96 Listen and say.

97 Listen and say.

98 Listen and say.

99 Listen and say.

100 Listen and say.

To start:

- Greet the students.
- Revise the illnesses and *doctor, nurse* (from *Lift Off! 1a*) using the flashcards.
- Say *Open your books at page 34, please.*

1 Read, say, listen and write.

Aim: to introduce medical vocabulary.

- a)
- Ask students to look at the pictures.
 - Ask *Where is Jack?* (*He's at the doctor's (surgery).*) Teach *surgery*. Ask *Who can you see?* (*Jack, a doctor, a nurse.*)

b)/c)

- In pairs, the students read the text and look at the pictures. Then they put the pictures into the correct order.

ANSWER: 2, 3, 1

Extra activity:

- Write 38° on the board. Say *38 degrees*. Students repeat and copy.
- Draw a figure next to the 38°. Draw an arrow from the 38° to the figure. Say *He/She's got a temperature* (/ˈtempərɪtʃə/). Students repeat and copy.

2 Look!

Aim: to introduce irregular comparatives.

- Ask students to read the *Look!* box.
- Teach the pronunciation of *worse* (/wɜːs/) and *better* (/ˈbetə/).

3 Listen and read.

Aim: to listen and read for detail.

- a)
- Ask students to read the question.
 - Say *Listen to the CD and answer.*
 - Play track 29.

ANSWERS: No, he doesn't.

- b)
- Say *Read the sentences. Listen again.*
 - Play track 29 again.
 - In pairs, students decide which are the false sentences and correct them.

ANSWERS: 1 False. Jack feels better today.
2 False. Jack can go back to school tomorrow. 3 True

AUDIOSCRIPT TRACK 29

Doctor: Hello, Jack. So, how are you feeling today?

Jack: Better, Doctor. Much better, thank you.

Doctor: And how's your headache?

Jack: Fine, thank you.

Doctor: Good. Yes, you look better. I think you can go back to school tomorrow.

Jack: But Doctor ...

Doctor: Yes, Jack?

Jack: Oh, nothing. There's a really difficult test tomorrow!

Note: The doctor has a Scottish accent on the CD. This is intentional since students should learn to understand simple non-standard forms of spoken English. The students do not need to copy the accent.

4 Listen and say.

Aims: to understand past simple questions and statements; to introduce the topic of *Ibn Battuta*.

Note: If you feel it necessary you may explain to students that European calendar years are not the same as years in the Islamic calendar. You do not need to go into the reasons for this. You can establish the difference by writing the number of the present year in the Islamic and European calendar. Point out that, in this lesson (and in others) the years shown are in the European numeration.

- a)
- Ask students to look at the picture in Exercise 4a.
 - Ask *Who can you see?* (*Mr Norris, Jack and Charlie.*)

- b)
- Ask students to read the questions in Exercise 4b.
 - Say *Listen to the CD and answer.*
 - Play track 30.

ANSWERS: *He watched TV. Ibn Battuta.*

AUDIOSCRIPT TRACK 30

Mr Norris: Hello, Jack. Where were you yesterday?
Jack: Sorry, Mr Norris. I was ill. I had a headache and a temperature. I stayed at home.
Mr Norris: You stayed at home, eh? And what did you do?
Jack: Well, er ... I watched TV. There was a really interesting programme.
Charlie: What was it about, Jack?
Jack: It was about a Moroccan man. His name was Ibn Battuta. Look, I discovered this on the internet.

5 Read, say and write.

Aims: to practise regular past simple tense questions and statements; to read a historical narrative.

- a)
- Ask students to read the questions.
 - Say *Read about Ibn Battuta and answer the questions.*
 - Be prepared to answer students' questions about new vocabulary.

Note 1: Whenever students encounter new items of vocabulary you should write them on the board for students to copy into their notebooks. Try to incorporate the words into sentences, for example *He explored the River Niger* – not just the word *explore*.

Note 2: This is one of the longer texts that students have encountered so far. Allow them to work on the text in pairs if it gives them more confidence.

ANSWERS: **1** *In 1355. (1325 + 30 years)* **2** *The Sultan of Delhi.*
3 *Yes (Spain)* **4** *In Spain.*

- b)
- In pairs, students should take turns to make full questions using the words provided and answer.
 - Monitor the exercise. Check that students are forming questions correctly. Provide help where necessary.

Note: Normally we would give short answers when answering *Wh-* questions, for example *Where did he stay in Spain?* *In Granada.* For maximum practice of the past simple in this exercise, however, encourage students to use the longer answers (e.g. *He stayed in Granada.*)

- c)
- Ask students to write the questions.
 - In pairs, students should check each other's work.

ANSWERS: **1** *He travelled on Haj to Mecca.* **2** *What countries did he visit? He visited ... (any three countries from the text)* **3** *When did he return to Morocco? He returned to Morocco in 1350. (25 years after he left)* **4** *Where did he stay in Spain? He stayed in Granada.*

Homework: Workbook pages II0 and III

Final activity:

- Briefly teach the difference between *at/off* school.
- Indicate the picture of Jack and Mr. Norris on page 35. Ask *Where's Jack?* (*He's at school.*)
- Indicate the picture of Jack and the doctor at Jack's house. Ask *Where's Jack?* (*He's at home.*) Say *Yes. He's at home. He's off school.*
- Say *Well done. See you again soon.*

ANSWERS:

1 *surgery temperature nurse headache doctor medicine*
2 **1** *in bed* **2** *very well* **3** *temperature* **4** *headache*
5 *medicine water* **6** *off*
3 **1** *older* **2** *happier* **3** *shorter* **4** *better* **5** *smarter* **6** *worse*
7 *scruffier* **8** *easier*
4 **1** *cheaper* **2** *more expensive* **3** *more colourful* **4** *than*
5 *hotter* **6** *worse* **7** *difficult*
5 **1** *watched* **2** *died* **3** *started* **4** *liked* **5** *discovered*
6 **1** *travelled* **2** *travelled* **3** *continued* **4** *explored* **5** *visited*
6 *talked* **7** *stayed* **8** *lived* **9** *returned*
7 **1** *d* **2** *e* **3** *b* **4** *a* **5** *c*

Unit 4 Into the past

LESSON 4 REVIEW

Language

Revision of language in Unit 4.

Grammar study: The regular past simple tense

Bring to the lesson:

- the Student's Book (pages 36 and 37)
- the Workbook (pages 106 – 111)

Unit 4 Into the past

LESSON 4 REVIEW

1 Write. Complete the sentences. Use these words.
 coat computer drink money
 1 You need a warm _____ on a cold day.
 2 You need a _____ when you're thirsty.
 3 You need a _____ to send an e-mail.
 4 You need lots of _____ to buy a car.
 5 You need _____ when you're ill.

2 Match. Match the words and their meanings.
 1 sandwich a is someone who works in the home
 2 medicine b something to eat made of bread
 3 temperature c a person who works with wood
 4 housewife d is a place where a doctor works
 5 surgery e you drink this when you're ill
 6 carpenter f 30°

3 Write. Complete yourself to members of your family or friends. Write three sentences.
 I'm a better cook than my brother.
 I'm a better cook than my brother.
 I'm a better cook than my brother.

4 Write and punctuate.
 Doctor: Hello Jack. How are you feeling today?
 Jack: Hello, Jack. How are you feeling today?
 Doctor: And how's your headache?
 Jack: Much better, thank you.
 Doctor: Good. Yes, you look better. I think you can go back to school tomorrow.

5 Read, say and write.
 a) Read, ask and answer. Read the article on page 35 to help you.
 Did he go to Mukkah in 1925? Yes, he did.
 No, he didn't.
 1 Spil to Mukkah in 1925?
 2 Spil to Mukkah in 1925?
 3 Spil to Mukkah in 1925?
 4 Spil to Mukkah in 1925?
 5 Spil to Mukkah in 1925?
 6 Spil to Mukkah in 1925?

6 Complete. Use the words in the box.
 1 Jack went to Mukkah in 1925.
 2 Jack went to Mukkah in 1925.
 3 Jack went to Mukkah in 1925.
 4 Jack went to Mukkah in 1925.
 5 Jack went to Mukkah in 1925.
 6 Jack went to Mukkah in 1925.

AUDIOSCRIPT TRACK 32

- | | |
|---------------|-------------|
| 1 sandwich | sandwich |
| 2 medicine | medicine |
| 3 temperature | temperature |
| 4 housewife | housewife |
| 5 surgery | surgery |
| 6 carpenter | carpenter |

3 Write.

Aim: to revise comparative adjectives.

- Ask students to read the instructions and the examples.
- Students complete the exercise.
- Students check each other's work in pairs.
- Check their answers.

ANSWERS: Students' own words.

4 Write and punctuate.

Aim: to punctuate correctly within a dialogue.

- Ask students to punctuate the sentences correctly.
- Students can do this exercise in pairs or check each other's work when they are finished.

ANSWERS:

- 1 Hello, Jack. How are you feeling today?
- 2 Much better, thank you.
- 3 And how's your headache?
- 4 Fine, thank you.
- 5 Good. Yes, you look better. I think you can go back to school tomorrow.

Extra activity:

- Ask individual students to write the sentences correctly on the board.

To start:

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

1 Write.

Aim: to complete sentences using *need*.

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

ANSWERS: 1 coat 2 drink 3 computer 4 money 5 medicine

2 Match.

- Ask students to match the words and their definitions.

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

Grammar study:

Note: The basic rules for forming regular past simple tenses are as follows

1 Verbs that end in *-y*: delete the *-y* and add *-ied*.

2 Verbs that end in *-e*: add *-d*.

3 Other verbs: add *-ed*.

4 There is another type that students have not met yet and is not included here. One syllable verbs with a short vowel sound ending in a consonant (*jog, bat*). With these words repeat the last consonant and add *-ed* (*jogged, batted*).

- Ask students to read and complete the *Grammar study box*.
- Go round the class checking the students' work.

ANSWERS:

<i>sail</i>	<i>sailed</i>	<i>live</i>	<i>lived</i>
<i>discover</i>	<i>discovered</i>	<i>die</i>	<i>died</i>
<i>look</i>	<i>looked</i>	<i>explore</i>	<i>explored</i>
<i>ask</i>	<i>asked</i>		
<i>watch</i>	<i>watched</i>	<i>study</i>	<i>studied</i>
<i>need</i>	<i>needed</i>	<i>marry</i>	<i>married</i>

Extra activity:

- Students copy the *Grammar study box* into their notebooks.

5 Complete.

Aim: to complete sentences and form past simple questions and negatives.

Note: This simple exercise can be seen as an extension of the *Grammar study box*.

- Ask students to complete the exercise.
- In pairs, they should check each other's work.

ANSWERS: 1 *Did* 2 *Did* 3 *did* 4 *did* 5 *didn't* 6 *didn't* 7 *didn't*

6 Read, say and write.

Aim: to practise forming past simple questions and giving short answers.

a)

- Refer students back to the information about Ibn Battuta on page 35.
- Ask them to read the example.
- In pairs students take it in turns to ask and answer.

b)

- Ask students to say the questions again and write the answers.

ANSWERS:

- 1 *Did he go to Mecca in 1325? Yes, he did.*
- 2 *Did he travel for 40 years? No, he didn't.*
- 3 *Did he go to India? Yes, he did.*
- 4 *Did he explore the River Nile? No, he didn't.*
- 5 *Did he go to England? No, he didn't.*
- 6 *Did he die in Fez? Yes, he did.*

Extra activity:

- Ask students to add further information to the *No* answers, for example 2 *No, he didn't. He travelled for 30 years.*

7 Write and say.

Aim: to conduct interviews using the narrative present simple.

- Ask students to read the instructions to Exercise 7.
- Give them adequate time to prepare (see note 1 below).
- Monitor the activity. Do not demand exact accuracy – fluency is more important in an activity like this.

Notes:

- 1 You may think it a good idea for students to prepare this activity for homework.
- 2 Students should be aware that they should not only prepare to answer questions about their character but also prepare questions for the other student.
- 3 You need not use Ibn Battuta and a Viking for this exercise. You may prefer any other historical figures – maybe figures that students have studied in their history lessons. The advantage of Ibn Battuta and a Viking is that the students know the associated vocabulary.

Homework:

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

Final activity:

- Arrange the class into groups of three or four.
- Students should choose one of their group to be the writer.
- Tell them they have three minutes to write as many words for food and drink that they can (in English!).
- Say *Go* and then *Stop* after three minutes.
- The group with the most words spelt correctly is the 'winner'.
- Say *Well done. See you again soon.*

Unit 5 All about food

LESSON 1 *Could you do me a favour?*

Language

Functions: Talking about a recipe

Grammar: Countable and uncountable nouns (1);
how much/many

Vocabulary: *lamb, cumin, quarter (n), skewer, cut, grill, supermarket, loaf, packet, special, kilo(gram), kg, salt, pepper*

Reading and writing: A shopping list

Bring to the lesson:

- the CD (track 32)
- the Student's Book (pages 38 and 39)
- the Workbook (pages 112 and 113)

To start:

- Greet the students.
- Say *Open your books at page 38, please.*

1 Speak and read.

Aims: to introduce uncountable nouns; to read and understand e-mails.

- a)
- Ask students to look at the picture and answer the questions.

ANSWERS: *They're at Reema's house eating kebabs.*

- b)
- Say Read the e-mails and answer the questions.
- Students read and answer.

ANSWERS: *Nina wants a recipe from Ranya. They take 10 minutes to cook*

- c)
- Ask students to read the recipe again and look at the picture in Exercise 1c. In pairs they should talk about what is wrong with the kebab in the picture?
- Ask individual students to explain.

ANSWERS: *(In students' own words) In the kebab in the picture the meat, onions and tomatoes are not mixed together as in the recipe.*

2 Listen and write.

Aims: to listen for details; to introduce countable and uncountable nouns.

Note:

- Students have not previously encountered uncountable nouns systematically in this course. You may wish to refer them to the Arabic language which also has the classification of nouns which are countable and uncountable – though not necessarily the same list of nouns.
- Students may devote a page or two of their notebook to make a list of uncountable nouns as they appear.

- a)
- Say *Look at the words in the box in Exercise 2a. Read the question.*
- Say *Listen to the CD and answer.*
- Play track 32. Students listen and answer.

ANSWERS: *Sugar is not on the shopping list.*

- b)
- Say *Read Nina's shopping list.*
- Say *Listen to the CD again and complete the list in pairs.*
- Play track 32 again.
- Students complete the list using *four* and *some*. They may need to hear the track twice.

ANSWERS: *1 kg lamb; 4 tomatoes; 4 onions; some cumin; some rice; some tea; some read; 12 eggs*

AUDIOSCRIPT TRACK 32

- Nina:** Could I come with you to the supermarket, Mum? I can help you with the shopping.
- Penny:** OK, Nina. But first we need a list. Get a pen and some paper.
- Nina:** OK, Mum.
- Penny:** Right, we need to get some lamb, a kilo of lamb. Then we need four tomatoes and some onions and some cumin. I haven't got any cumin.
- Nina:** Lamb, tomatoes, onions and cumin ... How many onions, Mum?
- Penny:** Four. And some rice. A packet of rice. That's all for the kebabs. Now, we also need some tea, some bread and 12 eggs.
- Nina:** How much bread do we need?
- Penny:** Oh, one loaf is enough. Oh yes, and I need to buy some skewers.
- Nina:** OK, Mum. I've got all that.

Look!

Aim: to introduce *How many ...?* with countable nouns/*How much ...?* with uncountable nouns.

Note: In general you should try and confine your classes to the English language. However, the authors consider that, at this level, short explanations in Arabic of tricky points are acceptable.

- Teach the word *loaf*.
- Ask students to read the *Look!* box.

Extra activity:

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

3 Write.

Aim: to introduce *How many ...?* with countable nouns/*How much ...?* with uncountable nouns.

- Ask students to put the words into the correct column.
- They can do this exercise in pairs or check each other's work at the end.
- Monitor the activity. Give help where needed.

ANSWERS:

Countable nouns	Uncountable nouns
tomato	rice
egg	bread
onion	cumin
pen	paper
skewer	tea

Homework: Workbook pages I12 and I13

Final activity:

- In pairs or small groups students discuss their favourite Saudi dish. Help them with words to describe the dish. Do not insist on too much accuracy.
- Say *Well done. See you again soon.*

ANSWERS:

1 salt pepper onions lamb cumin tomatoes

2 1 some potatoes 2 some salt 3 some water 4 some lamb
5 some rice 6 some lambs 7 some coffee 8 some tomatoes
9 some cheese

3 1 How much water is there? There's a glass of water.
2 How many onions are there? There are two onions.
3 How much rice is there? There's a packet of rice.
4 How much juice is there? There's a bottle of juice.
5 How much cheese is there? There's a kilo of cheese.
6 How much bread is there? There's a loaf of bread.
7 How many mushrooms are there? There are four mushrooms.
8 How many potatoes are there? There are three potatoes.
9 How much tea is there? There's a packet of tea.

4 1 Cut 2 Rub 3 Put 4 Grill 5 boil 6 Serve

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

6 1 bread 2 some 3 many 4 much 5 some water 6 lamb
7 some sugar

Unit 5 All about food

LESSON 2 Mine's great, Mum

Language

Functions: Talking about food.

Grammar: Countables/uncountables (2); Possessive pronouns (2)

Vocabulary: dish, foreign, bored, permission, waterproof, Lake District

Reading and writing: A letter

Bring to the lesson:

- the CD (track 33)
- the Student's Book (pages 40 and 41)
- the Workbook (pages 114 and 115)

Unit 5 All about food

LESSON 2 Mine's great, Mum

1 Look, listen and say.

a) Look at the picture. Who can you see?

b) Listen. What is Fred's mother's name? And what is his uncle's name? Why does Penny want to see Nina Rosa?

Uncle Jim: This is great, Penny. Fantastic! What is it?

Penny: It's a type of kebab. It's a Saudi dish. Nina got the recipe from her Saudi friend and helped me cook it. How's yours, Fred?

Fred: Mine's great, Mum.

Penny: Is it as good as Ranya's, Nina?

Nina: Well... hers was ... different. But no, ours is really good.

Penny: And I enjoyed cooking it. I want to try more foreign food. It's more exciting than English cooking. Don't you agree, Jim?

2 Listen again.

Does Nina think that their kebabs are better than Ranya's?

Who wants to have more foreign food - Fred or his Uncle Jim?

3 Look at the underlined words.

Mine's great. It's really good. Does it taste good. She can give me one of hers.

Replace the words with names.

4 Say and write.

a) Look at the picture. In pairs, what can you see?

b) Write sentences about the picture.

I saw some more water. I saw some eggs.

I saw some rice and some eggs.

I saw some rice and some eggs.

5 Read the letter.

Dear Mum,

I'm writing to tell you about my trip to the Lake District. It was really good. I saw some more water. I saw some eggs. I saw some rice and some eggs. I saw some rice and some eggs.

6 Read the letter again.

a) Read the letter. What is the name of the person who wrote the letter? What is the name of the person who received the letter? What is the name of the person who sent the letter?

b) Read the letter again. What is the name of the person who wrote the letter? What is the name of the person who received the letter? What is the name of the person who sent the letter?

To start:

- Greet the students.
- Teach the phrase *foreign food* (i.e. food which is not Saudi).
- Ask if the students know any foreign food. Do they eat any? Do they like any foreign food?
- Say *Open your books at page 40, please.*

1 Look, listen and say.

Aim: revision of possessive pronouns.

- a)
- Ask students to look at the picture in pairs. Who can they see? (Fred, Nina, Uncle Jim, Penny.)
- b)
- Ask students to read the questions.
 - Say *Listen to the CD and answer.*
 - Play track 33.

ANSWERS: Penny; Jim; She wants a pizza recipe.

- c)
- Ask students to read the questions.
 - Say *Listen again and answer.*
 - Play track 33 again.
 - Pause after Nina says *Well ... hers was ... different. But no, ours is really good.* for students to answer the first question.
 - Pause after Fred says *I'm bored with English food!* for students to answer the second question.

ANSWERS: No, probably not. (She doesn't sound enthusiastic at first.) Fred

- d)
- Ask students to read the sentences in speech bubbles.
 - In pairs students replace the pronouns with names. They can read the conversation in 1b to help them.
 - Ask individual students to say the sentences with the names included.

ANSWERS: Ranya's was different. Penny's, Nina's, Fred's and Jim's is really good. Rosa can give me one of hers.

AUDIOSCRIPT TRACK 33

Uncle Jim: This is great, Penny. Fantastic! What is it?

Penny: It's a type of kebab. It's a Saudi dish. Nina got the recipe from her Saudi friend and helped me cook it. How's yours, Fred?

Fred: Mine's great, Mum.

Penny: Is it as good as Ranya's, Nina?

Nina: Well... hers was ... different. But no, ours is really good.

Penny: And I enjoyed cooking it. I want to try more foreign food. It's more exciting than English cooking. Don't you agree, Jim?

Uncle Jim: Well ...

Fred: Oh yes. Let's have more different food, Mum. It's much more interesting. I'm bored with English food!

Penny: OK then. Let's get some recipe books. And I can go and see Rosa Rossi, Elena's mother. I need a pizza recipe. She can give me one of hers!

Fred: Great!

Penny: Oh, and Nina ... I've got a letter from your head teacher.

2 Say and write.

Aim: to practise countable and uncountable nouns with *some* or a number.

- a)
- Ask students to look at the picture in pairs and read the speech bubbles.
 - Ask *What can you see?*
 - Check that students are using the correct format: *I can see some (uncountable) and a/number (countables).*
- b)
- Ask students to write five sentences about the picture.
 - Students check each other's work in pairs.

ANSWERS: (example answers)

- ... some juice and two kebabs.
- ... some cheese and a sandwich.
- ... some salad and three apples.
- ... some cheese and a burger.
- ... some bread and four oranges.

3 Read and correct.

Aims: to read a letter for detail; to set the scene for a future lesson.

- a)
- Ask students to read the letter and answer the question.

ANSWER: Miss Jennings

- b)
- Ask students to read the sentences then read the letter again.
 - In pairs, students decide whether the sentences are true or false.
 - They should correct the false sentences.

ANSWERS:

All the sentences are false.

Penny's/her mother's

1 *The school needs her uncle's permission for Nina to go.*

13

2 *The trip to the Lake District is 12 hours long.*

a picnic lunch

3 *They are having lunch in a restaurant.*

don't know

4 *They know what the weather is like next Thursday.*

Homework: Workbook pages I14 and I15

Final activity:

- Ask students to look at the photograph in Exercise 3 on page 41. Tell them that it is a beautiful part of England where many people visit and have holidays.
- In pairs or small groups, students discuss their favourite places in/parts of Saudi Arabia.
- Say *Well done. See you again soon.*

ANSWERS:

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

2 1 It's her mobile. It's hers.

2 They're their bikes. They're theirs.

3 It's his computer. It's his.

4 They're my lambs/sheep. They're mine.

5 It's her recipe. It's hers.

6 They're our raincoats. They're ours.

7 It's your bag. It's yours.

3

fruit	cook
juice	put
two	look
blue	would
moon	good
who	foot
boot	could

4 1 Would you like a drink?

2 My teacher's got some pencils.

3 How many eggs have you got?

4 Would you like a glass of juice?

5 There's some sugar on the table.

6 I need a packet of tea.

7 Could I have some bread with my meal please?

5 1 Dear 2 permission 3 trip 4 week 5 wet 6 hope

7 good 8 weather 9 wishes

6 1 trip 2 foreign 3 waterproof 4 boots 5 boring

6 permission 7 dish

Unit 5

All about food

LESSON 3 A new menu

Language

Functions: Ordering food

Grammar: Countables/uncountables (3); *some/any*

Vocabulary: *spinach, pineapple, fruity, special, lunchtime, look forward to*

Pronunciation: Word stress

Reading and writing: A menu

Bring to the lesson:

- the CD (tracks 34 and 35)
- the Student's Book (pages 42 and 43)
- the Workbook (pages 116 and 117)

Unit 5 All about food

LESSON 3 A new menu

1 Say, read, listen and write.

a) Read the menu.

b) Read the conversation.

c) Listen and check.

2 Say and write.

a) In pairs, make sentences about what pizzas on the Pizza House menu.

b) Write these sentences about the pizzas.

c) Order a meal in the Pizza House.

3 Look!

4 Listen and repeat.

5 Listen again and underline the stressed syllables.

To start:

- Greet the students.
- Ask *Who likes pizzas?*
- Ask individual students to describe their favourite pizzas.
- Say *Open your books at page 42, please.*

1 Say, read, listen and write.

Aims: to read a menu; to complete a text.

- Ask students to read the menu in Exercise 1.
- In pairs, students choose a pizza from the menu. The pictures of spinach and pineapple will help their comprehension.
- Say *Look at the questions in Exercise 1b.*
- Say *Read the conversation and answer the questions.*

ANSWERS: *Jim wants a cup of coffee. Fred wants a glass of water. Enrico is a waiter and Elena's father.*

- Say *Read the conversation and the menu again. Write the names of the pizzas.*
- Students read and write.

ANSWERS: 1 *Italian* 2 *Fruity Chicken* 3 *Special*

- Say *Listen to the CD and check your answers.*
- Play track 34. Pause after the three named pizzas.
- Students check their answers.

AUDIOSCRIPT TRACK 34

Enrico: Now, what would you like today? Look, we have a new lunchtime menu.

Jim: I see ... Could I have an Italian pizza, please?

Enrico: That's with cheese, tomatoes, spinach, garlic and olives.

Jim: Yes, but I don't want any garlic, please.

Enrico: With no garlic.

Fred: I think I'd like one with pineapple.

Enrico: Maybe a Fruity Chicken pizza? That's got chicken and pineapple.

Fred: No... I don't think I like chicken with pizza.

Enrico: Then try a Special. It's got some pineapple but it hasn't got any chicken.

Fred: OK. It's more expensive, but it sounds good. And could I have some salad, please?

Enrico: Certainly. And what would you like to drink?

Fred: I'd like a glass of water, please.

Enrico: And for you?

Jim: A cup of coffee, please.

Enrico: One glass of water and one cup of coffee.

Jim: Thank you, Enrico. Is your daughter Elena going on the school trip to the Lake District?

Enrico: Yes, she is. She's looking forward to it.

Note: Enrico has an Italian accent on the CD. This is intentional since students should learn to understand simple non-standard forms of spoken English. The students do not need to copy the accent..

2 Say and write.

Aim: to practise *some* and *any*.

- a)
 - Ask students to read the example sentences in Exercise 2.
 - In pairs, students take it in turns to discuss other pizzas using the same model with (positive) *some* and (negative) *any*.
 - Monitor the activity.

- b)
 - Students write three sentences about the pizzas.
 - Students check each other's work in pairs.

ANSWERS: (example answers) *The Normal pizza's got some cheese but it hasn't got any peppers. The Mediterranean pizza's got some garlic but it hasn't got any chicken. The Country pizza's got some mushrooms but it hasn't got any pineapple.*

- c)
 - Divide the class into groups of three or four.
 - One student plays the waiter/waitress. The others are customers in the Pizza House.
 - Using the conversation in Exercise 1b as a model students order their meals. They may choose extras and drinks.

3 Look!

Aim: to reinforce that uncountable nouns are not preceded by *a* or a number and do not take the plural *-s*.

- Ask students to read the *Look!* box.

Extra activity:

- Students copy the *Look!* box into their notebooks.

Pronunciation corner

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

- a)
 - Say *Listen to the CD and repeat the words*.
 - Play track 35.
 - Students listen and repeat.
- b)
 - Write *chicken* on the board. Say *chicken* with stress on the first syllable and at the same time underline chicken.
 - Say *Listen to the CD again and underline the other words*.

ANSWERS: 1 chicken 2 pineapple 3 skewer 4 supermarket
5 spinach 6 packet

AUDIOSCRIPT TRACK 34

1 chicken 2 pineapple 3 skewer 4 supermarket 5 spinach
6 packet

Homework: Workbook pages 116 and 117

Final activity:

- In pairs, students create their 'dream' pizza to add to the Pizza House menu.
- Say *Well done. See you again soon*.

ANSWERS:

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

- 2 1 He wants some salt but he doesn't want any pepper.
- 2 They want some pizzas but they don't want any chips.
- 3 They want some apples but they don't want any oranges.
- 4 He wants some coffee/a cup of coffee but he doesn't want any sugar.
- 5 She wants some onions but she doesn't want any garlic.
- 6 She wants some kebabs but she doesn't want any rice.
- 7 He wants a burger but he doesn't want any bread.

3 1 waiter 2 menu 3 olive 4 garlic 5 tomato 6 pepper
7 expensive

4 1 GLASS 2 WOULD 3 SPINACH 4 ONION 5 MENU
6 PINEAPPLE 7 PACKET 8 COULD 9 NO 10 PLEASE

Unit 5

All about food

LESSON 4 REVIEW

Language

Revision of language in Unit 5.

Grammar study: Countable and uncountable nouns

Bring to the lesson:

- the Student's Book (pages 44 and 45)
- the Workbook (pages 112 – 117)

To start:

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

1 Write.

Aim: to practise possessive pronouns.

- Ask students to read and complete Exercise 1.
- In pairs, students check each other's work.

ANSWERS: 2 *hers* 3 *ours* 4 *yours* 5 *Theirs*

2 Match.

Aim: to revise vocabulary from this unit.

- Ask students, in pairs, to match the words and pictures.

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

Extra activity:

- Students continue this activity in pairs. They take it in turns to indicate other pictures in the unit (or in earlier units) and their partner names the object.

3 Choose.

Aims: to further revise vocabulary from the unit; to fit the correct word to the context.

- Students complete the sentences using words from the box.
- In pairs, students check each other's work.

ANSWERS: 1 *looking forward to* 2 *lunchtime* 3 *supermarket* 4 *permission* 5 *bored*

Grammar study:

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

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

Extra activity:

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

4 Look!

Aim: to indicate that some nouns may be countable *and* uncountable when they have different meanings.

Note: A *pepper* (countable) is a vegetable. *Pepper* (uncountable) is a condiment as in *salt and pepper*. Animals and birds are countable (*lambs, goats, chickens*). Their meat is uncountable. (*Would you like some lamb, goat, chicken.*)

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

5 Match.

Aim: to revise vocabulary: units used with uncountable nouns.

- Ask students to read and match the units (on the left) with the uncountable nouns.
- They can do this in pairs or check each other's work at the end.

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

6 Write.

- Ask students to complete the sentences using *How much ...* or *How many ...* as in the examples.

ANSWERS: 1 *How much tea* 2 *How many eggs*
3 *How many onions* 4 *How much rice*

Homework:

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

Final activity:

- In groups of four or five, students order a pizza. The first student says (e.g.) *I'd like a pizza with cheese*. The second student says (e.g.) *I'd like a pizza with cheese and tomatoes*. The third says (e.g.) *I'd like a pizza with cheese, tomatoes and mushrooms*. And so on. Each student repeats what the previous student has said and adds another item.

- The group with the longest remembered pizza can stand up and say it to the class.

Note:

- 1 You may need to demonstrate this by starting it yourself.
 - 2 Check that students are only saying the word *and* before the final item. Not: *I'd like a pizza with cheese and tomatoes and mushrooms*. But: *I'd like a pizza with cheese, tomatoes and mushrooms*.
- Check that students are not adding the plural *-s* to uncountable nouns.
 - Say *Well done. See you again soon*.

Unit 6

The school trip

LESSON 1 Getting ready

Language

Functions: Making preparations

Grammar: Adjective order; Present continuous for future (revision)

Vocabulary: woolly, leather, bright, banana, stay, hotel, comfortable, world-famous, sweater

Reading and writing: Adjective order; An e-mail; Extract from a brochure

Bring to the lesson:

- the CD (tracks 36 and 37)
- the Student's Book (pages 46 and 47)
- the Workbook (pages 118 and 119)

To start:

- Have a brainstorming session with the class. What can they remember about some of the characters from the first five units of the book?
- Write the names of characters on the board – Mr. Norris, Mrs. Henderson, Omar, Fred, Jack, Elena, Nina.
- Give students a few minutes to note what can remember in groups of three or four. For example *Mr. Norris is Fred's new geography and P.E. teacher. Omar is (maybe) coming to Oxford. Jack was ill.*
- Ask students from each group what they can remember.
- Say *Open your books at page 46, please.*

1 Say and listen.

Aim: to introduce the order of adjectives.

- a)
- Ask students, in pairs, to look at the picture in Exercise 1. Who and what can they see? (*Nina and Penny, two sandwiches, some cake, orange juice, water and two bananas*, a green sweater, some boots and a yellow coat.* (*You may need to teach banana.))

- Ask what the boots and green sweater are made of. Teach *leather* and *wool/woolly*.

Extra activity:

- Ask students what is happening in the picture. Nina is preparing for something – what? Say *Well done* to any students who remember about her school trip.

b)

- Ask students to read the questions in Exercise 1b.
- Say *Listen to part 1 of the CD and answer.*
- Play track 36, part 1.
- Students listen and answer.

ANSWERS: Chicken in one, cheese in the other. £10.

c)

- Ask students to read the questions.
- Say *Listen to part 2 of the CD and answer.*
- Play track 36, part 2. Students discuss their answers in pairs.

ANSWERS: 1 A waterproof coat. 2 Yellow
3 Because everyone can see her coat.
4 Students guess – he's definitely coming to Oxford.

AUDIOSCRIPT TRACK 36

1

Penny: OK, Nina. I've got everything ready for you for tomorrow.

Nina: Thanks, Mum. What have I got for my picnic?

Penny: There are some sandwiches – a chicken sandwich and a cheese one. And there's some cake and two bananas, some juice and a bottle of water.

Nina: Thanks.

Penny: And here's £10. You can buy something there. They do have shops in the Lake District!

Nina: Thanks, Mum.

2

Penny: Now, what about your clothes? Here's your big green woolly sweater. That's warm. And your brown leather walking boots. But you didn't have anything really waterproof ...

Nina: No, Mum

Penny: So I went to Styles this afternoon and bought you ...

Nina: Oh, Mum ... it's great! A long, yellow waterproof coat! It's very bright ...

Penny: Yes, I know. Wear that and you can't get lost. Everyone can see where you are!

Fred: Mum, Mum ...

Penny: Yes Fred?

Fred: Look at this e-mail. It's from Omar ...

2 Say and write.

Aim: to practise the order of adjectives.

Note: Adjectives before nouns are usually in this order:

size colour material purpose + noun
Example: *small brown leather walking boots*

a)

- Ask students to read the sentences in Exercise 2.
- If necessary, explain the rules.
- In pairs students say sentences describing the items of clothing.
- Monitor and give assistance when necessary.

b)

- Students should help each other write the sentences.
- Alternatively, elicit the sentences from the class and write them on the board for students to copy.

ANSWERS:

- 1 *It's a short, red waterproof coat.*
- 2 *They're black leather walking boots.*
- 3 *It's a big, green woolly sweater.*
- 4 *It's a long blue skirt.*
- 5 *It's a long, blue and red woolly scarf.*

3 Read and answer.

Aims: revision of present continuous (future use); reading and understanding an e-mail.

a)

- Ask students to read the questions and the e-mail in Exercise 3.
- They answer the questions and compare their answers in pairs.
- Ask individual students for the answers.

ANSWERS: 1 *4 days.* 2 *He's Omar's cousin.* 3 *A city in England.*

Extra activity:

- Ask students to read the extract from the brochure about the White Lion Hotel. What do they think a 'five-star hotel' is? (*It's a very good one.*)

4 Look, read and order.

Aim: to read, understand and order a conversation.

a)

- Ask students to look at the picture in Exercise 4. Who can they see? (*Fred, Jack and Mr. Norris.*)

b)

- In pairs students read and order the conversation.

ANSWERS: 3, 5, 1, 4, 6, 2

c)

- Say *Listen to the CD and check that you have the correct order.*
- Play track 37.
- Students check their answers.

AUDIOSCRIPT TRACK 37

Fred: Sir, Sir! Mr Norris, sir.

Mr Norris: Yes, Fred.

Fred: My Saudi friend Omar's coming to Oxford in a fortnight. Could he come and visit our school for a day?

Mr Norris: Hmmm ... we need to ask the head teacher. But yes, it sounds like a good idea.

Jack: Yes, please, sir. He can help us with our geography.

Mr Norris: I'm seeing the head at midday. Let's see ...

Homework: Workbook pages 118 and 119

Final activities:

- Ask students to close their books and remember what Nina is taking with her to the Lake District.
- Say *Well done. See you again soon.*

ANSWERS:

- 1 1 a big purple leather bag 2 a small brown paper bag
3 a short blue woolly coat 4 the small black leather chair
5 a big red woolly hat 6 the smart brown leather shoes

- 2 1 I'm going 2 I'm flying 3 I'm staying 4 I'm visiting
5 we're having 6 I'm leaving 7 I'm going 8 I'm staying
9 I'm returning

- 3 1 train 2 hat 3 potato 4 sweater 5 cheese

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

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

- 6 Pupils' own answers.

Unit 6 The school trip

LESSON 2 The largest and the longest

Language

Functions: Tourism

Grammar: Superlative adjectives (regular); *How far/long ...?*

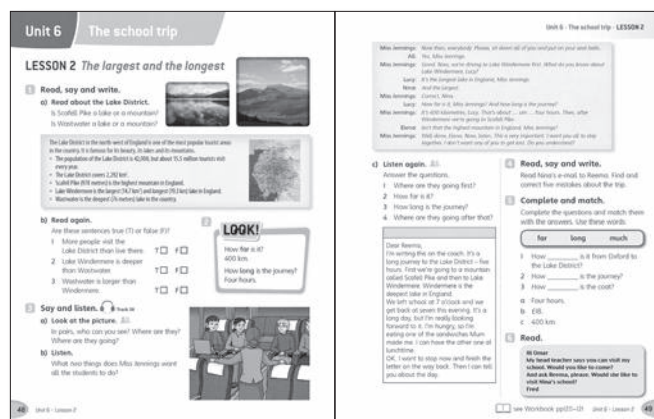
Vocabulary: *beauty, tourist, deep, metre, seat belt, population, coach (n), (get) lost*

Pronunciation: Superlatives

Reading and writing: Superlatives; *How...?* questions

Bring to the lesson:

- the CD (track 38)
- the Student's Book (pages 48 and 49)
- the Workbook (pages 120 and 121)
- a metre ruler



To start:



- Using the ruler, draw a metre line on the board.
- Ask *How long is it?* (One metre.)
- Now draw a square metre.
- Say *This is a square metre* and have students repeat. At the same time write $1m^2$ on the board.
- Rub out the square and draw a swimming pool like this: length 50m, width 25m, depth 2m. Write the measurements.
- Say *It's 50 metres long.* (Students repeat.) *It's 25 metres wide.* (Students repeat.) *It's 2 metres deep.* (Students repeat.)
- Say *Open your books at page 48, please.*

1 Read, say and write.

Aims: to introduce superlative adjectives; to read an extract from a tourist brochure.

- a)
- Ask students to read the questions in Exercise 1a.
- Ask them to read the passage about the Lake District and answer the questions.

ANSWERS: *Scafell Pike is a mountain. Wastwater is a lake.*

- b)
- Ask students to read the true or false sentences.
- Ask them to read the passage again and circle true or false.
- Students check each other's answers in pairs.

ANSWERS: 1 T 2 F 3 F

ANSWERS: 2 *Wastwater is deeper than Lake Windermere.*
3 *Windermere is larger than Wastwater.*

2 Look!

Aim: to reinforce the difference in meaning between *How far...?* and *How long...?*

Note: When discussing journeys we use *How far...?* as a question about distance and *How long...?* as a question about time.

- Ask students to read the *Look!* box.

3 Say and listen.

Aims: to hear superlative adjectives in speech; to introduce *How far...?/How long...?*

- a)
- Ask students to look at the picture and answer the questions.
- Ask individual students to answer (*they can see Nina, Lucy and Elena on a coach. They're going to the Lake District.*)
- Note:** Students will probably answer that Nina and her friends are on a *bus*. The difference between *bus* and *coach* is this: a *bus* takes passengers fairly short distances within or between neighbouring towns or cities. It makes frequent stops. A *coach* takes passengers on longer journeys and stops infrequently.
- b)
- Ask students to read the question in Exercise 2b.
- Say *Listen to the CD and answer.*

- Play track 38.
- Students listen and answer.

ANSWERS: *She wants them to sit down with their seat belts on. She wants them to stay together.*

- c)
- Ask students to read the questions in Exercise 1c.
- Say *Listen to the CD again and answer the questions.*
- Play track 38 again. Pause to allow students to answer the questions or play the track straight through and ask students to answer at the end.

ANSWERS: **1** *Lake Windermere* **2** *400 kilometres*
3 *About four hours* **4** *Scafell Pike*

AUDIOSCRIPT TRACK 38

Miss Jennings: Now then, everybody. Please, sit down all of you and put on your seat belts.

All: Yes, Miss Jennings.

Miss Jennings: Have you all got your picnics?

All: Yes, Miss Jennings.

Miss Jennings: Good. Now, we're driving to Lake Windermere first. What do you know about Lake Windermere, Lucy?

Lucy: It's the longest lake in England, Miss Jennings.

Nina: And the largest.

Miss Jennings: Correct, Nina.

Lucy: How far is it, Miss Jennings? And how long is the journey?

Miss Jennings: It's 400 kilometres, Lucy. That's about ... um ... four hours. Then, after Windermere we're going to Scafell Pike.

Elena: Isn't that the highest mountain in England, Miss Jennings?

Miss Jennings: Well done, Elena. Now, listen. This is very important. I want you all to stay together. I don't want any of you to get lost. Do you understand?

All: Yes, Miss Jennings.

4 Read, say and write.

Aim: to read an e-mail and find mistakes.

- Ask students to read Nina's e-mail.
- in pairs, they should compare it with the text in Exercise 2 and the letter on page 41 and find five factual mistakes.
- Ask students to correct the mistakes.

ANSWERS:

- ~~five hours~~ – four hours
- First we're going to a mountain called Scafell Pike Lake Windermere
- and then to Lake Windermere a mountain called Scafell Pike
- Windermere is the deepest longest and largest lake in England.
- we get back at 78

5 Complete and match.

Aim: to complete *How ...?* questions and match the answers.

- Ask students to complete Exercise 5 in pairs or they check each other's work at the end.
- Ask individual students to give you their answers.

ANSWERS: **1** *far, c* **2** *long, a* **3** *much, b*

6 Read.

Aim: to set the scene for a future lesson.

- Ask students to read Fred's note.
- Ask if the students would like to visit Fred or Nina's school?

Homework: Workbook pages I20 and I21

Final activities:

- Ask students to read the extract in Exercise 1a again.
- While they are reading, write these numbers and measurements on the board: *42,000, 15.5 million, 2,292 km², 978m, 14.7 km²*
- Give students a minute or so to work out how they might say these numbers and measurements.
- Help them where necessary.
- Have individual students say the numbers/measurements: *forty-two thousand, fifteen point five million, two thousand two hundred and ninety-two square kilometres, nine hundred and seventy-eight metres, fourteen point seven square kilometres.*
- Say *Well done. See you again soon.*

ANSWERS:

- 1** Mountain B is the highest. **2** Lake C is the deepest.
- 3** Lake C is the longest. **4** Mountain B is the coldest.
- 5** Mountain and lake A are the most popular.

- 2** 1161 km. **2** 3 hours. **3** No, it isn't. **4** 50 km. **5** b

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

- b)** **1** How old is the hotel? **2** How long is the river?
- 3** How hot is the summer? **4** How far is Australia?
- 5** How much is a webcam?
- 6** How high is the mountain? **7** How deep is the sea?
- 8** How tall is your uncle?

- 4** **1** tourists **2** popular **3** famous **4** population **5** lakes
- 6** seat belt **7** north-west **8** 1000

- 5** **1** the coldest **2** the shortest **3** the smallest **4** the oldest
- 5** the cheapest

Unit 6

The school trip

LESSON 3 *Where are Elena and Nina?*

Language

Functions: Narrative story telling**Grammar:** Superlative adjectives (irregular)**Vocabulary:** baker, policewoman, safe (v), countries, continents, rivers**Reading and writing:** A geography quiz

Bring to the lesson:

- the CD (track 39)
- the Student's Book (pages 50 and 51)
- the Workbook (pages 122 and 123)
- a map of the world

Unit 6 The school trip

LESSON 3 Where are Elena and Nina?

1 Listen and say.

2 Read and write.

3 Look at the pictures. Put them into the correct order.

4 Write question 6 about David Anle.

5 Help Fred with his homework. Tick (✓) the correct answers.

6 Write question 6 about David Anle.

Geography quiz

1. The largest country in the world is in: a) Canada b) Russia c) China d) USA

2. The largest river in the world is: a) The Nile b) The Amazon c) The Mississippi d) The Amazon

3. The biggest continent in the world is: a) Asia b) Africa c) North America d) South America

4. The hottest place in the world is in: a) Canada b) Russia c) China d) USA

5. The coldest place in the world is in: a) Canada b) Russia c) China d) USA

6. The deepest lake in the world is: a) Lake Baikal b) Lake Superior c) Lake Michigan d) Lake Huron

7. The longest mountain range in the world is: a) The Himalayas b) The Andes c) The Alps d) The Rockies

8. The highest mountain in the world is: a) Mount Everest b) Mount Kilimanjaro c) Mount Denali d) Mount McKinley

To start:

- Say *Open your books at page 50, please.*
- Ask students, in pairs, to look at the picture in exercise 1. *Who can they see? Where are they? Where's Nina? How do they know? What do they think happened?*

1 Listen and say.

Aim: to listen for information.

- a)
- Ask students to read the question in Exercise 1a.
- Say *Listen to the CD and answer.*
- Play track 39. Students listen and answer.

ANSWER: (In students' own words) *They went to a shop to buy a sandwich.*

b)

- Ask students to read the questions in Exercise 1b.
- Say *Listen to the CD again and answer.*
- Play the track again
- Students listen and, in pairs, compare answers.

ANSWERS: (In students' own words) **1** *Because she did a lot of walking and climbing.* **2** *Because she wants to tell her about Nina and Elena.* **3** *To buy a sandwich.* **4** *To stay together.* **5** *A policewoman (they have to guess this).*

AUDIOSCRIPT TRACK 39

Miss Jennings: Well, everybody. It's time to go back to the coach. Did you all have a good time?

Lucy: Yes, Miss Jennings. It was the best trip ever!

Miss Jennings: I'm glad you enjoyed it.

Lucy: But we did a lot of walking and climbing. I'm so tired. And ... Miss Jennings ...

Miss Jennings: Well, you can sleep on the coach on the way home.

Lucy: Er, Miss Jennings ...

Miss Jennings: What is it, Lucy?

Lucy: It's Elena and Nina, Miss Jennings.

Miss Jennings: Elena and Nina? Where are they?

Lucy: I think they were in a shop, Miss Jennings. Nina was hungry. She wanted to buy a sandwich.

Miss Jennings: To a shop? But ... what did I tell everybody ...

Lucy: Don't worry, Miss Jennings. I can see them. Here they come. Look. But who's that with them?

2 Say, read and write.

Aims: to order pictures and tell a story; to read and check.

a)

- In pairs students should look at the pictures.

- They should try and work out the order of the story and say what is happening in each picture.
- Monitor the activity and give help where needed.
- Ask individual students to say what is happening in each picture in the correct order.

Note: Not all pairs may order the pictures in the same way. Where you notice a difference, ask the pairs to tell 'their' story and decide on the most likely order.

ANSWERS: E 1 A 2 C 3 F 4 B 5 D 6 The story (in students' own words): *Elena and Nina see a baker's shop. They go in and buy a sandwich. They come out of the shop and can't see the other girls. They see a policewoman in a car. The policewoman takes them to find the others. She gives Elena and Nina to Miss Jennings.*

b)

- Ask students to read the end of Nina's e-mail and check the correct order of the story.

3 Look!

Aim: to introduce irregular superlatives *the best/the worst*.

- Ask students to read the *Look!* box.
- Teach and practise the pronunciation of *worst* (/wɜːst/).

Extra activity:

- Students copy the *Look!* box into their notebooks.

4 Read and complete.

Aims: to practise superlatives; to read and answer a quiz.

a)

- Put up the map of the world where all students can see it.
- In pairs students should answer the quiz. If they don't know answers they should guess or they can ask another pair.
- If the students need help with the countries, show them on the map.

b)

- The pairs should write a question about Saudi Arabia. They can then test other students with it.

ANSWERS: 1 b 2 a 3 a 4 b 5 c 6 Students' own answers

Homework: Workbook pages I22 and I23

Final activity:

- In small groups students plan their 'ideal' school trip. They must choose somewhere that they can reach by coach in a day. Where do they want to go? Why? What do they want to do there?
- The groups share their ideas with the class.
- Say *Well done. See you again soon.*

ANSWERS:

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

2 1 the best 2 the best 3 the worst 4 better 5 the worst 6 worse 7 better

3 1 my house 2 village 3 town 4 city 5 country 6 continent 7 the world

**4 1 Who is the tallest? C
2 Which is the longest pencil? B
3 Who is the happiest? A
4 Which is the most comfortable bed? C
5 Which is the highest mountain? A
6 Who is the worst? A**

5 Pupils' own answers.

6 1 teacher 2 policewoman 3 cousin 4 tourist 5 baker

Unit 6 The school trip

LESSON 4 REVIEW

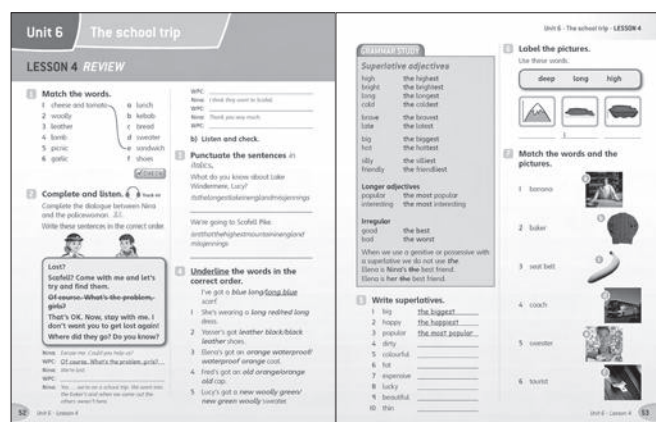
Language

Revision of language in Unit 6.

Grammar study: Superlative adjectives.

Bring to the lesson:

- the CD (track 40)
- the Student's Book (pages 52 and 53)
- the Workbook (pages 118 – 123)
- flashcards of animals



2 Complete and listen.

Aims: to choose the correct sentences to complete a dialogue; to listen and check.

- a)
- Ask students to complete the dialogue in pairs.

ANSWERS: Of course. What's the problem, girls?
Lost? Where are they? Do you know?
Scafell? Come with me and let's try and find them.
That's OK. Now, stay with me. I don't want you to get lost again!

- b)
- Say Listen to the CD and check your order.
 - Play track 40.

Extra activity:

- In pairs, students act out the dialogue from memory. In a boys' class the dialogue could be between Fred and a policeman.

To start:

- Revise words related to the countryside. Write these words on the board: *river, lake, mountain, valley, sheep, trees, sun, clouds*.
- Ask students to draw you a picture including all of these items.
- If students do this in pairs they can take turns to add an item to the picture.
- Say *Open your books at page 52, please*.

1 Match the words.

Aim: to revise words using collocations.

- Ask students to read and complete Exercise 1.
- Students check each other's work in pairs.

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

AUDIOSCRIPT TRACK 40

Nina: Excuse me. Could you help us?
WPC: Of course. What's the problem, girls?
Nina: We're lost.
WPC: Lost?
Nina: Yes ... we're on a school trip. We were into the baker's and when we came out the others weren't here.
WPC: Where are they? Do you know?
Nina: I think they went to Scafell.
WPC: Scafell? Come with me and let's try and find them.
Nina: Thank you very much.
WPC: That's OK. Now, stay with me. I don't want you to get lost again!

3 Punctuate the sentences in italics.

Aim: to revise punctuation.

- Ask students to re-write the sentences using the correct spacing, punctuation and capital letters.
- Monitor the activity. Check for correct spacing, punctuation and use of capitals.
- Students check each other's work in pairs.

ANSWERS: *It's the longest lake in England, Miss Jennings. Isn't that the highest mountain in England, Miss Jennings?*

4 Underline the words in the correct order.

Aim: to recognise correct adjective order.

- Ask students to underline the adjectives that are in the correct order.
- They should check each other's work in pairs.

ANSWERS: 1 *long red* 2 *black leather* 3 *orange waterproof*
4 *old orange* 5 *new green woolly*

Grammar study:

Aim: to sum up the rules for the formation of superlative adjectives.

Note: Spelling rules: the rules for forming superlative adjectives are the same as for forming comparatives (except *-er* becomes *-est*). See Unit 3, Lesson 4 in this Teacher's Book.

- Ask students to read the *Grammar study* box.

Extra activity:

- Ask students to copy the *Grammar study* box into their notebooks. They can do this in class or for homework.

5 Write superlatives.

Aim: to practise writing superlatives.

- Ask students to complete Exercise 5.
- Students check each other's work in pairs.

ANSWERS: 4 *the dirtiest* 5 *the most colourful* 6 *the fattest*
7 *the most expensive* 8 *the luckiest* 9 *the most beautiful*
10 *the thinnest*

6 Label the pictures.

Aim: to revise *long, deep, high*.

- Ask students to label the mountain and lakes with the correct words from the box.

ANSWERS: 1 *high* 2 *long* 3 *deep*

7 Match the words and the pictures.

Aim: to revise vocabulary from the unit.

- Ask students to match the words and pictures.
- They may do this in pairs or check each other's work at the end.

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

Homework

Any exercises not completed in the Workbook pages 118 – 123.

Final activity:

- Using the flashcards, practise the names of animals.
- Say *Well done. See you again soon.*

Unit 7

A day at the zoo

LESSON 1 *Wild animals*

Language

Functions: Future plans

Grammar: *going to* (1)

Vocabulary: zoo, plan (n), wild, camel, hippo, giraffe, snake, tiger, cage, free (adv)

Pronunciation: Animals; *going to*

Reading and writing: *going to*

Bring to the lesson:

- the CD (tracks 41 – 43)
- the Student's Book (pages 54 and 55)
- the Workbook (pages 124 and 125)
- flashcards of animals

Extra activity:

- You may wish to play and repeat again.
- You may ask individual students to say the words. Say *five* and indicate a student who says *tiger*.
- Ask students to write these words in their notebooks.

[illegible]

AUDIOSCRIPT TRACK 41

- 1 camel camel
2 elephant elephant
3 hippo hippo
4 snake snake
5 tiger tiger
6 zebra zebra
7 giraffe giraffe

2 Say, listen and write.

Aims: to practise the names of animals; to introduce *going to*.

a)

Note: Students who have studied *Get Ready 2* will know the words *lion* and *monkey*. If not, these words should be taught.

- Ask students, in pairs, to look at the pictures in Exercise 2a.
- What animals can they see? (*Lions, elephants, camels, monkeys, tigers*)

b)

- Ask students to read the question in Exercise 2b.
- Say *Listen to the CD and answer.*
- Play track 42.

c)

- Ask students to read the questions in Exercise 2c.
- Say *Listen to the CD again and answer.*

ANSWERS: *At 9 o'clock.*

- Play track 42 again. You may need to play the sentence *Oh, all kinds of wild animals ... lions, elephants, camels, hippos, monkeys ...* twice while students check the animals against the pictures.

ANSWERS: 1 *London* 2 *zebras and snakes*

AUDIOSCRIPT TRACK 42

Charlie: Have you got any plans for the weekend, Fred?
Fred: Not really. What about you?
Charlie: Well ... yes! My dad's going to take me to Whipsnade on Saturday.
Fred: Whipsnade? Where's that?
Charlie: It's a zoo. It's quite near London.
Fred: That sounds great!
Charlie: Yes. I'm really looking forward to it.
Fred: What kinds of animals do they have there?
Charlie: Oh, all kinds of wild animals ... lions, elephants, camels, hippos, monkeys ... and they're not in cages. Most of them can run around free. Hey, Fred ... do you want to come with us? Dad says I can bring a friend.
Fred: Could I? I'd love to ... I must ask my mum and dad first. But ... yes!
Charlie: They open at 10 o'clock, so we want to leave at 9.
Fred: That's OK.

3 Read and write.

Aim: to practise *going to*.

- a)
- Ask students to look at the question in Exercise 3a.
 - Say *Read the e-mail and answer the question.*
 - Students read the e-mail.

ANSWERS: *Fred*

- b)
- Ask students to read and complete the dialogue.
 - Students check each other's work in pairs.

ANSWERS: 2 *'re going to leave* 3 *'s going to drive*
 4 *'re going to see* 5 *'s going to enjoy*

4 Write.

Aim: to write sentences using *going to*.

- Ask students to read and complete Exercise 4.
- Students check each other's work in pairs.

ANSWERS: 2 *Elena's going to send an e-mail to her aunt in Italy.* 3 *Jack's going to watch football on TV.* 4 *Lucy's going to help her mother in the garden.* 5 *Yasser and Rakan are going to buy some new clothes.* 6 *Students' own words.*

Pronunciation corner

Aim: to practise pronouncing *going to* (/ˈɡoʊɪŋtə/).

- Say *Listen to the CD and repeat.*
- Play track 43. Pause for students to repeat.

AUDIOSCRIPT TRACK 43

Fred: I'm going to visit a zoo.
Elena: I'm going to send an e-mail.
Jack: I'm going to watch football.
Lucy: I'm going to help my mother.
Yasser/Rakan: We're going to buy some new clothes.

Homework: Workbook pages I24 and I25

Final activity:

- Revise the names of animals using the flashcards.
- Say *Well done. See you again soon.*

ANSWERS:

1 tiger snake giraffe elephant hippo camel zebra

2 1 zebras 2 snakes 3 elephants and camels 4 elephants
 5 hippos 6 snakes and camels 7 tigers 8 giraffes

3 1 dad's 2 run free 3 quite near 4 parents
 5 10 o'clock / leave 6 at the weekend. 7 can't 8 very large

4 1 They're going to play football.
 2 They're going to have a picnic.
 3 He's going to do his homework.
 4 Lucy's going to visit Elena.
 5 They're going to fly to Saudi Arabia.
 6 I'm going to ride a horse.
 7 She's going to read a book.

5 1 wildlife parks 2 Europe 3 in the morning 4 More than
 5 endangered 6 cages 7 free 8 time 9 wild

Unit 7

A day at the zoo

LESSON 2 We can plan the day

Language

Functions: Planning a day

Grammar: *going to* (2); Short forms: *Yes, they are/No, they aren't*.

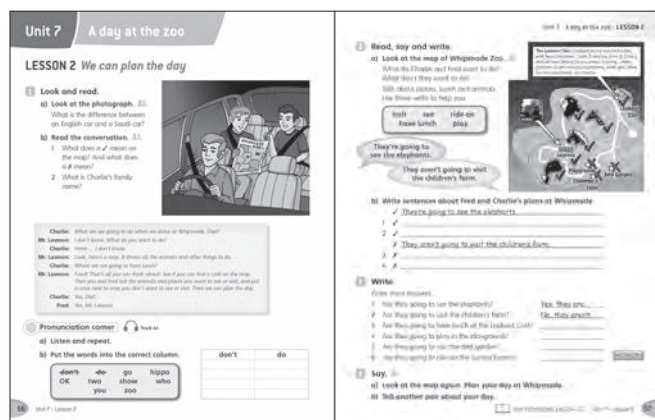
Vocabulary: *café, jacket potato, playground*

Pronunciation: /əʊ/ /u:/

Reading and writing: Map reading; Tourist information

Bring to the lesson:

- the CD (track 44)
- the Student's Book (pages 56 and 57)
- the Workbook (pages 126 and 127)



To start:

- Play *Superlative Tennis* with the class.
- Demonstrate as if you are two people. Say *old – oldest, most interesting – interesting*.
- Choose a student. Say *high*, student replies *highest*.
- In pairs, students continue the game for a minute or two.
- Say *Open your books at page 56, please*.

1 Look and read.

Aim: to introduce the function of making plans.

- a)
- Ask students to read the question in Exercise 1a.
- They should look at the picture in pairs and spot the difference. They will need help with the word steering wheel.

ANSWERS: *The steering wheel is on the right in an English car.*

Extra activity:

- Do any students know or can they guess why the steering wheel is on the right? Because in England we drive on the left-hand side of the road.
- b)
- Ask students to read the questions in Exercise 1b.
- They should read the conversation and, in pairs, agree on their answers.

ANSWERS: 1 (In students' own words) A tick means that Charlie and Fred want to go visit or see this. A cross means that they don't. 2 Lawson (it's what Fred calls Charlie's father)

Pronunciation corner

Aim: to hear and say the sounds /əʊ/ and /u:/.

- a)
- Say *Listen to the CD and repeat the words*.
- Play track 44.
- Students listen and repeat.
- b)
- Say *Write the words in the correct columns. Put words with /əʊ/ on the left and /u:/ on the right. (Pronounce the sounds clearly.)*
- Students, in pairs, say the words to each other and decide which column to write them in.

ANSWERS:

don't	do
go	two
hippo	who
OK	you
show	zoo

AUDIOSCRIPT TRACK 44

don't	don't	two	two
do	do	show	show
go	go	who	who
hippo	hippo	you	you
OK	OK	zoo	zoo

2 Read, say and write.

Aim: further practice of *going to* (positive and negative) when making plans.

Notes:

- 1 The *Jumbo Express* is a small train. *Jumbo* is a word often used as the name of an elephant.
- 2 *Café*: point out the accent on the *é* of *Café*. It is enough to explain to students that this is a French word and that French has accents on some vowels.

a)

- Give students a minute or two to look at and discuss the map of Whipsnade zoo.
- Ask them to read the two questions in Exercise 2a.
- Ask them to look for the ticks (✓) and crosses (✗) and talk about what Charlie and Fred are going to do.
- In pairs students say what Charlie and Fred are/aren't going to do.
- Monitor the activity. Allow a certain amount of latitude with regard to the verbs they use (e.g. *see/visit the elephants, visit/ride on the Jumbo Express*, etc.).
- Ask individual students to say the sentences.

b)

- Students should write two sentences about what Charlie and Fred are going to do and two sentences about that they aren't going to do.

EXAMPLE ANSWERS: *They're going to see the giraffes/lions/zebras. They're going to ride on the Jumbo Express. They're going to have lunch at the Lookout Café. They aren't going to play in the playground. They aren't going to visit the bird garden.*

3 Write.

Aim: to practise answering *going to* questions using the short form.

- Ask students to complete the exercise.
- Monitor the activity.
- In pairs they should check each other's work.

ANSWERS: 3 Yes, they are. 4 No, they aren't. 5 No, they aren't. 6 Yes, they are.

Extra activity:

- Ask students questions about their plans. They should answer truthfully. (For example: *Are you going to walk home after school? Yes, I am./No, I'm not. I'm going to take the bus. Are you going to help your mother/father this evening?*)

4 Say.

Aim: to make plans for a day at Whipsnade.

- Ask students to look at the map of Whipsnade (Exercise 2) again.
- Students, in pairs, discuss what they want/don't want to do. They may tick and cross the map as Fred and Charlie did.
- Students tell other pairs about their planned day using *going to/not going to*.

Homework: Workbook pages I26 and I27

Final activity:

- Ask students to look at page 58 in their books.
- Give them just a few seconds to look at the page and say *Close the books*.
- Ask *What do you think the next lesson is going to be about?*
- Elicit suggestions from the class. Do not say whether they are right or wrong.
- Say *Well done. See you again soon*.

ANSWERS:

1 1 photocopy map 2 hungry interesting 3 draw plan
4 motorbike train 5 children animals 6 sea garden
7 shop café 8 mountains hills 9 adults children

2 1 She isn't going to travel to Europe.
2 They're going to visit their cousin.
3 We're going to buy some rice and eggs.
4 They aren't going to meet their friends at the weekend.
5 They're going to have a holiday in Italy.
6 He isn't going to study French next year.
7 I'm not going to be a teacher.
8 I'm going to be a doctor.

3 1 hills 2 views 3 windows 4 jacket potatoes 5 cakes
6 ice creams 7 hot 8 cold

4 1 No, it isn't. 2 No, they aren't. 3 No, she isn't.
4 Yes, they are. 5 No, she isn't. 6 No, they aren't.
7 Yes, they are. 8 Yes, she is.

5 two who zoo moon blue shoe do through

6 don't go OK know goat home hello no

Unit 7 A day at the zoo

LESSON 3 We got very wet

Language

Functions: Predicting (e.g. weather)

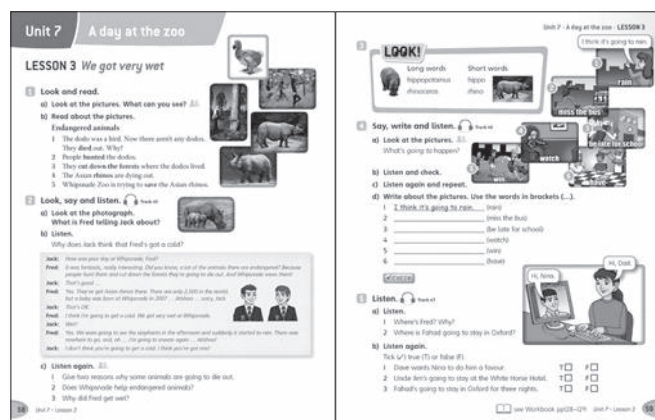
Grammar: *going to* (3); *I think it's going to ...*

Vocabulary: *hunt, die out, a cold, sneeze, rhino, save, forest, miss (the bus), late for, book (a room), endangered*

Reading and writing: *I think it's going to; Predictions*

Bring to the lesson:

- the CD (tracks 45 and 47)
- the Student's Book (pages 58 and 59)
- the Workbook (pages 128 and 129)



To start:

- Practise years. Write the current year (the European year) on the board (e.g. 2011). Say *Two thousand and eleven*.
- Students repeat.
- Ask *What's next year?* (e.g. *Two thousand and twelve*.) *What was last year?* (e.g. *Two thousand and ten*.)
- Say *Open your books at page 58, please. Quickly, who can tell me what happened in 2007?*
- Students scan the page. (Answer: *a baby was born at Whipsnade*. Students may not know the word *rhino* yet.)

1 Look and read.

Aims: to introduce the topic *Endangered species*; to introduce related vocabulary.

- a) Ask students, in pairs, to look at the pictures in Exercise 1. They should describe, as well as their vocabulary allows, what they can see in the pictures.

b)

- Ask students to read about the pictures. They should pay particular attention to the new words in bold.

Extra activities:

- Students copy the sentences into their notebooks.
- Students discuss endangered species in Saudi Arabia (e.g. the Arabian Oryx) and places devoted to saving endangered species (e.g. Harrat Al-Harrah National Reserve)

2 Look, say and listen.

Aim: to introduce *going to* for prediction.

a)

- Ask students to look at the pictures in Exercise 2.
- What is Fred telling Jack about? (*Rhinos at Whipsnade*.)

b)

- Ask students to read the question in Exercise 2b.
- Say *Listen to the CD and answer*.
- Play track 45. You may need to play the sentence *I'm going to sneeze again ... Atishoo!* twice for students to pick out.
- Students listen and answer. (*Because he's sneezing*.)

c)

- Ask students to read the questions in Exercise 2c.
- Say *Listen again and answer?*
- Play track 45 again.
- Students listen and, in pairs, discuss their answers.

ANSWERS: 1 *People hunt them. People cut down the forests.*
2 *Yes.* 3 *Because it rained at Whipsnade.*

AUDIOSCRIPT TRACK 45

Jack: How was your day at Whipsnade, Fred?

Fred: It was fantastic, really interesting. Did you know, a lot of the animals there are endangered? Because people hunt them and cut down the forests they're going to die out. And Whipsnade saves them!

Jack: That's good ...

Fred: Yes. They've got Asian rhinos there. There are only 2,500 in the world, but a baby was born at Whipsnade in 2007 ... Atishoo ... sorry Jack.

Jack: That's OK.

Fred: I think I'm going to get a cold. We got very wet at Whipsnade.

Jack: Wet?

Fred: Yes. We were going to see the elephants in the afternoon and suddenly it started to rain. There was nowhere to go, and, oh ... I'm going to sneeze again ... Atishoo!

Jack: I don't think you're going to get a cold. I think you've got one!

3 Look!

Aim: to introduce abbreviated words.

- Students read the *Look!* box.

4 Say, write and listen.

Aim: to practise using *going to* when making predictions based on deduction/observation.

- a)
 - In pairs, students look at the pictures in Exercise 4.
 - They discuss what they can see (e.g. *A woman looking at black clouds.*).
 - Ask them to read the sentence attached to the first picture (*I think it's going to rain.*).
 - Ask them to make sentences about what they think is going to happen in the other pictures.
- b)
 - Say *Listen to the CD. Were your sentences correct?*
 - Play track 46. Students listen.
- c)
 - Say *Listen again and repeat.*
 - Play track 46 again. Pause to give students time to repeat.
- d)
 - Ask students to write the sentences using the words at the ends of the lines.
 - They should check each other's work in pairs.

ANSWERS:

- I think he's going to miss the bus.*
- I think he's going to be late for school.*
- I think she's going to watch TV.*
- I think he's going to win.*
- I think they're going to have a pizza.*

AUDIOSCRIPT TRACK 46

- I think it's going to rain.*
- I think he's going to miss the bus.*
- I think he's going to be late for school.*
- I think she's going to watch TV.*
- I think he's going to win.*
- I think they're going to have a pizza.*

5 Listen.

Aim: to set the scene for Fahad's visit to Oxford; to listen for information.

- a)
 - Ask students to read the questions in Exercise 5a.
 - Say *Listen to the CD and answer.*

- Play track 47. You may need to play the sentence *Could you ask Uncle Jim to book him a room at the White Horse Hotel for the night of Wednesday the 4th and the next night?* for students to pick out where Fahad is going to stay.
- Students listen and answer.

ANSWERS:

- He's in bed because he's got a cold.*
- The White Horse hotel.*

- b)
 - Ask students to read Exercise 4b.
 - Say *Listen again and answer.*
 - Students listen and tick.

ANSWERS: 1 T 2 F 3 F

ANSWERS:

- Fahad's going to stay at the White Horse Hotel.*
- Fahad's going to stay in Oxford for four nights.*

Homework: Workbook pages I28 and I29

Final activities:

- Practise vocabulary of animals.
- Write *r _ _ _ o* on the board. Say *rhino* and write the letters *hin* in the word: rhino. Write *h _ _ _ e* on the board. When a student says *horse* ask him/her to come and write the missing letters in the word.
- Students continue with other animals in pairs.
- Say *Well done. See you again soon.*

ANSWERS:

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

- 1 He's going to close the window.
- 2 They're going to cook a meal.
- 3 It's going to climb the tree.
- 4 He's going to text his friend.
- 5 She's going to open the present.
- 6 She's going to sneeze.
- 7 It's going to eat the small fish.
- 8 He's going to stop.

- hippopotamus rhinoceros

- 1 sneeze 2 a cold 3 better 4 help him 5 Watson 6 uncle 7 a room

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

- 1 pack your bags 2 book a room 3 hunt wild animals 4 catch the bus 5 miss the bus 6 save endangered animals 7 cut down trees

Unit 7

A day at the zoo

LESSON 4 REVIEW

Language

Revision of language in Unit 7.

Grammar study: Making plans and predicting using *going to*

Bring to the lesson:

- the CD (track 48)
- the Student's Book (pages 60 and 61)
- the Workbook (pages 124 – 129)

Unit 7 A day at the zoo

LESSON 4 REVIEW

1 Write. Use the words for animals you can see at Whitepool and find the hidden animal (1).
Clue

2 Read, listen and say.

a) Read the poem.

We're going to visit the zoo today
To see the tall giraffes,
The hippos and the elephants,
And hear the monkeys laugh, ha ha,
And hear the monkeys laugh.

We're going to visit the zoo today
To hear the lions roar,
And snakes and tigers and zebras too,
And many, many more,
And hear the lions roar, roar, roar,
And hear the lions roar.

b) Listen to the poem.

c) Repeat the poem.

3 Punctuate the dialogues.

1. What are you going to do this afternoon?
2. I don't know. I'll go to the park.
3. Where are you going to have lunch?
4. I'm not sure. I'll go to the canteen.

4 Write.

Write questions and answers.

1. I've got a cat. ✓
2. Is Fred going to get a dog? Yes, he is.
3. Is Sarah going to visit her friend? ✓
4. Charles has homework. ✓
5. I can see black clouds. I think it's going to rain.
6. I don't feel very well. I think I'm going to be late for school.
7. I don't feel very well. I don't get a cold.

To start:

- Give students dictionary practice.
- Write words that will appear later in the book on the board (e.g. *island, castle, umbrella, lend, secret, surname*).
- Students look the words up in their dictionaries as quickly as possible.
- Say *Open your books at page 60, please*.

1 Write.

Aim: to revise the vocabulary of wild animals.

- Ask students to complete the puzzle in pairs.

ANSWERS: 1 ELEPHANTS 2 HIPPOS 3 GIRAFFES 4 MONKEYS 5 ZEBRAS 6 SNAKES

2 Read, listen and say.

Aim: to read and listen to a poem.

a)

- Ask students to look at the pictures and read the poem. They should ask if they have problems with any words (e.g. *laugh*).

b)

- Say *Listen to the CD*.
- Play track 48.

c)

- Say *Listen again and repeat*.
- Play track 48 again. Pause after each line to give students time to repeat.
- Say *Listen again. Say the poem at the same time*.
- Play the track again. Students say the poem along with the CD.

Extra activity:

- Ask students to learn the poem for homework.

AUDIOSCRIPT TRACK 48

We're going to visit the zoo.

We're going to visit the zoo today

To see the tall giraffes,

The hippos and the elephants,

And hear the monkeys laugh,

And hear the monkeys laugh, ha ha,

And hear the monkeys laugh.

We're going to visit the zoo today,

To hear the lions roar,

And snakes and tigers, zebras too,

And many, many more,

And hear the lions roar, roar, roar,

And hear the lions roar.

Note: Encourage the students to clap, or otherwise beat out the time as they say this poem.

3 Punctuate the dialogue.

Aim: to punctuate a dialogue.

- Ask students to write the sentences and use correct spacing, capitals and punctuation.
- They can help each other in pairs or check each other's work at the end.
- Monitor the activity.

Extra activity:

- Ask individual students to write the sentences correctly on the board.

ANSWERS:

- 1 *What are we going to do at Whipsnade, Dad?*
- 2 *I don't know. What do you want to do?*
- 3 *Where are we going to have lunch, Charlie?*
- 4 *Let's look at the map and find a café.*

Grammar study:

Aim: to summarise the use of *going to* when making plans and predictions.

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

ANSWERS: 1 *Are* 2 *going to* 3 *they are* 4 *aren't going to*
5 *I think I'm going to*

Extra activity

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

4 Write.

Aim: to write questions and short answers using *going to*.

- Ask students to read Exercise 4
- Make sure they understand that ✓ means a *Yes* answer, ✗ means a *No* answer.
- Students complete the questions and answers and check each other's work at the end.

ANSWERS:

- 2 *Is Elena going to phone a friend? Yes, she is.*
- 3 *Is Charlie going to do his homework? No, he isn't.*
- 4 *Is Omar going to help his father? Yes, he is.*
- 5 *Is Uncle Jim going to drive to work? No, he isn't*

Homework:

Any exercises not completed in the Workbook
pages 124 – 129.

Final activity:

- Students say the poem (Exercise 2) together one more time.
- Say *Well done. See you again soon.*

Unit 8

Going places

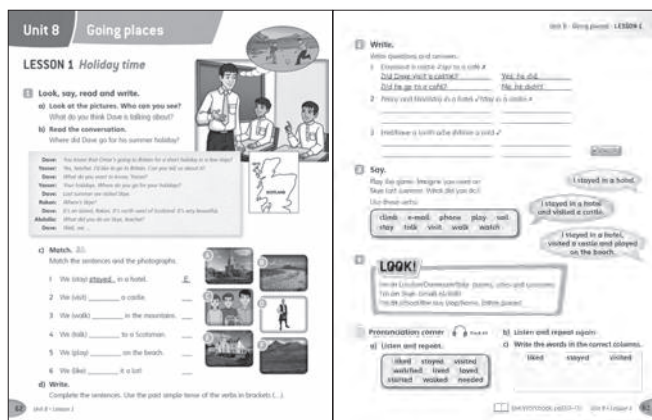
LESSON 1 *Holiday time*

Language

Functions: Past activities; Talking about holidays**Grammar:** Past simple tense (2); *in, on, at* + places**Vocabulary:** *island, castle, Scotsman, beach***Pronunciation:** /t/; /d/; /ɪd/**Reading and writing:** Past simple tense; Word puzzle

Bring to the lesson:

- the CD (track 49)
- the Student's Book (pages 62 and 63)
- the Workbook (pages 130 and 131)



To start:

- If you asked students to learn the poem on page 61 ask them to say it with their books closed.
- Say *Open your books at page 62 please.*
- Ask them to look at the lesson title: *Holiday time.*
- Ask students where they went on holiday last summer. Do not worry if they do not use the past tense correctly at this stage.

1 Look, say, read and write.

Aim: to revise the past simple tense (regular).

- a)
- Ask students to look at the picture in Exercise 1 and answer the questions.

ANSWERS: They can see Dave, Yasser, Rakan, and Fred. Dave is talking about (in students' own words) playing football with Fred, being on holiday, being at the seaside.

b)

- Ask students to read the question and then read the conversation and answer.

ANSWERS: *Skye (pronounced: /skaɪ/).*

c)

- In pairs, ask students to match the sentences and the pictures.

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

d)

- Ask students to complete the sentences using the past simple tense of the verbs.

ANSWERS: 2 visited 3 walked 4 talked 5 played 6 liked

2 Write.

Aim: to practise past simple questions and short answers.

- Ask students to read the example (1) in Exercise 2.
- Students complete the questions and answers.
- In pairs students check each other's work.

ANSWERS: 2 Did Penny and Nina stay in a hotel? Yes, they did. Did they stay in a castle? No they didn't. 3 Did Fred have a tooth ache? No, he didn't. Did he have a cold? Yes, he did.

Extra activity:

- You may wish to invite individual students to the board to write the questions and answers.

3 Say.

Aim: to the practise past simple tense.

- Ask students to read the sentences in Exercise 3.
- Divide the class into small groups of three or four. Appoint a student in each group to start.
- Ask them to make their sentences.

Note: In this game students take turns to add an activity thus making the sentence longer and longer. Monitor the activity – they should only use the personal pronoun once and the *and* before the last activity, e.g. *I stayed in a hotel, walked in the mountains, e-mailed my friend and sailed in a boat.*

4 Look!

Aim: to reinforce the use of the prepositions *in*, *on* and *at* + places.

- Ask students to read the *Look!* box.

Extra activity:

- Ask the students to copy the *Look!* box into their notebooks.
- Practise these prepositions. Say a town or city (e.g. *Riyadh*). Students say *in*. Say another place (e.g. *bus station*). Students say *at*. Say an island (e.g. *Farsan*). Students say *on*. Say a country (e.g. *Iraq*). Students say *in*.

Pronunciation corner

Aim: to practise using /t/, /d/, /ɪd/ at the end of past simple verbs.

Note: The rule is as follows: the final sound is /d/ after voiced consonants (except for /d/) and vowels (e.g. *said*, *tried*). The final sound is /t/ after unvoiced consonants (except for /t/) (e.g. *stopped*, *worked*). The final sound is /ɪd/ after /t/ and /d/ (e.g. *waited*, *ended*).

- Introduce the activity by saying, very clearly, *liked* (/laɪkt/), *lived* (/lɪvd/), *visited* (/vɪzɪtɪd/) and ask students to repeat.
 - Say *Listen to the CD and repeat*.
 - Play track 49.
 - Students listen and repeat.
- Students listen and repeat again.
- Students write the words in the correct columns.
 - Students do this in pairs, saying the words before entering them in the columns.

ANSWERS:

<i>liked</i>	<i>stayed</i>	<i>visited</i>
<i>watched</i> <i>walked</i>	<i>lived</i> <i>loved</i>	<i>started</i> <i>needed</i>

AUDIOSCRIPT TRACK 49

liked	liked
stayed	stayed
visited	visited
watched	watched
lived	lived
loved	loved
started	started
walked	walked
needed	needed

Homework: Workbook pages I30 and I31

Final activity:

- Ask students to imagine that they're going to England for a few days. What would they need to take?
- Arrange students into small groups of three or four students and give them a minute or two to make a list.
- The groups then pool their ideas.
- Say *Well done. See you again soon.*

ANSWERS:

1 1 birds clouds 2 hills mountains 3 in the park on the beach
4 hotel castle 5 plane boat 6 garden island

2 1 stayed 2 travelled 3 walked 4 looked 5 talked
6 played 7 sailed 8 explored 9 had 10 loved

3 1 in 2 at 3 in 4 on 5 at 6 in 7 at

4 1 Did they have a holiday in June last year? No, they didn't.
2 Did they go
3 Yes, they did.
4 Was
5 No, they didn't.
6 Did they always have
7 Yes, they did.
8 Did they watch

5 1 Did you e-mail your mother?
2 Did you stay in a hotel?
3 What did you do?
4 Did the boys play football on the beach?
5 Did they visit the castle?
6 Did you go to the museum?
7 Did you like the food on Skye?

Unit 8 Going places

LESSON 2 What do we need?

Language

Functions: Expressing need; Making suggestions

Grammar: Revise *need*; *Why don't you ...?*

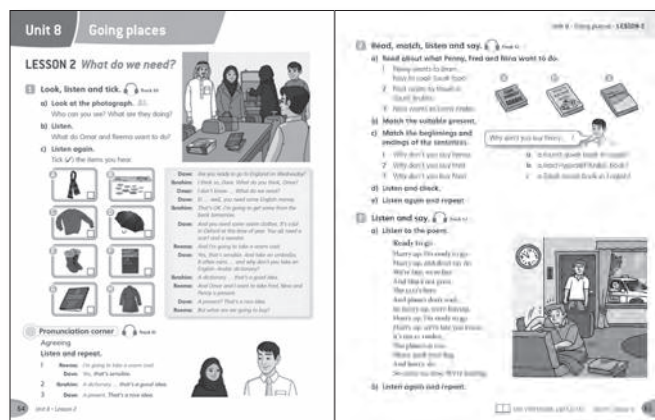
Vocabulary: (get) ready, bank, sensible, umbrella, suitable, guide (book), good idea

Pronunciation: Agreeing; Suggesting

Reading and writing: A poem

Bring to the lesson:

- the CD (tracks 50 – 53)
- the Student's Book (pages 64 and 65)
- the Workbook (pages 132 and 133)



To start:

- Say *In England it rains a lot and it's cold. What do you need to take when you go to England?*
- Elicit suitable items – umbrella waterproof coat/raincoat, warm clothes, scarf, sweater.
- Say *Open your books at page 64, please.*

1 Look, listen and tick.

Aims: to revise *need*; to introduce *Why don't you ...?* in suggestions.

- a)
- Ask students to look at the picture in Exercise 1 and discuss in pairs who they can see and what they are doing.

ANSWERS: They can see Dave, Ibrahim, Omar, Ranya and Reema. They're packing/getting ready to go to England.

b)

- Say *Look at the question in Exercise 1b. Listen to the CD and answer.*
- Play track 50.
- Students listen and answer.

ANSWERS: They want to buy Fred and Nina a present.

c)

- Ask students to look at the pictures in Exercise 1c.
- Say *Listen again and tick the pictures you hear.*
- Play track 50 again.
- Students listen and tick.

Extra activity:

- In pairs students check to see if they have ticked the same items.
- If there is disagreement play the track one more time.

ANSWERS: All except E and G should be ticked.

AUDIOSCRIPT TRACK 50

- Dave:** Are you ready to go to England on Wednesday?
- Ibrahim:** I think so, Dave. What do you think, Omar?
- Omar:** I don't know What do we need?
- Dave:** Er well, you need some English money.
- Ibrahim:** That's OK. I'm going to get some from the bank tomorrow.
- Dave:** And you need some warm clothes. It's cold in Oxford at this time of year. You all need a scarf and a sweater.
- Reema:** And I'm going to take a warm coat.
- Dave:** Yes, that's sensible. And take an umbrella. It often rains ... and why don't you take an English–Arabic dictionary?
- Ibrahim:** A dictionary ... that's a good idea.
- Reema:** And Omar and I want to take Fred and Nina a present.
- Dave:** A present? That's a nice idea.
- Reema:** But what are we going to buy?

Pronunciation corner

Aim: to introduce expressions of agreement.

- Say *Listen to the CD.*
- Play the first line of track 51 (*I'm going to take a warm coat*).
- Say *Listen and repeat.*
- Play the remaining lines. Students repeat.
- Do this one more time.

AUDIOSCRIPT TRACK 51

- 1
Reema: I'm going to take a warm coat.
Dave: Yes, that's sensible.
- 2
Ibrahim: A dictionary ... that's a good idea.
- 3
Dave: A present. That's a nice idea.

2 Read, match, listen and say.

Aims: to read and match presents; to introduce *Why don't you ...?* for suggestions.

- a)
 ● Ask students to read the sentences in Exercise 2a.
- b)
 ● Ask students to look at the pictures of books in Exercise 2b.
 ● Which book is suitable for which person?
 ● In pairs, students match the sentences and the books.

ANSWERS: 1 b 2 c 3 a

- c)
 ● Students match the beginnings and ends of the suggestions.

ANSWERS: 1 c 2 a 3 b

- d)
 ● Say *Listen to the CD and check your answers.*
 ● Play track 52.
 ● Students listen and check.
- e)
 ● Say *Listen again and repeat.*
 ● Play the track again. Pause to give students time to repeat.
Note: Make sure that students copy the intonation pattern of the suggestions as closely as possible.

AUDIOSCRIPT TRACK 52

- 1 Why don't you buy Penny a Saudi recipe book in English?
 2 Why don't you buy Fred a tourist guide book to Saudi?
 3 Why don't you buy Nina a teach-yourself-Arabic book.

3 Listen and say.

Aim: to read, listen to and say a poem.

- a)
 ● Ask students to look at the picture in Exercise 3. Ask *What is happening?* (Two people are going somewhere. A taxi is waiting. They're probably late.)
 ● Ask students to read the poem silently.
 ● Say *Listen to the CD.*
 ● Play track 53. Students listen.

b)

- Say *Listen again and repeat.*
- Play the track again. Pause after each line for students to repeat.

Extra activity:

- Play the poem again. Students say the poem with the track.
- Ask them to learn the poem for homework.

AUDIOSCRIPT TRACK 53

Ready to go

Hurry up, I'm ready to go.
 Hurry up, and don't say no.
 We're late, we're late
 And that's not great.
 The taxi's here
 And planes don't wait,
 So hurry up, we're leaving.
 Hurry up, I'm ready to go.
 Hurry up, we're late you know.
 It's ten to twelve,
 The plane's at two.
 Please pack your bag
 And hurry, do.
 So come on, now. We're leaving!

Note: Encourage the students to clap, or otherwise beat out the time as they say this poem.

Homework: Workbook pages I32 and I33

Final activity:

- If you did the final activity in the previous lesson, arrange the students in the same groups.
- After this lesson they may have some more ideas about what they need to take to England. Allow them to add to their list.
- Now tell them that they can only take *four* of these items. They must agree, in their groups, on the four most important items.
- The groups then compare their lists of four items.
- Say *Well done. See you again soon.*

ANSWERS:

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

2 1 She needs some money. 2 He needs an umbrella.
 3 It needs some water. 4 She needs some bowls.
 5 She needs a mouse. 6 They need some boots.
 7 He needs a map.

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

4 1 No, it isn't. 2 No, it isn't. 3 Yes, it is. 4 Yes, it is.
 5 No, it isn't. 6 Yes, it is. 7 Yes, it is.

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

Unit 8

Going places

LESSON 3 You mustn't lose your passport

Language

Functions: Instructions

Grammar: *must/mustn't*

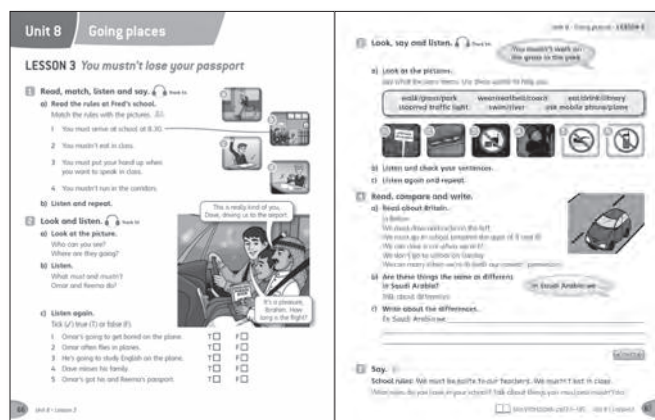
Vocabulary: (school) rules, phrase book, useful, flight, safe, grass, polite

Pronunciation: /məʃ(t)/; /'məʃn(t)/

Reading and writing: Cultural differences

Bring to the lesson:

- the CD (tracks 54 – 56)
- the Student's Book (pages 66 and 67)
- the Workbook (pages 134 and 135)



To start:

- Ask students to tell you some of the differences that they know about between life in Britain and Saudi Arabia. You are not looking for in-depth social analysis here – try and elicit simple differences (e.g. *In Britain they drive on the left. They start school later in the mornings.*).
- Say *Open your books at page 66, please.*

Note: Students may be confused about the difference between *Britain/British* and *England/English*. This is understandable – some natives of these islands are also confused. *Britain* (or *The United Kingdom (UK)*) is made up of four countries – England (the largest and most populous), *Scotland*, *Wales* and *Northern Ireland*.

1 Read, match, listen and say.

Aim: to introduce *must* and *mustn't* for instructions.

a)

- Ask students to read the school rules in Exercise 1a.
- In pairs, they should match the rules to the pictures.

ANSWERS: 1 b 2 d 3 c 4 a

b)

- Say *Listen to the CD and repeat the rules.*
- Play track 54. Pause to give students time to repeat.
- Check that students are using the weak form of *must* correctly. Note the pronunciation: /məʃt/ before a verb beginning with a vowel sound (e.g. *arrive*); /məʃ/ before other verbs (e.g. *put*). /'məʃnt/ before a verb beginning with a vowel sound, (e.g. *eat*); /'məʃn/ before other verbs.
- Repeat one more time.

AUDIOSCRIPT TRACK 54

You must arrive at school at 8.30.

You mustn't eat in class.

You must put your hand up.

You mustn't run in the corridors.

2 Look and listen.

Aims: to revise *must* and *mustn't*; to listen for detailed information.

a)

- Ask students to read the questions in Exercise 2a, look at the picture and answer the questions.

ANSWERS: They can see Dave, Ibrahim and Omar. They're in a car driving to the airport.

b)

- Say *Read the question in Exercise 2b. Listen to the CD and answer.*
- Play track 55.
- Students listen. They discuss their answers in pairs.
- You may need to play the track again.

ANSWERS: They must keep their passports safe. They mustn't lose them. They must show their passports at the airport. They must stay close to Ibrahim.

c)

- Say *Read the questions in Exercise 1c.*
- After students have read the questions see if any students can answer any of them without playing the track again.

- Play track 55 again.
- Students tick the true/false boxes.

ANSWERS: 1 F 2 F 3 T 4 T 5 F

AUDIOSCRIPT TRACK 55

Ibrahim: This is really kind of you, Dave, driving us to the airport.

Dave: It's a pleasure, Ibrahim. How long is the flight?

Ibrahim: About seven hours.

Dave: I hope you don't get bored, Omar.

Omar: No ... I'm looking forward to it. It's my first time on a plane. I've got an English phrase book. Look. I'm going to learn some useful English phrases on the plane.

Dave: Sensible boy. Now please, don't forget to send my love to my family. Tell them I miss them.

Ibrahim: Of course, Dave. Where's your passport, Omar?

Omar: Here, Dad.

Ibrahim: You mustn't lose it. You must keep it safe, and show it at the airport. You too, Reema.

Reema: Yes, Dad.

Ibrahim: And you must all stay close to me. I don't want you to get lost.

Reema/Omar: Yes, Dad.

Dave: Here we are. We're at the airport. Let me help you with your bags.

Ibrahim: Thanks, Dave.

3 Look, say and listen.

Aim: to practise making instructions using *must* and *mustn't*.

a)

- Ask students to look at the pictures in Exercise 3a and to look at the sentence in the speech bubble.
- Ask them *What do the signs mean?*
- Students use the words in the box to help them make *must*/*mustn't* sentences. They can work in pairs.

Note: Small variations are permissible with possessive adjectives and articles (see (...) in the answers.)

ANSWERS:

- 1 You mustn't walk on the grass in the park.
- 2 You must wear your (a) seat belt on the (a) coach.
- 3 You mustn't eat or drink in the (a) library.
- 4 You must stop at the (a) red traffic light.
- 5 You mustn't swim in the river.
- 6 You mustn't use your (a) mobile phone on the (a) plane.

b)

- Say *Listen to the CD and check your sentences.*
- Play track 56. Students listen and check.

c)

- Say *Listen again and repeat.*
- Play track 56 again. Pause to give students time to repeat.

AUDIOSCRIPT TRACK 56

- 1 You mustn't walk on the grass in the park.
- 2 You must wear your seatbelt on the coach.
- 3 You mustn't eat and drink in the library.
- 4 You must stop at the red traffic light.
- 5 You mustn't swim in the river.
- 6 You mustn't use your mobile phone on the plane.

4 Read, compare and write.

Aim: to read about British culture and to compare with Saudi Arabia.

a)

- Ask students to read the sentences about Britain. While reading they should ask themselves *Is this the same or different in Saudi Arabia?*

b)

- In pairs or small groups of three or four, ask students to discuss differences between Saudi Arabia and Britain.

c)

- Using their own words students write the differences (e.g. *In Saudi Arabia we must drive and cycle on the right.*).
- Ask students to check each other's work in pairs.

5 Say.

Aim: to read about British culture and to compare with Saudi Arabia.

- Ask students to look again at the school rules in Fred's school (Exercise 1, page 66).
- In pairs students talk about the rules in their school.
- Check that they are using *must* and *mustn't*.

Homework: Workbook pages I34 and I35

Final activity:

- Ask students to write out some of their school rules in English.
- Choose individual correct rules and ask the students who wrote them to copy them onto one sheet of paper. Put these English rules up on the classroom wall.
- Say *Well done. See you again soon.*

ANSWERS:

- 1 Across:** 3 useful 4 bored 6 safe 8 forget 10 airport
11 phrases
Down: 1 close 2 lose 5 doesn't 7 at 9 flight

- 2** 1 You mustn't give food 2 You must do your homework
3 You mustn't go to bed late 4 You mustn't climb the tree
5 You mustn't eat sandwiches/food 6 You mustn't go
7 You mustn't drink juice 8 You mustn't speak

3 Pupils' own answers.

Unit 8

Going places

LESSON 4 REVIEW

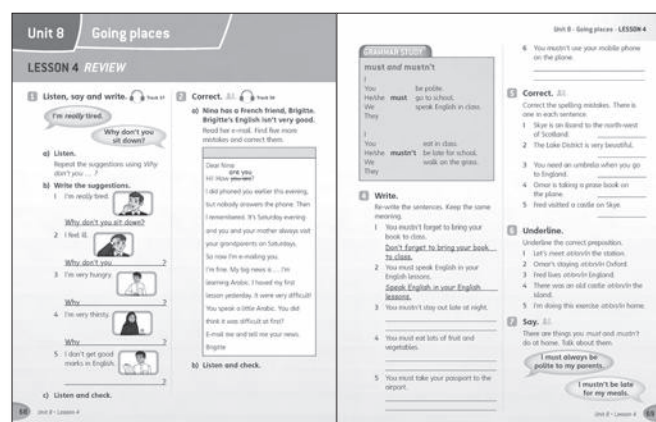
Language

Revision of language in Unit 8.

Grammar study: *must* and *mustn't*

Bring to the lesson:

- the CD (tracks 57 and 58)
- the Student's Book (pages 68 and 69)
- the workbook (pages 130 – 135)



To start:

- If you asked students to learn the poem on page 65, ask the class to say it together.
- Say *Open your books at page 68, please.*

1 Listen, say and write.

Aim: to practise making suggestions with *Why don't you ...?*

- a)
 - Ask students to read the sentences in the speech bubbles in Exercise 1.
 - Say *Listen to the CD and repeat the Why don't you ...? sentences.*
 - Play track 57. Pause to give students time to repeat.
 - You may wish to do this twice.

- b)
 - Ask students to complete the suggestions in Exercise 1b.
 - They can do this individually or in pairs.

ANSWERS: 2 *go to the doctor?* 3 *don't you have a sandwich?*
4 *don't you have a drink?* 5 *Why don't you study harder?*

- c)
 - Ask students to listen again and check their sentences.

AUDIOSCRIPT TRACK 57

- 1
I'm really tired.
Why don't you sit down?
- 2
I feel ill.
Why don't you go to the doctor?
- 3
I'm very hungry.
Why don't you have a sandwich?
- 4
I'm very thirsty.
Why don't you have a drink?
- 5
I don't get good marks in English.
Why don't you study harder?

2 Correct.

Aim: to revise the simple past tense in its correct forms.

- a)
 - Ask students to read the instructions.
 - In pairs they should find the five mistakes and correct them.
 - Ask individual students to name the five mistakes and tell you what they should be.

ANSWERS: 1 *did phoned* 2 *answer answered* 3 *haved had*
4 *were was* 5 *You did think Did you think*

- b)
 - Say *Listen to the CD and check.*
 - Play track 58. Students check.
 - Ask *Did you find all the mistakes?*

AUDIOSCRIPT TRACK 58

Dear Nina

Hi! How are you?

I phoned you earlier this evening, but nobody answered the phone. Then I remembered. It's Saturday evening and you and your mother always visit your grandparents on Saturdays.

So now I'm e-mailing you.

I'm fine. My big news is ... I'm learning Arabic. I had my first lesson yesterday. It was very difficult! You speak a little Arabic. Did you think it was difficult at first?

E-mail me and tell me your news.

Brigitte

Grammar study

Aim: to reinforce *must* and *mustn't*.

Note: The question form *must I?/mustn't I?* exists but is normally only used in question tags (e.g. *You mustn't be late, must you?*). This will be dealt with at a more advanced level.

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

Extra activity:

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

4 Write.

Aim: to transform *must/mustn't* sentences into imperatives.

Note: Some students may find this exercise a little tricky. Help them patiently or do it as a whole-class activity. You may invite one student to the board while other students offer suggestions. Indicate pleasure when a student makes a good suggestion and the one at the board writes it. The class then copy it.

- Ask students to read the instructions and the examples.
- Either individually or in pairs (or see note above) students write the sentences.

ANSWERS:

3 *Don't stay out late at night.*

4 *Eat lots of fruit and vegetables.*

5 *Take your passport to the airport.*

6 *Don't use your mobile phone on the plane.*

5 Correct.

Aim: to practise vocabulary from the unit using correct spelling.

- Ask students, in pairs, to find the misspelt words and correct them.

ANSWERS: 1 *island* 2 *beautiful* 3 *umbrella* 4 *phrase* 5 *visited*

6 Underline.

Aim: to revise the prepositions of place *in/at/on*.

- Ask students to underline the correct prepositions.
- They can do this in pairs or check each other's work at the end.

ANSWERS: 1 at 2 in 3 in 4 on 5 at

7 Say.

Aim: to use *must* and *mustn't* when talking about their home lives..

- Ask students to read the instructions and speech bubbles.
- In pairs students discuss what they *must* and *mustn't* do at home.

Homework:

Any exercises not completed in the Workbook pages 130 – 135.

Final activity:

- Students report to other pairs about what their partner *must* and *mustn't* do at home.
- Say *Well done. See you again soon.*

Unit 9

A visit to Oxford

LESSON 1 Welcome to the White Horse Hotel

Language

Functions: Inviting

Grammar: General revision

Vocabulary: first name, surname, fill in, form, abbreviation, guest

Reading and writing: Form filling; A welcome/ invitation card

Note: The last two Units of *Lift Off! 1b* intentionally include fewer new language items so that students can assimilate and revise previously studied material in new contexts.

Bring to the lesson:

- the CD (tracks 59 and 60)
- the Student's Book (pages 70 and 71)
- the Workbook (pages 136 and 137)

To start:

- Begin with a short discussion of British names comparing them with the system of naming in Saudi Arabia. For example *Fred Watson*. *Watson* is the surname or family name taken from his father, Dave Watson. *Fred* is his *first* or *given* name, chosen by his parents. Many British people have more than one given name – *Fred*, for example, is *Fred Oliver Watson*.
- Say *Open your books at page 70, please.*

1 Look, say, listen and write.

Aims: to introduce Fahad; booking in to a hotel.

- a)
- Ask students, in pairs, to look at the pictures in Exercise 1a and answer the questions.

ANSWERS: The man is Fahad, Omar's cousin. He's arriving at the White Horse Hotel in Oxford. (Prompt students if they forget the names.)

b)

- Say *Look at the question in Exercise 1b. Listen to the CD and answer.*
- Play track 59. Students listen and answer.

ANSWER: 25

c)

- Ask students to read the instructions and the hotel form.
- Say *Listen again and fill in the form.*
- Play track 59 again.
- Students fill in the form in pairs or check each other's work at the end.

ANSWERS: First name: Fahad; Surname: Walid;
Nationality: Saudi; Car no: WH05 VHV; Room no: 25;
Number of nights: two

d)

- Say *Listen to the CD again and repeat.*
- Play the track again. Pause at the end of each sentence to give students time to repeat.

AUDIOSCRIPT TRACK 59

Receptionist: Good afternoon, sir. Can I help you?

Fahad: Good afternoon. My name's Fahad Walid. I think I have a room here.

Receptionist: Mr. Walid ... er, yes. For two nights?

Fahad: That's right.

Receptionist: Welcome to the White Horse hotel, Mr. Walid. Now, could you fill in this form, please?

Fahad: Of course.

Receptionist: You're in room 25

2 Look!

Aim: to introduce the term *abbreviation*.

- Ask students to read the *Look!* box.
- Students have met the concept of abbreviation before but not the word.
- Say *abbreviation* clearly and ask students to repeat.

Extra activity:

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

3 Say.

Aim: to revise formal greetings when booking into a hotel.

- In pairs, students practise the dialogue in Exercise 1a.
- The 'guest' may be themselves or an invented person/nationality.

Note: In a girl's class both the receptionist and the guest should be female. The receptionist should address the guest as *madam*.

4 Look, listen and say.

Aims: to revise informal greetings; tenses; to listen for hidden meaning.

- a)
- Ask students in pairs to look at the picture in Exercise 4a. *Who can they see?*

ANSWERS: *They can see Jim, Fred, Fahad, the receptionist, Ibrahim and Omar.*

- b)
- Ask students to read the question in Exercise 4b.
- Say *Listen to the CD and answer.*
- Play part 1 of track 60.
- Give students time to discuss this subtle inference in pairs.

ANSWERS: *(In students' own words). Because Fahad's never met Jim and Fred and he doesn't know who they are.*

- c)
- Say *Listen to part 2 of the CD. Were you correct?*
- Play part 2.

Extra activity:

- Play part 1 again and ask students to identify Uncle Jim's surname (*Coleman*).

AUDIOSCRIPT TRACK 60

1

Fahad: Could you tell me ... is Mr. Ibrahim Saad here yet?

Receptionist: Let me look, sir. Er ... no, he isn't, not yet.

Uncle Jim: Mr. (name, please)?

Fahad: Yes, I'm Mr. (name, please).

Uncle Jim: Hello. My name's Jim Coleman. And this is my nephew Fred.

Fahad: Hello, Mr. Coleman. Hello, Fred.

Uncle Jim: Please, call me Jim. Welcome to Oxford.

Fahad: Thank you. I'm sorry, but ...

2

Uncle Jim: Of course, you don't know us.

Fahad: Well, actually ...

Fred: I'm a friend of Omar's. I was in Riyadh. My father works with Ibrahim. And this is my mum's brother. He booked your room here.

Fahad: Oh, I see! Of course! Yes, Omar e-mailed me about you. It's nice to meet you.

Fred: And look ... here they are! Hello Omar!

5 Read and underline.

Aims: to read and understand a welcome card; to choose correct vocabulary.

- Ask students to read Nina's card and underline the correct words.
- Ask individual students to provide the correct answers.

ANSWERS: 1 *wasn't* 2 *flight* 3 *like* 4 *all* 5 *to*

Homework: Workbook pages I36 and I37

Final activity:

- Students have met the concept of *abbreviation* in this lesson. Explain that we often abbreviate first names in English.
- Write these full first names on the board: *Penelope, James, Frederick, Nicholas*. Ask the students to suggest which characters in the book have these full first names, and to look at the front cover for the final name. (*Penny, Jim, Fred, Nick* (One of the authors of the book!))
- Say *Well done. See you again soon.*

ANSWERS:

1 1 afternoon, sir. Can I help you? 2 booked a room here
3 your name please? 4 It's Mr. Smith. 5 Is your first name
6 Yes, I'm Philip Smith. 7 Welcome to our hotel Mr. Smith.

2 1 help 2 fill in 3 receptionist 4 book 5 nights 6 room
7 surname

3 abbreviations

4 **First name:** John **Surname:** Taylor **Nationality:** English/
British **No. of nights:** 7 **Room no.:** 32

5 1 In a hotel. 2 At school. 3 In a shop. 4 In a restaurant.
5 In a hotel. 6 At the airport. 7 In a hotel. 8 At school.

6 1 At The White Horse Hotel. 2 Uncle Jim.
3 Omar and Reema. 4 No, she didn't. 5 To her school.
6 Would you like to come to my school tomorrow
afternoon?

Unit 9

A visit to Oxford

LESSON 2 *School visits*

Language

Functions: Talking about abilities**Grammar:** good/bad at; too much/many**Vocabulary:** lend, borrow, size, secret (n), (football) match, party, awful**Reading and writing:** good/bad at + noun/gerund

Bring to the lesson:

- the CD (tracks 61 and 62)
- the Student's Book (pages 72 and 73)
- the Workbook (pages 138 and 139)
- flashcards of illnesses

The image shows two pages from a textbook. The left page is the Student's Book (page 72) and the right page is the Workbook (page 138). Both pages are titled 'Unit 9 A visit to Oxford' and 'LESSON 2 School visits'. The Student's Book contains exercises 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 1l, 1m, 1n, 1o, 1p, 1q, 1r, 1s, 1t, 1u, 1v, 1w, 1x, 1y, 1z. The Workbook contains exercises 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 1l, 1m, 1n, 1o, 1p, 1q, 1r, 1s, 1t, 1u, 1v, 1w, 1x, 1y, 1z.

To start:

- Using the flashcards (or by miming), revise illnesses – *I've got a headache, tooth ache, stomach ache, cold.*
- Mime *I've got a headache*. Increase the look of pain. Teach *I've got an awful headache*.
- Say *Open your books at page 72, please.*

1 Look, listen and say.

Aim: to introduce *lend/borrow, good at*

- a)
- Ask students, in pairs, to look at the picture in Exercise 1a, read the speech bubble and answer the question.

ANSWERS: *He's not very well. He's got a headache.*

- b)
- Ask students to read the questions.

- Say *Listen to the CD and answer.*
- Play track 61.
- Students listen and answer.

ANSWERS:

- 1 *There's an important football match (against another school).*
- 2 *Omar can play for Fred's school (instead of Charlie).*
- 3 *No, he doesn't.*

AUDIOSCRIPT TRACK 61

Charlie: Sir, I don't feel very well. I've got an awful headache. Can I go home?

Mr. Norris: You don't look very well. Yes, you can go home.

Fred: But Charlie ... you can't go home. It's the football match against South Oxford School this afternoon. It's the most important match of the year. We need you!

Charlie: I can't play football this afternoon, Fred. I just can't.

Mr. Norris: I agree with Charlie. We don't want him getting worse.

Jack: What are we going to do? Charlie's our best player!

Fred: I know! I've got a great idea! Remember, my Saudi friend Omar's visiting us this afternoon. He can play for us. He's really good at football.

Mr. Norris: Well ...

Fred: I can lend him some boots ... he's the same size as me. And the school can lend him a shirt.

Mr. Norris: Well ... OK then.

Fred: Oh, thank you sir.

2 Look!

Aim: to contrast and compare the words *lend/borrow*.

- Ask students to read the *Look!* box.
- Reinforce this by pretending you have lost your book. Say to a student *Can I borrow yours, please?* A student hands you his/her book. Say *(Name's) lending me his/her book. I'm borrowing it.* And then give the book back.

Extra activity:

- Students copy the *Look!* box into their notebooks.

3 Say and write.

Aim: to introduce and reinforce *good/bad at* + gerund (–ing).

- a)
- Ask students to look at the chart in Exercise 3 and then read the speech bubbles.
 - Make sure that they understand that ✓✓ means *good at* and ✕✕ means *bad at*.
 - In pairs, they should make questions and short answers about Omar, Nina, Elena, Yasser and Charlie. (For example: *Is Yasser good at riding a bike. Yes, he is. Is Nina good at writing in Arabic? No, she isn't. Is Charlie bad at swimming? No, he isn't.*)
- b)
- Ask students to write sentences about the characters using the model provided.
 - They work in pairs or check each other's work at the end.
 - Monitor the activity. Check for correct sentences.

ANSWERS:

- Nina's good at painting but she's bad at writing Arabic.*
- Elena's good at cooking but she's bad at drawing.*
- Yasser's good at riding a bike but he's bad at sailing.*
- Charlie's good at swimming but he's bad at cooking.*

Note: Point out to students that they may use straight nouns after *good/bad at* – e.g. *I'm good/bad at history, football, etc.*

4 Read and write.

Aims: to revise *going to* for plans; to revise *mustn't*; to read and gather information.

- Ask students to read the questions in Exercise 4.
- Students read the dialogue and write the answers.

ANSWERS:

- Because it's a secret.*
- They mustn't eat in the classroom.*
- She wants to come to the party*

4 Look, write, listen and say.

Aim: to introduce and practise *too much* and *too many*.

- a)
- Ask students to look at the picture and read the speech bubbles.
 - Ask them to read and answer the questions. (*Yes, there is. Yes, there are.*)
 - Ask them to use *too much/many* by saying the sentences in the speech bubbles.

Note: We use *too many* with countable nouns (e.g. *sandwiches*) and *too much* with uncountable nouns (e.g. *juice*).

b)

- Ask students to complete the sentences.

ANSWERS: 1 *too many* 2 *too much* 3 *too much*

c)

- Say *Listen to the CD and check your answers.*
- Play track 62.
- Students listen and check.

d)

- Say *Listen again and repeat.*
- Play the track again. Pause to give students time to repeat.

AUDIOSCRIPT TRACK 62

- There are too many tourists in London.
- I've got too much rice on my plate.
- There's too much pepper in my kapsa.

Homework: Workbook pages 138 and 139

Final activity:

- In pairs students compare what they are good and bad at.
- Say *Well done. See you again soon.*

ANSWERS:

1 1 awful 2 match 3 player 4 size 5 I think 6 lend

2 1 north 2 the worst 3 answer 4 lend 5 can't 6 different
7 thank you 8 bad at

3 1 She's bad at doing maths. 2 He's good at writing English.
3 We're bad at riding horses. 4 It's good at climbing trees.
5 It's bad at swimming. 6 They're good at flying.

4 Pupils' own answers.

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

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

Unit 9

A visit to Oxford

LESSON 3 *Well done, Omar!*

Language

Functions: Formal welcoming; Ordering a narrative; Revision of past simple

Grammar: *It's time to ...*

Vocabulary: *quiet*, football vocabulary

Pronunciation: *qu* (/kw/) words

Reading and writing: *It's time to*; Narrative past sequencing

Bring to the lesson:

- the CD (tracks 63 and 64)
- the Student's Book (pages 74 and 75)
- the Workbook (pages 140 and 141)

Note: the authors do not wish to be accused of stereotyping. However, they are aware that page 75 is more likely to be of interest/use to those classes that follow football. Other classes may wish to spend more time on page 74 and less on 75, though the language activities of both pages should be followed.

To start:

- Ask students to imagine that either Nina or Fred is visiting your school. What would they arrange for them.
- Say *Open your books at page 74, please.*

1 Look and listen.

Aim: to practise a formal public welcome.

- a)
- Ask students, in pairs, to look at the picture in Exercise 1 and discuss who they can see and what they are doing. (*Nina, Elena, Lucy and Mrs. Henderson are having a party for Reema at Nina's school. They're eating party food.*)

b)

- Ask students to read Exercise 1b.
- Say *Listen to the CD and tick the true or false boxes.*
- Play track 63. You may need to play this track twice for students to complete the exercise.
- In pairs they should check each other's work.

ANSWERS: 1 F 2 T 3 F 4 T 5 T

Extra activity:

- Ask students to repeat Mrs. Henderson's formal welcome: *I'd like to say 'welcome' to Reema, our guest from Saudi Arabia. It's very good to have you here. Also Reema's reply: Thank you, Mrs. Henderson. Thank you for letting me visit.*

AUDIOSCRIPT TRACK 63

Mrs. Henderson: Are you enjoying yourself, Reema?

Reema: Yes, yes, thank you very much. This is the best party ...

Nina: And the cake. Do you like the cake?

Reema: Yes, it's great. But I mustn't eat too much ...

Mrs. Henderson: Now, girls. Quiet please. I'd like to say 'welcome' to Reema, our guest from Saudi Arabia. It's very good to have you here.

Reema: Thank you, Mrs. Henderson. Thank you for letting me visit.

Mrs. Henderson: And your English! It's very good. Are you the best at English in your class?

Reema: No, Mrs. Henderson. Some girls are better than me. But I've got Nina. When I've got a problem in English I can e-mail her, or talk to her on the webcam. She helps me.

Mrs. Henderson: Well done, Nina. Now, it's time to go home. Look, Nina, here's your mother.

Penny: Hello everyone.

Girls: Hello Mrs. Watson.

Mrs. Henderson: Goodbye, Reema. Come and visit us again one day.

Reema: I'd love to. Thank you. Thank you, Nina. Thank you, everyone!

Pronunciation corner

Aim: to practice the pronunciation of words with *qu* (/kw/).

Note: This may be a good opportunity to point out this spelling rule: in English, *q* is always followed by *u* (*Queen, request*, etc.). The exception is when we are transcribing Arabic names and places into English (e.g. *Qatar*). We pronounce this single *q* as /k/.

a)

- Ask students to read the words. In pairs they should try saying the words.
- Monitor and check that they are saying the words correctly.
- If any students have problems, say the sounds /k/ and /w/ separately then more and more quickly until you form /kw/. Have students repeat.

b)

- Say *Listen to the CD and repeat the words*.
- Play track 64. Students repeat.

AUDIOSCRIPT TRACK 64

quiet	quiet
quiz	quiz
question	question
quarter	quarter
request	request
square	square

2 Look, say and order.

Aims: to describe a sequence of actions in the present; to understand and order a story.

Note: Football-oriented students may already know some if not all of the specialist football vocabulary. For those classes with less of an interest you may translate the new vocabulary into Arabic.

a)

- Ask students to look at the question and answer. If they have no idea, tell them (*90 minutes*). They need to know this to make sense of the excitement in the game!

b)

- Students may read the sentences in Exercise 2c before they describe the pictures. This will help them with vocabulary.
- In pairs, students look at the pictures and describe what is happening in each picture.

Note: Students should look at the entire sequence of pictures including the time and the score line.

c)

- In pairs, students read the sentences again and put them in the order of the pictures.

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

3 Write.

Aim: to complete a story using verbs in the past simple tense.

- Ask students to read Fred's description of the match.
- In pairs ask students to complete the story using the past tenses of the correctly chosen verbs in Exercise 2c.
- Ask individual students to read the story, changing students after each past tense.

ANSWERS: 2 scored 3 scored 4 scored 5 headed 6 saved 7 scored

Homework: Workbook pages I40 and I41

Final activity:

- In pairs, students create a short true/false exercise using facts from either page 74 or page 75.
- Each student writes two sentences (e.g. *Reema's the best at English in her class. (F) Jack scored a goal in the football match (T).*)
- They then pass their sentences to their partner who, with the book shut, says *true* or *false* from memory.
- Say *Well done. See you again soon.*

ANSWERS:

1 1 enjoying 2 thank you very much 3 Welcome
4 Come and visit 5 I'd love to

2 1 It's time to go 2 it's time to go 3 it's time to stop
4 It's time to start 5 It's time to eat 6 It's time to stop

3 1 question 2 quiz 3 quiet 4 quarters 5 request 6 square

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

5 1 started 2 scored 3 was 4 passed 5 headed 6 scored
7 continued 8 had 9 scored 10 saved 11 was

6 1 playing 2 winning 3 better 4 blows 5 Well done!
6 much 7 Quiet 8 guest

Unit 9

A visit to Oxford

LESSON 4 REVIEW

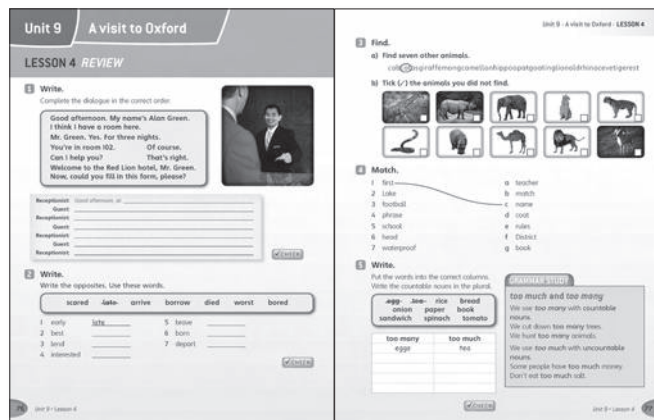
Language

Revision of language in Unit 9.

Grammar study: *too much* and *too many*

Bring to the lesson:

- the Student's Book (pages 76 and 77)
- the Workbook (pages 136 – 141)



To start:

- Say *Open your books at page 76, please.*
- Ask students to look at the photograph on this page. *Who do they think the two men are? (A hotel receptionist and a guest in the hotel.)*

1 Write.

Aim: to order a dialogue revising booking into a hotel.

- Ask students to read the sentences in Exercise 1.
- They then write the dialogue in the correct order.
- Students either help each other in pairs or check each other's dialogues at the end.

ANSWERS:

Receptionist: *Good afternoon, sir. Can I help you?*

Guest: *Good afternoon. My name's Alan Green. I think I have a room here.*

Receptionist: *Mr. Green. Yes. For three nights.*

Guest: *That's right.*

Receptionist: *Welcome to the Red Lion hotel, Mr. Green. Now, could you fill in this form, please?*

Guest: *Of course*

Receptionist: *You're in room 102.*

2 Write.

Aim: to revise the opposites of known words.

- Ask students to read the list of words and write the opposites using words from the box.
- Students check each other's work in pairs.

ANSWERS: 2 worst 3 borrow 4 bored 5 scared 6 died 7 arrive

3 Find.

Aim: to revise the vocabulary of animals.

- Ask students to find and write the seven other animals.
- They can work in pairs.

ANSWERS: *giraffe, camel, hippo, goat, lion, rhino, tiger*

b)

- Ask students to tick the photograph of the animals not in the list.

ANSWERS: *elephant; snake*

4 Match.

Aim: to match words that we often use together.

- Ask students to match the words that often come together.
- Students work in pairs or check each other's work at the end.

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

5 Write.

Aim: to practise *too many* and *too much*.

Note: *Paper* has been taught as an uncountable noun. Students do not yet know that, when it means *newspaper*, it can be countable.

- Ask students to read the words in the box and write them in the correct columns.
- Students write the countable nouns in the plural. Check that they spell *tomatoes* correctly.
- In pairs students check each other's work.

ANSWERS:

<i>too many</i>	<i>too much</i>
eggs	tea
onions	rice
books	bread
sandwiches	paper
tomatoes	spinach

Grammar study:

Aim: to reinforce the use of *too many/much* with countable and uncountable nouns.

- Ask students to read the *Grammar study* box.

Extra activity:

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

Homework:

Any exercises not completed in the Workbook pages 136 – 141.

Final activities:

- Say *The next unit is the last unit in the book. Look quickly at the pictures. What you think is going to happen?*
- Give students a very short time to flick through the next unit. Only give them time to look at the pictures, not read the text.
- Ask for suggestions as to what is going to happen.
- Say *Well done. See you again soon.*

Unit 10 Saying goodbye

LESSON 1 *Lost in Oxford*

Language

Functions: Understanding and giving directions

Grammar: Revise prepositions of motion

Vocabulary: *Post Office*

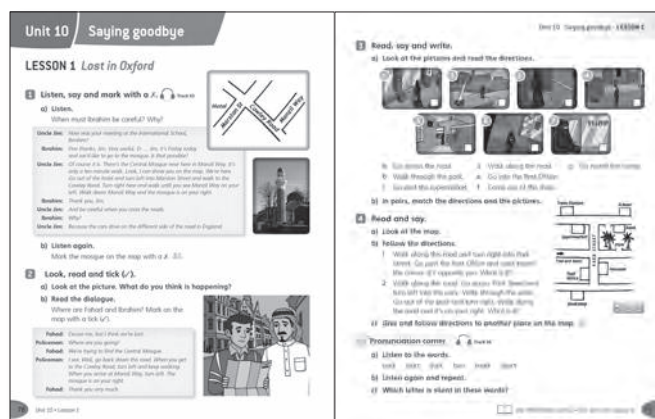
Pronunciation: silent *r*

Reading and writing: Map reading

Note: This unit is almost 100% revision.

Bring to the lesson:

- the CD (tracks 65 and 66)
- the Student's Book (pages 78 and 79)
- the Workbook (pages 142 and 143)
- flashcards of prepositions of motion
- if possible, an enlargement of the map on page 78 for projection



To start:

- Using the flashcards, revise prepositions of motion.
- Say *Open your books at page 78, please.*

1 Listen, say and mark with a X.

Aim: to revise and understand directions.

- Ask students to read the questions in Exercise 1a.
- Say *Listen to the CD and answer.*
- Play track 65.

ANSWERS: *Because the cars drive on a different side of the road to Saudi Arabia.*

b)

- Give students a minute or so to look at the map in Exercise 1.
- Say *Listen again and find the mosque.*
- Play track 65 again.
- Students mark the site of the mosque with a **X**.

Note: If students find this difficult they can read the dialogue and follow the directions.

Extra activity:

- If you can project the map onto a screen or wall, ask a student to come to the projection. Play the directions again, pausing after each direction. (*Look, I can show you on the map. We're here. Go out of the hotel and turn left. / Turn left into Marston Street / and walk to the Cowley Road. / Turn right here / and walk until you see Manzil Way on your left. / Walk down Manzil Way / and the mosque is on your right.*) The student, with the help of the class if he/she goes wrong, follows the direction on the projection.

ANSWERS: *See Exercise 2 answers.*

AUDIOSCRIPT TRACK 65

Uncle Jim: How was your meeting at the International School, Ibrahim?

Ibrahim: Fine thanks, Jim. Very useful. Er ... Jim, it's Friday today and we'd like to go to the mosque. Is that possible?

Uncle Jim: Of course it is. There's the Central Mosque near here in Manzil Way. It's only a ten-minute walk. Look, I can show you on the map. We're here. Go out of the hotel and turn left. Turn left into Marston Street and walk to the Cowley Road. Turn right here and walk until you see Manzil Way on your left. Walk down Manzil Way and the mosque is on your right.

Ibrahim: Thank you, Jim.

Uncle Jim: And be careful when you cross the roads.

Ibrahim: Why?

Uncle Jim: Because the cars drive on the other of the road.

2 Look, read and tick (✓).

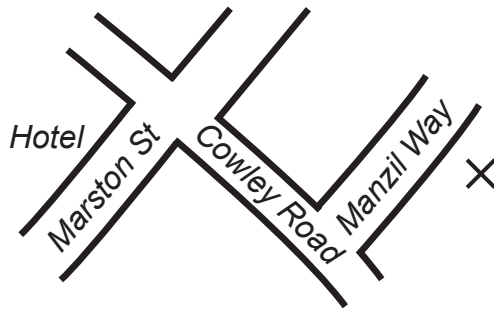
Aim: further understanding of directions.

a)

- Ask students to look at the picture in Exercise 2 and read the question.
- In pairs students guess what is happening.

ANSWERS: *Fahad and Ibrahim are lost.*

- b)
- Ask students to read the dialogue.
 - Ask them to put a tick where Fahad and Ibrahim are lost. (Now they know where the mosque is this should be easier.)



3 Read, say and write.

Aim: to revise prepositions of directions.

- a)/b)
- Ask students to look at the pictures in Exercise 3 and read the directions.
 - In pairs they decide which direction fits which picture and write the letter in the correct box.

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

4 Read and say.

Aim: to follow and give directions.

- a)
- Ask students to look at the map.
- b)
- Students read and follow the directions. Ask *What can you see when you arrive?*

ANSWERS: 1 bookshop 2 bank

- c)
- Ask students, in pairs, to take turns to give and follow directions to other places on the map.

Extra activity:

- Ask students to write their directions before they say them.

Pronunciation corner

Aim: to practise words including a silent *r*.

Note: We rarely pronounce an *r* when it is followed by another consonant.

- a)
- Say *Listen to the words on the CD.*
 - Play track 66 for students to listen.

- b)
- Say *Listen again and repeat.*
 - Play track 66 again. Students repeat.

- c)
- Ask them to read the words. Which letter do we not say in these words? (*r*)

AUDIOSCRIPT TRACK 66

park	park	turn	turn
start	start	mark	mark
dark	dark	short	short

Homework: Workbook pages I42 and I43

Final activity:

- In pairs, students give and follow directions from your classroom to a location in the school. The student following the directions identifies the location.
- Say *Well done. See you again soon.*

ANSWERS:

1 1 across 2 into 3 along 4 round 5 through 6 up
7 down 8 past 9 out of

2

art	baker	boat	boots
French	carpenter	bus	raincoat
maths	farmer	coach	scarf
technology	vet	plane	sweater

3 1 b 2 d 3 a 4 c

4 1 medicine 2 supermarket 3 married 4 assistant
5 exciting 6 dictionary

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

6 Egypt England France Italy Jordan Poland Spain

Unit 10 Saying goodbye

LESSON 2 The wrong present

Language

Functions: Saying goodbye

Grammar: Revise *can*; Revise present continuous

Vocabulary: letter, post box

Reading and writing: A poem

Bring to the lesson:

- the CD (tracks 67 – 69)
- the Student's Book (pages 80 and 81)
- the Workbook (pages 144 and 145)

To start:

- Write 1 Saudi recipe book 2 Teach-yourself-Arabic book 3 Saudi travel guide on the board. Ask if students can remember who these presents are for? (1 Penny, 2 Nina, 3 Fred)
- Say *Open your books at page 80, please.*

1 Look, match, listen and answer.

Aims: to revise apologising; to listen for detail.

- Ask students to look at the picture in Exercise 1. What have Ranya and Reema got? (*Presents*)
- Ask students to read the questions.
- Say *Listen to the CD and answer.*
- Play part 1 of track 67.
- Students answer the questions in pairs.
- Ask individual students for the answers.

ANSWERS: 1 Yes 2 She wants her to open her present. 3 (In students own words) They've been given the wrong present.

Note: If students do not guess 3 correctly it does not matter, but don't say at this point if their guesses are right or wrong.

b)

- Say *Listen to part 2. Were you correct?*
- Play part 2 of track 67.
- Say *Well done* to those who guessed correctly.

c)

- Ask students to read the sentences in Exercise 1c.
- Say *Listen again and tick the correct boxes.*
- Play part 2 of the track again.
- Students listen and tick.
- In pairs they check each other's work.

ANSWERS: 1 F 2 T 3 T

Extra activity:

- Practise the apologies. Play the following lines again for students to repeat:

Ranya: I'm so sorry, Nina, Penny. The cook book's for you, Penny ...

Reema: And the teach-yourself book's for you, Nina. We're so sorry!

Penny: Don't worry! It's OK.

AUDIOSCRIPT TRACK 67

1

Ranya: Did you hear, Penny? Ibrahim and Fahad got lost this afternoon.

Penny: Oh, no! Are they OK?

Ranya: Yes, they're fine. A policeman helped them. He showed them the way to the mosque and now they're back at the hotel.

Penny: Good.

Ranya: And now, Reema and I have got something for you ... Penny, this is for you.

Reema: And Nina, this is for you. Go on, open it.

2

Penny: Oh ... a teach-yourself-Arabic book.

Nina: And I've got a Saudi cook book.

Reema: Oh no, Mum! They've got the wrong presents.

Ranya: I'm so sorry, Nina, Penny. The cook book's for you, Penny ...

Reema: And the teach-yourself book's for you, Nina. We're so sorry!

Penny: Don't worry! It's OK.
Nina: Thank you, Reema. This is a great present. Now I can really learn Arabic.
Penny: And I can cook more exciting food.
Nina: Can I help you, Mum?

2 Read, listen and say.

Aim: to practise the present continuous tense in a poem.

- a)
- Ask students to read the question and dialogue in Exercise 2a.

ANSWERS: *He's learning to write poems in English.*

- b)
- Ask students to read the poem silently. They should ask if they have any language problems.
- c)
- Say *Listen to the poem.*
 - Play track 68. Students listen.
 - Say *Listen again and repeat.*
 - Play the track again. Pause after each line for students to repeat.

Extra activity:

- Play the poem again. This time students accompany by reading aloud from their books.
- Ask the students to learn the poem for homework.

AUDIOSCRIPT TRACK 68

Omar: Let's read it together, Fred.
Fred: OK. It's called 'I'm writing you a letter. Ready?'
Omar: Yes.
Omar: What are you doing, my friend, my dear friend?
 What are you doing, my friend?
Fred: I'm writing you a letter,
 I'm telling you the news,
 Then I'm putting on my hat and coat,
 And putting on my shoes,
 I'm going to the post box,
 I've got no time to lose,
 I'm sending you a letter, my dear friend.
Omar: What are you doing, my friend, my dear friend?
 What are you doing, my friend?
Fred: I'm sending you a letter,
 I'm sending it today,
 It's twenty pages long.
 I've got a lot to say.
 Could you answer, please, my letter
 And tell me you're OK?
 Yes, I'm sending you a letter, my dear friend.

3 Order and listen.

Aims: to order a telephone dialogue; saying *thank you* and *goodbye*.

- Ask students to read the jumbled dialogue.
- In pairs they should number the dialogue in the correct order.

ANSWERS: 2, 6, 4, 8, 3, 5, 1, 9, 7

Extra activity:

- Play track 69 again. Pause after each sentence to give students time to repeat.

Homework: Workbook pages 144 and 145

AUDIOSCRIPT TRACK 69

Jim: Oxford 657820. Jim speaking.
Fahad: Hello, Jim. It's Fahad here.
Jim: Hello, Fahad.
Fahad: I'm leaving now. I'm going back to Bournemouth. I'd like to say 'thank you' for all your help.
Jim: I didn't do much ...
Fahad: You booked my room, you welcomed me.
Jim: Oh, it was nothing. It was my pleasure, and a pleasure to meet you. Look, Fahad, you must come and visit us again.
Fahad: Thank you very much. I'd like that. Well, I must go now. Thanks again. Goodbye, Jim.
Jim: Bye, Fahad.

Final activity:

- Students, in small groups, play Hangman using new words in this book.
- They should take it in turns to choose a word from the *Contents* on pages 2–4.
- Say *Well done. See you again soon.*

ANSWERS:

- 1 Pupils' own answers.
 2 1 d 2 f 3 a 4 e 5 c 6 b
 3 1 mine 2 your Rakan's 3 your 4 Her mine 5 their ours
 4 1 hippo 2 monkey 3 giraffe 4 lion 5 snake 6 elephant 7 zebra
 5 Grandma Grandpa dictionary pineapple raincoat sandwich skewer spinach
 6 1 park 2 OK 3 dark 4 text 5 text 6 next

Unit 10 Saying goodbye

LESSON 3 Time to go

Language

Functions: Narrative building; Doing a formal test

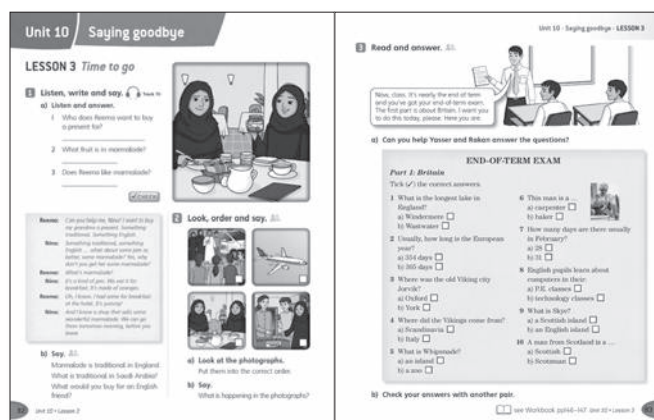
Grammar: Revision of *Why don't ...?* (suggestions)

Vocabulary: *traditional, jam, marmalade*

Reading and writing: An exam

Bring to the lesson:

- the CD (track 70)
- the Student's Book (pages 82 and 83)
- the Workbook (pages 146 and 147)



To start:

- If you asked students to learn the poem on page 81 say it together with books closed.
- Say *Open your books at page 82, please.*

1 Listen, write and say.

Aim: to revise *Why don't ...?* in suggestions.

- Ask students to read the questions in Exercise 1a.
- Say *Listen to the CD and write the answers.*
- Play track 70. You may need to play this track twice.
- Students write the answers.
- They check each other's work in pairs at the end.
- Ask individual students for answers.

Note: *Yummy* is a colloquialism much used by younger English speakers. It means delicious.

ANSWERS: 1 *Her grandmother (grandma)* 2 *oranges* 3 *Yes*

Extra activity:

- Pause the track after Reema says *Something traditional, something English* and ask for students suggestions for a suitable gift.
- b)
- Ask students to read the sentences in Exercise 1b.
- In pairs they discuss suitable presents. Help with English vocabulary if necessary.
- Encourage them to use *Why don't we buy him/her ...?*

AUDIOSCRIPT TRACK 70

- Reema:** Can you help me, Nina? I want to buy my grandma a present. Something traditional. Something English.
- Nina:** Something traditional, something English ... what about some jam or, better, some marmalade? Yes, why don't you get her some marmalade?
- Reema:** What's marmalade?
- Nina:** It's a kind of jam. We eat it for breakfast. It's made of oranges.
- Reema:** Oh, I know. I had some for breakfast at the hotel. It's yummy!
- Nina:** And I know a shop that sells some wonderful marmalade. We can go there tomorrow morning, before you leave.

2 Look, order and say.

Aim: to describe and order pictures.

Note: It is a matter of choice as to whether you ask students to do activity a before b or vice versa.

- In pairs ask students to look at the pictures and number the events in the order they happened on the Saads' last day in England.

ANSWERS: (breakfast) 1, (shopping) 2, (waving goodbye) 3, (flying home) 4

b)

- In pairs students describe what is happening in the pictures in the correct order.
- Ask individual students to describe the pictures.

ANSWERS: (In students own words) **1** Reema and Ranya are having breakfast in the hotel. (Students may describe what they are having for breakfast). **2** Penny, Nina and Reema are in a shop. They're buying marmalade. **3** The Saad family is leaving. Jim, Penny, Nina and Fred are waving goodbye. **4** The Saads are flying home to Saudi Arabia.

3 Read and answer.

Aims: to practise doing a formal test about Britain; to revise cultural material from the book.

a)

- Ask students to read Dave's speech bubble in Exercise 3a.
- Ask *Why is Dave giving his class an exam?* (Because it's nearly the end of term.)
- In pairs, students should tick the correct answers.

Note: It is your choice whether you allow students to look back in the book if they encounter difficulties. If you do allow this, however, Activity 1b becomes redundant.

ANSWERS: 1 a 2 b 3 b 4 a 5 b 6 a 7 a 8 b 9 a 10 b

b)

- When they have finished, pairs check their answers with another pair.

Homework: Workbook pages 146 and 147

Final activity:

- Pairs of students write one or two more questions about Britain similar to the ones in the exam and then they test other pairs.
- Say *Well done. See you again soon.*

ANSWERS:

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

2 1 for 2 at 3 to 4 in 5 on 6 at

3 1 missed 2 booked 3 filled in 4 exciting 5 hope 6 scared

4 1 far 2 long 3 many 4 much

5 long	longer	the longest
big	bigger	the biggest
good	better	the best
bad	worse	the worst
friendly	friendlier	the friendliest
expensive	more expensive	the most expensive
scruffy	scruffier	the scruffiest
interesting	more interesting	the most interesting

6 1 I'm older than my brother.

2 I think it's going to rain.

3 Ibn Battuta died in Morocco.

4 Why don't you take some medicine?

5 We mustn't eat in the classroom.

Unit 10 Saying goodbye

LESSON 4 REVIEW OF THE BOOK

Language

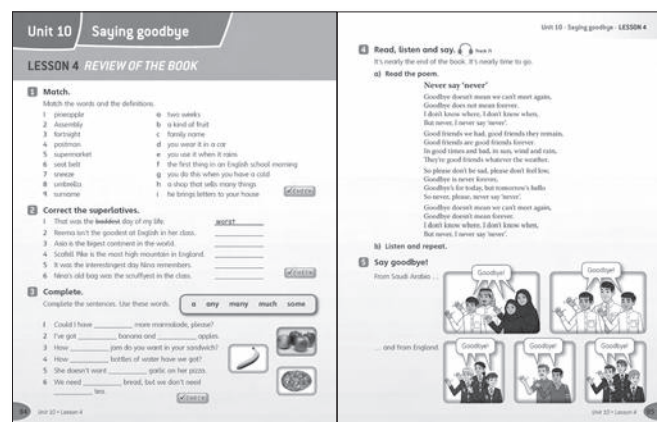
Revision of language taught in Lift Off! 1b.

Grammar study: A final study

Bring to the lesson:

- the CD (track 71)
- the Student's Book (pages 84 and 85)
- the Workbook (pages 142 – 147)

ANSWERS: 1 *worst* 2 *best* 3 *biggest* 4 *highest*
5 *most interesting* 6 *scruffiest*



3 Complete.

Aim: to revise the correct words (*any, many, much, some*) to use with countable and uncountable nouns.

- Ask students to complete the sentences with words from the box.
- They can do this in pairs or check each other's work at the end.

ANSWERS: 1 *some* 2 *a, some* 3 *much* 4 *many* 5 *any*
6 *some, any*

4 Read, listen and say.

Aim: to read and say a final poem.

- Ask students to read the poem silently. They may look up the difficult words (*forever, whatever, low (= sad), remain*) in the dictionary.
- Say *Listen to the poem*.
 - Play track 71.
 - Students listen.
 - Say *Listen again and repeat*.
 - Play track 71 again. Pause to give students time to repeat.
 - Play the poem again.
 - Students accompany the track.

To start:

- Choose one of the poems from earlier in the book and ask students to say it together (without playing the CD). You should start with the first line and they join in.
- Say *Open your books at page 84, please*.

1 Match.

Aim: to match words from the book and their definitions.

- Ask students to match the words and their definitions.
- They can do this in pairs or check each other's work at the end.

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

2 Correct the superlatives.

Aim: to revise superlative adjectives and their spellings.

- Ask students to read the sentences and correct the superlatives.
- They can do this in pairs or check each other's work at the end.

AUDIOSCRIPT TRACK 71

Never say 'never'
Goodbye doesn't mean we can't meet again,
Goodbye does not mean forever.
I don't know where, I don't know when,
But never, I never say 'never'.
Good friends we had, good friends they remain,
Good friends are good friends forever.
In good times and bad, in sun, wind and rain,
They're good friends whatever the weather.
So please don't be sad, please don't feel low,
Goodbye is never forever,
Goodbye's for today, but tomorrow's hello
So never, please, never say 'never'.
Goodbye does not mean we can't meet again,
Goodbye doesn't mean forever.
I don't know where, I don't know when,
But never, I never say 'never'.

5 Say goodbye!

- Do this as the final activity.

Final activities:

- Give students the opportunity to express their opinions of the book.
- In pairs or small groups they mention one or two things they *liked* and one or two they *disliked*.
- The authors would certainly be interested in their, and of course your, feedback.
- Say *Well done. Have a good holiday!*
- Hold up the book, indicate Exercise 5, wave and say a loud *goodbye!*

Flashcards and Posters

Flashcards

Letters: a – z/A – Z

Numbers: 1 – 20

Occupations:

dentist
doctor
nurse
policeman
soldier

Objects and animals:

camcorder
computer
digital camera
DVD player
mouse
Omar's bike

Food and drink:

(green) peppers
apple(s)
bread
cheese
chicken
chips
eggs
garlic
ice cream
juice
kebab
mushrooms
olives
onions
orange(s)
pizza
tomatoes
rice
salad

Weather:

raining
snowing
sunny
cloudy
windy
cold
hot

Notes

Macmillan Education
Between Towns Road, Oxford, OX4 3PP
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

ISBN: 978-0-230-42087-8

Text © Macmillan Publishers Limited 2011
Design and illustration © Macmillan Publishers Limited 2011

First published 2011
All rights reserved; no part of this publication may be
reproduced, stored in a retrieval system, transmitted in any
form or by any means, electronic, mechanical, photocopying,
recording, or otherwise, without the prior written permission
of the publishers.

Design by Bigtop Design Limited
Cover design by Oliver Design
Cover images by Rex and Lonely Planet
Typeset by CJB Editorial Plus

The authors would like to thank Fahad Al-Asiri and his family for
their help in providing background.

Printed and bound in Saudi Arabia

2015 2014 2013 2012 2011
10 9 8 7 6 5 4 3 2 1